

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	PG Cert
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Learning & Teaching in Higher Education
<b>1.7 Mode and Duration of Study:</b>	Full Time – 10 months Part Time – 20 months
<b>1.8 School:</b>	Institute of Education
<b>1.9 HECoS Code:</b>	100461
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
<b>1.12 Accrediting Professional Body/PSRB</b>	Advance HE (the Higher Education Academy)
<b>1.13 QAA Subject Benchmarking Group(s):</b>	N/A
<b>1.14 Other External Points of Reference:</b>	QAA Masters' Degree Characteristics As Advance HE accredited provision against the United Kingdom Professional Standards Framework, Descriptors 1 and 2, this programme aligns with similarly accredited provision at other universities within the UK and overseas.
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	Work-based practice is central to the programme. Participants are required to be employed in a student-facing role that includes some teaching (for the first module, EDCM51) and significant teaching (for the second module, EDCM52). Successful completion of the programme also leads to the award of Fellowship of the Higher Education Academy which is the accepted professional standard for lecturing staff at universities across the UK.
<b>1.17 Arrangements for Distance Learning:</b>	N/A
<b>1.18 Original Date of Production:</b>	September 2018

**1.19 Date of Commencement:**

September 2019

**1.20 Review Date:**

By August 2025

## **2. Programme Outline**

The Postgraduate Certificate Learning and Teaching in Higher Education (PGCert L&T in HE) provides members of staff at Plymouth Marjon University with an opportunity to develop their understanding and practice of learning and teaching in higher education. It is open to both teaching and professional services colleagues who are able to demonstrate that their role involves student-facing learning and teaching responsibilities. It meets the high standards set by Advance HE/the Higher Education Academy (HEA) for accreditation by that agency. Consequently, anyone who successfully completes the first module is also awarded Associate Fellowship of the HEA, having demonstrated all elements of Descriptor 1 of the UK Professional Standards Framework (UKPSF). Anyone successfully completing the postgraduate certificate is also awarded Fellowship of the HEA, having demonstrated all elements of Descriptor 2 of the UKPSF.

Participants are able to develop their practical teaching skills and their understanding and knowledge of the theoretical perspectives that underpin good practice. The programme challenges participants' thinking, and they are encouraged and enabled to reflect critically and in depth on their teaching, both during programme workshops and in their day-to-day application of their learning from the programme.

The PG Cert L&T in HE begins annually on campus during semester A. New staff normally follow a part-time route and take two years to complete it as part of their probationary commitment to the university, undertaking one 30 credit module per academic year. It is also possible for staff (both established or new to the institution) with appropriate teaching experience (i.e. a minimum of three years) to follow a full-time route and undertake both modules concurrently, if they wish.

In addition to receiving the support of those members of staff that are involved in the facilitation of the programme, all programme participants are able to access additional support from a programme mentor. Programme mentors provide support on a voluntary basis, have all successfully completed this university's programme or an equivalent provision at another institution, and are Fellows or Senior Fellows of the HEA.

Participants on the programme have full access to the same high quality resources as all of the university's students, including those to be found in and through the university's library, and through the programme pages on the VLE.

## **3. Distinctive Features**

- The approach to 'delivery' of the programme aims to model good practice and elements of heutagogy wherever possible. In other words, there is an emphasis on self-direction and a student-centred approach. This enables participants to choose their preferred route through the programme content, and also to exercise a significant amount of ownership and choice in their navigation of the programme's assessment tasks.
- The extent and quality of feedback opportunities for participants, including membership of peer-review triads, support from a programme mentor, observational feedback from programme tutors.
- The balance of developing theoretical understanding alongside applied, reflective practice so that each informs the other.

## 4. Programme Aims

This is HEA accredited provision and its aims are:

- To enable teaching and professional services staff at the university to develop their conceptual understanding and their practice of learning and teaching in higher education.
- To enable participants to critically apply different approaches to learning and teaching in ways that are discipline appropriate.
- To enable participants to become informed reflective practitioners in order to enhance their practice as facilitators of learning and teaching in higher education.
- To support participants in their achievement of the high professional standards required for Associate and full Fellowship of the HEA.

## 5. Programme Learning Outcomes

### Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Comprehensive, deep and systematic knowledge of current theoretical perspectives on learning and teaching in HE.
2. A critical and systematic understanding of all dimensions of the UK Professional Standards Framework for teaching and supporting learning in HE.
3. A comprehensive and deep understanding of the skills associated with effective practice in HE.
4. A critical awareness of the value of reflective practice as a facilitator of learning in HE.

### Intellectual skills:

By the end of this programme students should be able to demonstrate:

1. A confident and critical interpretation, application and synthesis of complex and contradictory theory to practice in the context of HE.
2. The ability to innovatively and critically analyse and evaluate theoretical perspectives and models, and argue alternative approaches.
3. The ability to evaluate and employ learning and teaching methodologies and methods that are appropriate for their own discipline.
4. The ability to undertake systematic, critical analysis and reflection of their own practice and to plan and implement their own professional development.

