

## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>n/a</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	<b>Higher Education Academy</b>
<b>Final award</b> ( <i>e.g. BA Hons</i> )	<b>PGCert</b>
<b>Title of programme(s)</b>	<b>Higher Education</b>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>n/a</b>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>n/a</b>
<b>Duration and mode(s) of study</b>	<b>1 year part-time</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September, 2016</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	<b>2021</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> )	<b>X142</b>
<b>UCAS course code &amp; code name</b>	<b>n/a</b>
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> )	<b>PGCERHE</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

<p><b>Rationale and general aims</b> (<i>from the student's perspective</i>)</p> <p>The programme will introduce you to the principles of effective learning, teaching and assessment in higher education. The programme will introduce you to models and theories which underpin your professional practice. You will be introduced to innovations in higher education pedagogy through a series of master classes which are designed to empower you to experiment with your practice. As you progress through the programme you will begin to understand the wider political context which shapes higher education in the UK.</p> <p>The programme will also assist you in exploring what is meant by <i>teaching excellence</i>. In line with the recent White Paper (Department for Business, Innovation and Skills, 2016) the programme will take a broad view of teaching excellence, including the teaching itself, the learning environments in which it takes place, and the outcomes it delivers.</p> <p>Whilst it is difficult to isolate components of teaching excellence, factors which contribute to it might arguably include: courses which are well-designed; robust standards; retention; graduate employment rates; student satisfaction; teaching intensity; contact hours; support for students; career readiness and a learning environment that develops the 'soft skills' that employers need. These include capacity for critical thinking, analysis and teamwork, along with the vital</p>
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development of a student's ability to learn. The programme will encourage you to critically analyse these notions of teaching excellence and to challenge the assumptions which underpin these metrics.

Upon completion of the programme you will be awarded a Postgraduate Certificate in Higher Education and conferred as a Fellow of the Higher Education Academy.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc. codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

*Programmes of study should incorporate the generic learning outcomes set out below. With the exception of the employability skills, which should normally be kept intact, programme proposers should enhance, embed, contextualise and/or make these learning outcomes more specific as appropriate.*

On successful completion of the programme students will have demonstrated:

- K1 a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- K2 a comprehensive understanding of the internal and external drivers of teaching excellence;
- K3 originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- I1 conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline;
- I2 conceptual understanding that enables them to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

#### Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;

- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

The programme is fully aligned with the UK Professional Standards Framework (UKPSF) at the category of Descriptor 2. This enables participants who complete the programme to be recognised as Fellows of the Higher Education Academy. There is an option for participants to complete the first module only. This module is aligned to both Descriptor 1 and Descriptor 2 of the UKPSF and participants who exit the programme after the first module will be conferred as Associate Fellows of the Higher Education Academy providing that they can demonstrate that their practice aligns with the standards at the category of Descriptor 1.

The UK Professional Standards are listed below:

#### **Areas of Activity**

- ▶ A1 Design and plan learning activities and/or programmes of study
- ▶ A2 Teach and/or support learning
- ▶ A3 Assess and give feedback to learners
- ▶ A4 Develop effective learning environments and approaches to student support and guidance
- ▶ A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

#### **Core Knowledge:**

- ▶ K1 The subject material
- ▶ K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- ▶ K3 How students learn, both generally and within their subject/ disciplinary area(s)
- ▶ K4 The use and value of appropriate learning technologies
- ▶ K5 Methods for evaluating the effectiveness of teaching

- ▶ K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

### Professional Values

- ▶ V1 Respect individual learners and diverse learning communities
- ▶ V2 Promote participation in higher education and equality of opportunity for learners
- ▶ V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- ▶ V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

### Descriptor 1

- ▶ D1.I Successful engagement with at least two of the five Areas of Activity.
- ▶ D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity.
- ▶ D1.III Appropriate Core Knowledge and understanding of at least K1 and K2.
- ▶ D1.IV A commitment to appropriate Professional Values in facilitating others' learning.
- ▶ D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.
- ▶ D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibilities.

