



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	Institute of Childhood and Education (ICE)
<b>Academic Group</b>	N/A
<b>Professional accreditation body</b> ( <i>if applicable</i> )	Advance HE <ol style="list-style-type: none"> <li>On successful completion of the Postgraduate Certificate in Higher Education participants will achieve Fellowship of the Higher Education Academy (FHEA)</li> <li>On successful completion of ICE7012 Essentials of Teaching in Higher Education participants will achieve Associate Fellowship of the Higher Education Academy (AFHEA)</li> </ol>
<b>Final award</b> ( <i>eg. BA Hons</i> )	<ol style="list-style-type: none"> <li>PGCert</li> <li>ICE7102 (delivered as a 20-credit standalone module for Visiting Lecturers and West Yorkshire Police Partners only)</li> <li>ICE7112 (delivered as a 20-credit standalone CPD offer)</li> </ol>
<b>Title of programme(s)</b>	<ol style="list-style-type: none"> <li>Postgraduate Certificate in Higher Education</li> <li>ICE7102 Essentials of Teaching and Learning in Higher Education (delivered as a 20-credit standalone module for Visiting Lecturers and West Yorkshire Police Partners only)</li> <li>ICE7112 Innovation, Diversity and Inclusion in Higher Education (delivered as a 20-credit standalone CPD offer)</li> </ol>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	ICE7102 Essentials of Teaching and Learning in Higher Education (and Associate Fellowship of the Higher Education Academy) – fallback award for participants on the Postgraduate Certificate in Higher Education
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	N/A
<b>Duration and mode(s) of study</b>	1 year part-time, including online where relevant
<b>Month/year of approval of programme</b>	September 2021
<b>Start date</b> (this version) ( <i>month and year</i> )	September 2021
<b>Periodic review next due</b> ( <i>academic year</i> )	2024/25
<b>HECoS subject code(s)</b>	100461 – Higher Education (50%)

	<b>100509 – Higher Education Teaching (50%)</b>
<b>UCAS course code &amp; route code</b> (available from Admissions)	N/A
<b>SITS codes</b> (Course / Pathway / Route) (available from Student Administration)	PGCERHE
<b>Delivery venue(s)</b>	Leeds Trinity University and Online (where appropriate)

## 2. Aims of the programme

<b>Rationale and general aims, including what is special about this programme</b> (from the student's and a marketing perspective)
<p>This programme is intended for colleagues who are at the beginning of their careers in teaching in Higher Education and/or new to teaching in Higher Education. It will introduce them to the essentials of teaching and learning and basics of curriculum design, feedback, feed-forward, constructive alignment and learning outcomes (ICE7102). It will also give participants the opportunity to engage in innovative practices along with those that are focussed on diversity and inclusion in the teaching context (ICE7112), as well as giving them a good grounding in the wider context and policies that shape our practice and are determined beyond the University itself (ICE7122).</p> <p>On successful completion of ICE7102 (module 1) and having met the requirements of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF), participants can exit with 20 Level 7 credits and Associate Fellowship of the Higher Education Academy (AFHEA). This module is also available as a stand-alone intensive pathway for Visiting Lecturers and West Yorkshire Police Partners.</p> <p>On successful completion of ALL 3 modules and having met the requirements of Descriptor 2 (D2) of the UKPSF, participants will exit the programme with 60 credits at Level 7 study and Fellowship of the Higher Education Academy (FHEA).</p>

## 3. Student learning outcomes of the programme

<p><b>Learning outcomes in terms of:</b></p> <ul style="list-style-type: none"> <li>– knowledge and understanding (K)</li> <li>– intellectual / cognitive / 'thinking' skills (I)</li> <li>– practical skills specific to the subject (P)</li> <li>– employability skills (E)</li> </ul> <p>The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.</p>
<p>On successful completion of the programme, participants will have <i>demonstrated</i>:</p> <p><u>Knowledge and understanding</u></p> <p>K1 Coherent and detailed subject and/or professional knowledge and understanding of teaching and learning in higher education, practices of inclusion and diversity, as well as a sound knowledge of the wider context in which UK higher education operates;</p> <p>K2 Evidence of achievement against D1 of the UKPSF (see Section 3a below);</p> <p>K3 Evidence of achievement against D2 of the UKPSF (see Section 3a below).</p> <p><u>Intellectual / cognitive / 'thinking' skills</u></p>

- I1 Secure use of analytical techniques appropriate to the discipline of teaching and learning in Higher Education;
- I2 Critical evaluation of approaches to solving problems in a disciplinary context;
- I3 Effective and sustained communication of results and arguments;
- I4 Understanding of the limits of their knowledge and the consequent influence on their analysis.