### Practical skills:

By the end of this programme students should be able to demonstrate:

1. Enhanced practical teaching skills, in particular the ability to exercise initiative and work reflectively, reflexively, effectively and responsibly with their students.
2. The ability to plan, design and 'deliver' learning activities/programmes of study that are student-centred.
3. The competent adaptation and application of teaching technologies to enhance teaching and learning.
4. The ability to exercise initiative to meet the diverse needs of students by adapting their approach to teaching as appropriate.

## Transferable / key skills:

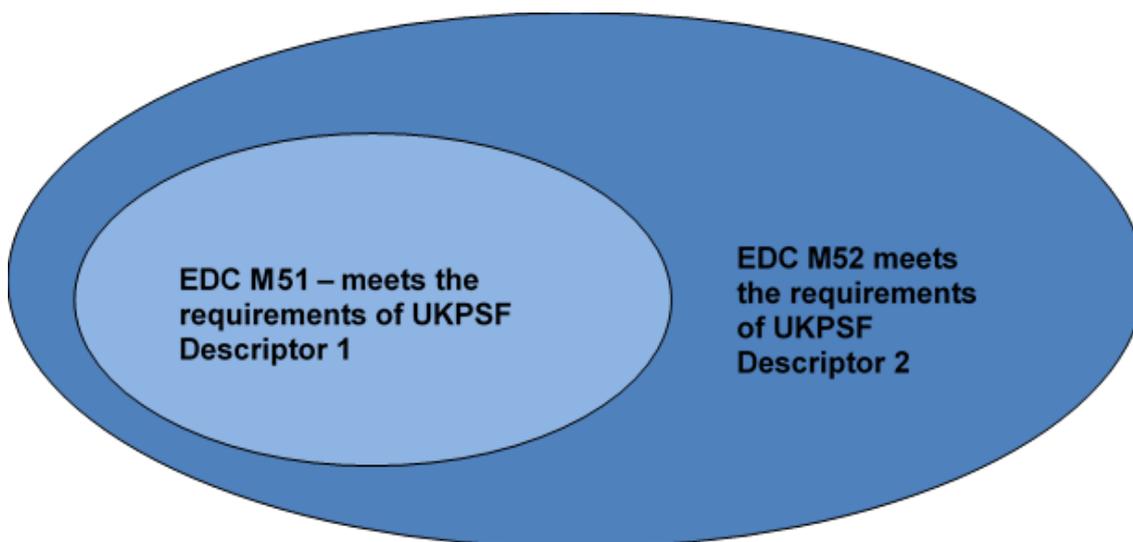
By the end of this programme students should be able to demonstrate:

1. A broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.
2. The ability to evaluate and respond to the learning needs of individuals and groups of learners.
3. The ability to apply a range of educator skills reflectively and reflexively in wider professional learning contexts.
4. The ability to analyse and evaluate theoretical perspectives critically, using a full range of learning resources, and engage confidently in academic and professional communication with others.

## 6. Learning and Teaching Methods

The programme has always aimed to model good practice and introduce new practitioners to the theory that underpins this. Participants are encouraged to reflect critically on their own experience as learners on the programme early on, with a view to mirroring this critical reflection as practitioners within their own disciplines. The value of this has frequently been articulated by programme participants, and additional opportunities for shared reflection through peer review triads have now been integrated into both modules of the programme.

The content for the second module of the programme is negotiated, largely adopting a heutagogical approach and following individual personal reviews/audits against the UKPSF. This ensures that participants are able to influence the curriculum and that it addresses their learning needs. Given the 'nested' nature of the programme (please see figure below; the first module is nested within the second), this also means that regardless of choices that participants make during their completion of the assessment tasks for the first module (EDCM51) to satisfy Descriptor 1 requirements, they are able to ensure that they provide evidence of meeting the requirements for Descriptor 2 by successfully completing both modules (EDCM51 and EDCM52) of the programme.



**Figure 1 The PG Cert Learning & Teaching in HE**

Approaches to learning and teaching include taught and practical sessions, group work, peer review, action learning sets and 1:1 reviews. Learners are also expected to demonstrate

independence and initiative throughout by undertaking on-going research and identifying and sharing additional, relevant reading pertinent to their practice.