### Descriptor 2

- ▶ D2.I Successful engagement across all five Areas of Activity.
- ▶ D2.II Appropriate knowledge and understanding across all aspects of Core Knowledge.
- ▶ D2.III A commitment to all the Professional Values.
- ▶ D2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.
- ▶ D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
- ▶ D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and where appropriate, related professional practices.

## 4. Learning outcomes for subsidiary awards

*This section is currently being reviewed with a view to replacing generic learning outcomes with learning outcomes that are specific to the programme. Advice should be sought from AQSO before this section is completed.*

<b>Guidance</b>	
<b>Participants can exit the programme after the first module and be awarded associate fellowship status of the HEA.</b>	1 Synthesise the principles which underpin effective pedagogy in higher education; 2 Critically analyse theoretical perspectives and conceptual frameworks in relation to higher education pedagogy; 3 Critically evaluate their own professional practice taking into account peer feedback.

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

The programme ensures progression in students' knowledge, skills and understanding through its module structure. In ICE 7102 *Learning, Teaching and Assessment in Higher Education* students start by learning about the basic requirements of teaching and assessment in higher education. In the second module (ICE 7112 *Innovation in Learning, Teaching and Assessment in Higher Education*) students build on this knowledge by learning about innovations in learning and teaching in higher education. By the time they study the final module (ICE 7122 *The Wider Context in Higher Education*) students are confident with the principles of effective teaching in higher education and they have learnt about innovations in teaching. In the final module they will learn about the wider policy context which shapes higher education learning and teaching. Participants can also use their PGCert HE credits to gain exemption from one third of a Master's degree in an education subject. The qualification is now an essential criteria for most academic positions in higher education.

### **AUTUMN: Module 1: ICE 7102 Learning, Teaching and Assessment in Higher Education**

**20 Credits      Level 7**

This module will enable practitioners in higher education to discuss, from a critical standpoint, learning, teaching and assessment within their subject discipline, appropriate techniques of curriculum design and their overall institutional curriculum context. Methods and approaches to the review and evaluation of academic practice in relation to learning and teaching and curriculum design will also be considered. The module also addresses the need to underpin academic practice with a knowledge and understanding of key educational ideas, models and theories, including theories of critical reflection. The module will be assessed by a 4000-word (equivalent) portfolio of evidence which will include a 1400 word commentary on their own professional practice, drawing on 1 observation of practice. Participants who choose to exit the programme after studying this module must align this to the UKPSF at Descriptor 1.

### **SPRING: Module 2: ICE 7112 Innovation in Learning, Teaching and Assessment in Higher Education**

**20 Credits      Level 7**

This module will focus on developing innovative approaches in learning, teaching and assessment in the higher education context. The module will explore perspectives on innovation. There are two elements to the assessment: a poster presentation of an aspect of innovative pedagogy and a 3000-word written account of research into innovative pedagogy. Candidates who are experienced members of HE staff and already hold the Fellowship of the HEA but wish to gain the PGCert HE only can study this module as a standalone but they will need to supplement the assessment with four observations of teaching. This module supports participants to demonstrate teaching excellence through participation in master classes led by leading experts in higher education teaching.

### **SUMMER: Module 3: ICE 7122 The Wider Context in Higher Education**

**20 Credits      Level 7**

This module will examine the wider higher education context. This will include: The Teaching Excellence Framework; the Research Excellence Framework; employability; student satisfaction; retention; internationalisation; quality assurance; bids for external funding; equality and diversity. The assessment will be 4000-word portfolio of evidence against the UKPSF. This includes a 3000-word reflective account of professional practice, four observations of professional practice and an action plan. The reflective account of practice requires participants to reflect on how the wider HE context influences their professional practice and evidence how they have met the UKPSF at descriptor 2.