#### Practical skills

- P1 Ability to transfer theoretical knowledge about pedagogical practices in Higher Education to the teaching context;
- P2 Ability to use appropriate technology to enhance teaching and learning and foster inclusion in the teaching context.

#### 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 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 any PSRB, employer or legislative requirements)*

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

Furthermore, this programme is accredited by Advance HE and is congruent with the [UK Professional Standards Framework \(UKPSF\)](#) for Descriptor 1 (AFHEA) and Descriptor 2 (FHEA).

#### Dimensions of the UKPSF:

##### 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 practice.

##### 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 for 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) – Associate Fellow:

- 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) – Fellow:

- D2.I Successful engagement across all five Areas of Activity.
- D2.II Appropriate knowledge and understanding across all aspects of core knowledge.
- D3.III A commitment to all Professional Values.
- D4.IV Successful engagement in appropriate teaching practices related to the Areas of Activity.
- D5.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
- D6.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practice.

#### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	
ICE7102 Essentials of Teaching and Learning in Higher Education (and Associate Fellowship of the Higher Education Academy)	On successful completion of ICE7102 (module 1) and having met the requirements of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF), participants can exit the PgCert in Higher Education with 20 Level 7 credits and Associate Fellowship of the Higher Education Academy (AFHEA).

#### 5. Content

**Summary of content by theme**  
(providing a 'vertical' view through the programme)

**ICE7102 – Essentials of Teaching and Learning in Higher Education**

Participants will be introduced to key concepts such as constructive alignment, active learning, learning styles, learning outcomes, curriculum design models and the essentials of feedback for learning.

There will be a strong emphasis placed upon the need to be critical of these concepts and to reflect critically on how they relate directly to teaching practice in the lecture/seminar context.

Participants are expected to meet the criteria for D1 of the HEA Associate Fellow criteria in this module, so a key focus of part of the assessment will be on meeting the criteria for D1 of the UKPSF.

**ICE7112 – Innovation, Diversity and Inclusion in Higher Education**

This module will enable participants to reflect deeply on how to innovate in relation to teaching and learning practices. Topics such as student-led enquiry, the flipped classroom, online teaching, Podcasts, Apps and the use of artificial intelligence in HE will be discussed.

There will also be a strong emphasis on equality, diversity and inclusion in this module. Participants will be expected to engage in deep learning about issues facing the HE sector in

relation to the attainment gap, race and diversity. The cohort will reflect together and individually on issues pertaining to inclusion and diversity in the contemporary HE context.

### **ICE7122 – Understanding the Wider Context of Higher Education**

This module will help participants to understand the wider context that underpins much of what we do in UK Universities. It will critically engage with subjects such as TEF, REF, KEF and the employability agenda in order to understand more fully why we do what we do as part of university life, teaching and research.

The module will also enable participants to understand that some of what we do is driven by external bodies (e.g. UK Research Council, QAA and the Office for Students) about which we may know very little at the start of our careers. Participants will be encouraged to take a critical view of all that is involved in the wider context that underpins UK Universities.

Finally, the module will include preparatory sessions for the assessment and in particular for assessment 2, which is mapped against D2 criteria of the UKPSF.

## **6. Structure**

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

**Duration:** 1 year part-time  
**Total credit rating:** 60 credits  
**Award aim:** Postgraduate Certificate (and Fellowship of the Higher Education Academy)

ICE7102 Essentials of Teaching and Learning in Higher Education (and Associate Fellowship of the Higher Education Academy)\*

**Subsidiary awards:** ICE7102 Essentials of Teaching and Learning in Higher Education (and Associate Fellowship of the Higher Education Academy)\*

<b>Core:</b>	<b>Participants are required to take:</b>		
ICE7102	Essentials of Teaching and Learning in Higher Education	Term 1**	20 credits
ICE7112	Innovation, Diversity and Inclusion in Higher Education	Term 2	20 credits
ICE7122	Understanding the Wider Context of Higher Education	Term 3	20 credits