**Matrix of modules and learning and teaching methods:**

In summary, learning and teaching methods utilised during the programme fall under the broad headings used in the table below, which also identifies their application in each of the two programme modules:

<b>Method</b>	<b>Description</b>
<b>Critical reflection</b>	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development.
<b>Group work (including action learning sets)</b>	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
<b>Independent learning/self-directed study</b>	Activities where an individual learner conducts research or carries out a learning activity on their own.
<b>Lectures/whole group lectures</b>	Subject introduced and delivered by the teacher in a specific time which transmits information.
<b>Peer group study/action learning sets</b>	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
<b>Personal and professional development planning</b>	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
<b>Tutorials</b>	One-to-one or group session with the module tutor(s). They can either be a chance for a student or group to ask specific questions, or for a more general discussion.
<b>Virtual Learning Environment</b>	A software system designed to support teaching and learning in an educational setting.
<b>Work based tasks</b>	Learning events which take place within a working environment enabling learners to develop ‘real’ skills.

**6.1 Learning Enhancement**

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with appropriate resources to do so. To this end, digital materials are used extensively which, together with critical reflection (individually and with peers) and innovative and participative approaches to learning and teaching during workshops, ensure that learning is enhanced in ways that are appropriate for the programme level and content.

**6.2 e-Learning**

As mentioned above, digital materials and resources are used extensively during the programme via the virtual learning environment. This includes extensive reading lists, shared tutor and participants’ presentations, slides, questionnaires, videos and other digital resources. Programme participants are also encouraged to use digital forums to provide mutual support.

## 7. Modes of Assessment

The modes of assessment employed for the modules are designed throughout to reflect ‘assessment for learning’ and ‘assessment as learning’, with less focus on ‘assessment of learning’. Assessment tasks are all written assignments and there is a strong emphasis on reflection and reflective practice to enable students to demonstrate both their understanding and application of all dimensions of the UKPSF. There is a focus on personalised assessment during the programme, as will be evident in Section 6 above. For example, as they progress through both modules, individuals are able to choose the order in which they evidence the UKPSF dimensions. Both programme participants and tutors track individuals’ progress against assessment criteria to ensure that the personalised nature of assessment does not allow for gaps in knowledge, understanding or evidence of application (please see appendix 1). Peer reviews, observations of teaching and the provision of detailed feedback to individual participants are integral components of the programme, and feed into the reflective components of the assessment tasks.

Written assignments are marked in accordance with institutional requirements. Detailed marking criteria and rubrics are included in the Programme Handbook and comprehensive formative and summative feedback is provided to students throughout the programme. Because all participants on the programme are colleagues, all assessed assignments are second marked.

Method	Description
<b>Reflective Journal</b>	<p><b>Specific description:</b> Students are required to submit a reflective learning journal which demonstrates their ability to critically evaluate their knowledge, understanding and practice in line with both the specified module learning outcomes and the Areas of Activity, Core Knowledge and Professional Values outlined in the UK PSF . They are also required to undertake two observations, one as an observer and one in which they are observed, both of which should inform their reflective journals.</p> <p><b>Generic description (Evaluative Report):</b> An evaluation or critically reflective piece of writing that identifies key issues, challenges and ‘learning’ that is relevant to the student’s experiences. This may be the result of a placement, event, work experience etc.</p>
<b>Essay (EDCM51)</b>	<p><b>Specific description:</b> Students are required to submit an essay focusing on at least two of the five UK PSF Activity Areas, demonstrating their knowledge and understanding of these Activity Areas and their integration of them into their practice. They are also required to provide evidence of understanding and integrating of the UK PSF Core Knowledge and Professional Values in their writing as they address the specified module learning outcomes for this task.</p> <p><b>Generic description:</b> A written response based on synthesis and analysis. This may be negotiated with an academic tutor.</p>

<p><b>Essay (EDCM52)</b></p>	<p><b>Specific description:</b> Students are required to design, plan and implement an educational activity which is peer observed. They must provide evidence in their report of their planning and design activity through an account that demonstrates:</p> <ul style="list-style-type: none"> <li>• a research-informed approach to content</li> <li>• a structured and creative approach to learning</li> <li>• a thorough and critical approach to intended content choice/focus and supporting materials</li> <li>• an awareness of the quality assurance and quality</li> </ul> <p><b>Generic description:</b> A written response based on synthesis and analysis. This may be negotiated with an academic tutor.</p>
<p><b>Evaluative Report</b></p>	<p><b>Specific description:</b> A critical, reflective evaluation of a practical task. Students are expected to demonstrate:</p> <ul style="list-style-type: none"> <li>• a reflective approach to practice that includes evidence of understanding, interpreting and applying the UK PSF Core Knowledge and Professional Values</li> <li>• a critical evaluation of the design and implementation activities, informed by feedback from observers</li> <li>• a comprehensive understanding of methods for evaluating the effectiveness of their teaching</li> <li>• a forward action plan that focuses on their continuing professional development relating to their subject area, pedagogy, incorporation of research scholarship and future plans for ongoing reflection and evaluation of professional practice.</li> </ul> <p><b>Generic description:</b> An evaluation or critically reflective piece of writing that identifies key issues, challenges and ‘learning’ that is relevant to the student’s experiences. This may be the result of a placement, event, work experience etc.</p>

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

All participants in the programme are employees of the university and, as such, are expected to undertake work-based learning throughout the programme which strongly focuses on reflective practice. Appropriate application of learning from the programme is expected of students, as is the critical evaluation of learning theories from the position of active practitioners.