On completion of the 60 credits and four satisfactory teaching observations participants will be awarded the PGCert HE.

## 6. Structure

### **POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION (PGCert HE)**

**Duration:** 1 year part-time

**Total credit rating:** 60 Credits (level 7)

**All Level 7 modules** – with effect from September 2016

**Core:** Students are required to take:

ICE 7102 Learning, Teaching and Assessment in Higher Education (20 credits)

ICE 7112 Innovation in Learning, Teaching and Assessment in Higher Education (20 credits)

ICE 7122 The Wider Context in Higher Education (20 credits)

## 7. Learning, teaching and assessment

### **7a) Statement of the strategy for learning, teaching and assessment for the programme**

*Reference should be made to the LTA Strategy 2015-19 and an explanation be included of the form that programme-level assessment (PLA) takes on the programme.*

The programme provides a professional qualification for teaching in higher education. The teaching methods will draw heavily on those described in Leeds Trinity University's Learning, Teaching and Assessment strategy. Sessions will be designed to model strategies which are specified in the Strategy. These include but are not restricted to: active learning; collaboration; student-led enquiry; technology enhanced teaching, non-discriminatory enabling pedagogy and applied learning. Assessments are carefully designed to model to participants innovative and inclusive approaches to assessment in higher education.

## 7b) Module details

Module number and name <i>Include both as shown below</i>	Learning and teaching methods <i>These must be easily classifiable into the three <u>KIS categories</u> of Scheduled learning and teaching activities, Guided independent study &amp; Placement/study abroad.</i>	Assessment				Teaching staff (Module co-ordinator shown as first name, in <b>bold</b> script)	Venue (if not Leeds Trinity premises)
		Component form <i>Each must be easily classifiable into one of the three KIS categories of Written exams, Coursework &amp; Practical exams.</i>	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
ICE 7102 Learning, Teaching and Assessment in Higher Education	Lectures, seminars, workshops, master classes	Portfolio including reflective account	4000 words equivalent	100%	End of semester 1	<b>Jonathan Glazzard</b> and Senior Teaching Fellows	
ICE 7112 Innovation in Learning, Teaching and Assessment in Higher Education	Lectures, seminars, workshops, master classes	Poster presentation  Literature review	1000 word equivalent  3000 words	25%  75%	Mid-semester 2 April  End Semester 2 June	<b>Jonathan Glazzard</b> and Senior Teaching Fellows	
ICE 7122 The Wider Context in Higher Education	Lectures, seminars, workshops.	Portfolio including reflective account	4000 words equivalent	100%	September	<b>Amanda Fulford</b> and Senior Teaching Fellows	

## 7c) Programme learning outcomes covered

<i>Adjust LO codes as necessary. ↓ These must match module descriptors.</i>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>I1</b>	<b>I2</b>		<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>E4</b>	<b>E5</b>	<b>E6</b>	<b>E7</b>	<b>E8</b>	<b>E9</b>		
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Understanding of field of enquiry</i>	<i>Understanding of techniques</i>	<i>Original application of knowledge</i>	<i>Critical eval. of research</i>	<i>Critical eval. of methodology</i>		<b>Self-management</b>	<b>Teamworking</b>	<b>Business &amp; sector awareness</b>	<b>Problem-solving</b>	<b>Communication</b>	<b>Application of numeracy</b>	<b>Application of IT</b>	<b>Entrepreneurship / enterprise</b>	<b>Social, cultural &amp; civic awareness</b>		
ICE 7102 Learning, Teaching and Assessment in Higher Education	✓	✓		✓	✓		✓	✓		✓	✓		✓				
ICE 7112 Innovation in Learning, Teaching and Assessment in Higher Education	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓			
ICE 7122 The Wider Context in Higher Education	✓							✓	✓			✓				✓	

*E2 will be embedded through all modules although there is no teamwork assessment.*