Participation in the programme enhances students’ development and progression both within the university and beyond. Achievement of HEA Fellowship is recognised and expected throughout UK HE providers and internationally as the required professional standard for teaching staff.

## 10. Programme Structure

### Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">EDCM51</a>	Approaches to Learning in Higher Education	30	100% Coursework	Semester X	Compulsory	Non-Condonable
<a href="#">EDCM52</a>	Enhancing Learning and Teaching in Higher Education	30	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

## 11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The Higher Education Academy/Advance HE – this provision was re-accredited by the HEA against D1 and D2 of the UK Professional Standards Framework for a period of 4 years from August 2018.

## 12. Professional Advisory Group

N/A

## 13. Academic Progression Opportunities

On successful completion of the programme, students exit with the Postgraduate Certificate Learning and Teaching in Higher Education and Fellowship of the HEA. They may also use the level 7 credits gained through the programme towards a master's degree at this University (MA Education). Alternative masters' routes may also be available at other universities that offer similar provision (e.g. MA Education; MA in Professional Practice in Higher Education).

## 14. Employability and Career Progression Opportunities

Achieving the Postgraduate Certificate Learning and Teaching in Higher Education supports participants in the development of their practice within the university. HEA Fellowship is also the accepted standard for lecturing staff at universities across the UK and beyond, and given this, completing the programme strengthens individuals' future employment prospects in academic settings. There is also a growing number of professional services staff that hold student-facing roles in university settings that are achieving Associate and full Fellowship of the HEA. Again, colleagues within this university that successfully complete either the first module (EDCM51) or the full Postgraduate Certificate, will find that their CVs are strengthened by either award should they wish to apply for roles elsewhere in higher education.

Those completing EDCM51 (and attaining HEA Associate Fellowship) will find themselves better equipped for teaching roles and other roles that support learning in Higher Education (for example, learning technologists, learning developers, library staff, researchers, demonstrators and technicians with teaching-related responsibilities).

Those completing EDCM52 (and attaining HEA Fellowship) will find themselves better equipped for more significant teaching and learning responsibilities in HE, either in academic-related or learning support roles.

## **15. Support for Students and for Student Learning**

The university recognises the value of the whole student experience within Higher Education and students have full access to Marjon's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Academic tutorial staff, including programme leaders, module leaders and tutors
- The University's Futures team
- Extensive library, and other learning resources and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.

An additional benefit of undertaking the Postgraduate Certificate Learning & Teaching in Higher Education is that experiencing the resources that the university has to offer as learners, enables the participants to speak about these and offer advice to their own students from a more informed position.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Students are strongly encouraged to provide feedback on a regular basis at the end of sessions, via on-line mid-module and programme evaluation forms, via the Postgraduate Taught Experience Survey (PTES), and through their student representative at Student/Staff Liaison Meetings (SSLC). In addition, informal and regular opportunities to provide feedback, either in person or via email, are offered to students.

## **17. Other Stakeholder Feedback**

Feedback from graduates is actively sought (in addition to those routes mentioned in section 16 above). Feedback from colleagues across the University (e.g. participants' line managers) is also gathered in respect of the effectiveness of the programme and the impact that participation has on future learning and teaching. Additionally, and importantly, previous participants have been nominated and received awards from the student body for, for example, their innovative teaching.

It is clear that the university itself is a key stakeholder in respect of this programme. External feedback relating to the quality of teaching across the institution is also likely to reflect the development of confidence and competence that educators experience during and following their participation in the programme.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. In order to gain Advance HE/HEA accreditation, the programme was subject to rigorous scrutiny and the application process was extremely thorough, particularly in respect of quality enhancement to ensure that the participants' experience aligns with other accredited provision.

Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

## APPENDIX 1 – STUDENTS’ SUMMARY SHEET (for monitoring their progress against the UKPSF)

### Postgraduate Certificate Learning and Teaching in Higher Education UKPSF SUMMARY SHEET

This summary sheet is for recording evidence of the UKPSF Areas of Activity, Core Knowledge and Professional Values from each assessment task and should be added to and submitted as an appendix to each piece of assessed work throughout the programme. It enables you to demonstrate that all the requirements for Associate Fellowship/Fellowship have been fully evidenced during the assignment work across the module (EDCM51 = D1) or the programme (EDCM51 and EDCM52 -D2). Criterion for D1 and D2 are included in the programme rubrics.

**Student’s name:**

**Programme participation dates:**

EDCM51	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
Reflective Journal															
Essay															
EDCM52															
Part 1															
Part 2															