## 8. Entry requirements

<b>Postgraduate programmes</b>
<p>Applicants should normally have achieved the following prior to registration for the programme:</p> <p style="padding-left: 40px;">An honours degree in a relevant subject (<u>or</u> equivalent professional experience).</p> <p>During the programme participants must be engaged in a teaching or learning support role in a UK higher education institution.</p> <p>For students whose first language is not English, the following requirements must be met:</p> <p style="padding-left: 40px;">The British Council IELTS with a score of 6.5 (with not less than 6.0 in any component).</p> <p>Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.</p>

## 9. Progression, classification and award requirements

<b>Details of requirements for student progression between levels and receipt of the award(s)</b> (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
<p><i>Specify clearly whether any requirement applies to the final award only or to any subsidiary award(s) as well.</i></p> <p>Staff in learning support roles may be particularly interested in studying ICE 7102 <i>Learning, Teaching and Assessment in Higher Education</i> only and exiting the programme at this point. This module aligns with Descriptor 1 of the UKPSF and Descriptor 1 is suitable for those involved in learning support or for PhD students who undertake student support roles.</p> <p>Progression to the full PGCert HE will only be suitable for those who can demonstrate that they can evidence the breadth of teaching required for Descriptor 2 of the UKPFS. Staff who take the PGCert HE will typically be lecturers, although PhD students who can evidence the breadth of experience required for Descriptor 2 will be eligible to progress to the PGCert HE.</p> <p>All modules are 20 credits at level 7 and all must be passed in order to gain the qualification of the PGCert HE unless participants have claimed RPL or RPEL. The award of the PGCert HE automatically confers the recognition of Fellowship of the Higher Education Academy.</p> <p>Participants may also choose to study one or more of the three modules as a standalone option and are therefore not required to pass the previous module in order to take the next module.</p> <p>Participants can exit the programme after the first module of study (ICE 7102 <i>Learning, Teaching and Assessment in Higher Education</i>). If they pass this module they will gain 20 credits at level 7 and they will be formally recognised as Associate Fellows of the HEA.</p> <p>Participants who wish to claim RPEL for ICE 7102 <i>Learning, Teaching and Assessment in Higher Education</i> on account of professional experience can enter the programme directly at the second module (ICE 7112 <i>Innovation in Learning, Teaching and Assessment in Higher Education</i>). These participants have gained experience in teaching in higher education so do not need to learn about the basic requirements of teaching in higher education.</p> <p>If these participants do not hold the fellowship of the HEA they will study ICE 7112 <i>Innovation in Learning, Teaching and Assessment in Higher Education</i> and ICE 7122 <i>The Wider Context in Higher Education</i> to gain the PGCert HE.</p>

As well as claiming RPEL against ICE 7102 *Learning, Teaching and Assessment in Higher Education* through their teaching experience, some participants may also be able to claim RPCL against ICE 7122 *The Wider Context in Higher Education* if they already hold the fellowship of the HEA. Fellowship certification is mapped against module outcomes and in securing Fellowship, participants have already had to reflect on the wider policy context which shapes higher education. These participants will achieve the PGCert HE through studying ICE 7112 *Innovation in Learning, Teaching and Assessment in Higher Education* (including four observations of practice) only.

## 10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level  
*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

None

## 11. External examining arrangements

External examining arrangements  
(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

The External Examiner will have expertise in learning and teaching in higher education. Ideally the External Examiner should teach on level 7 programmes in their own higher education context. The External Examiner must be a Senior Fellow of the HEA.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,  
(e.g. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Each participant will be assigned a mentor to support them through the programme. The mentor will support them in auditing their own professional knowledge and experience and drawing up an action plan with clear developmental targets. Mentors will also support participants with their written accounts of their professional practice upon which the judgement about Fellowship award will be made.

## 13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

The programme is fully compliant with the Equality Act (2010). Participants will be able to access disability services or the support of the Learning Hub to facilitate their progression through the programme.