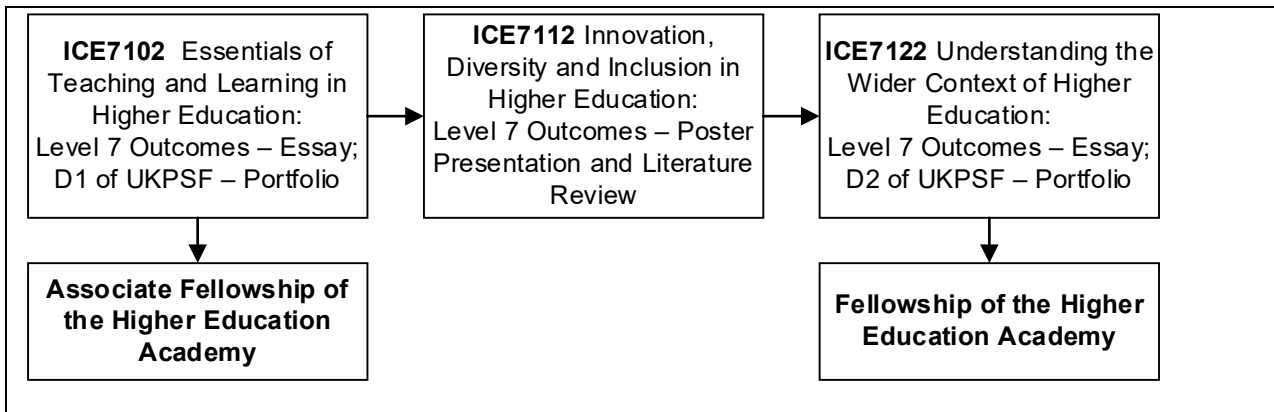
On successful completion of ICE7102 (module 1) and having met the requirements of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF), participants can exit with 20 Level 7 credits and Associate Fellowship of the Higher Education Academy (AFHEA).

\* ICE7102 (and Associate Fellowship of the Higher Education Academy) is available as a stand-alone intensive pathway for Visiting Lecturers and West Yorkshire Police Partners only. ICE7102 (and Associate Fellowship of the Higher Education Academy) is a fallback award for participants on the Postgraduate Certificate of Higher Education.

\*\* ICE7102 is also offered during Term 2 for Visiting Lecturers and West Yorkshire Police Partners undertaking the module as a stand-alone module.

This programme is accredited by the Higher Education Academy (HEA).

Diagram of the structure of the provision:



## **7. Learning, teaching and assessment**

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

Sessions will be staffed by various members of staff at LTU who have expertise in multiple areas related to the 3 modules offered as part of the Postgraduate Certificate in Higher Education. Sessions will be interactive and include group work, discussion, debate and input on a range of topics linked to the learning outcomes of the programme and/or modules. A Microsoft Teams site will be set up so that participants can offer peer support and also be supported consistently by the Programme Co-ordinator.

The assessment strategy follows Level 7 outcomes and the requirements of D1 (ICE7102) and D2 (ICE7122). These are outlined in detail earlier in the document.

7b) Programme learning outcomes covered

Adjust LO codes as necessary. ↓	Assessed learning outcomes of the programme									Skills development								
	K1	K2	K3	I1	I2	I3	I4	P1	P2	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all participants on this programme will undertake these.	Professional knowledge	Achievement against D1	Achievement against D2	Techniques	Critical evaluation	Communication of ideas	Limits of knowledge	Transfer of theory to practice	Use of technology	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
<b>ICE7102 Essentials of Teaching and Learning in Higher Education</b>																		
<b>ICE7112 Innovation, Diversity and Inclusion in Higher Education</b>																		
<b>ICE7122 Understanding the Wider Context of Higher Education</b>																		



## 8. Entry requirements

### Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above).

For participants whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

Applicants must also be on a teaching contract with Leeds Trinity University.

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 Recognition of Prior Learning Guidelines and Procedure.

Participants who have Associate Fellowship of the HEA and 20 credits at Level 7 study through an accredited programme at another university may apply for Recognition of Prior Learning prior to the admission process. Evidence must be supplied by the applicant and an outcome will be agreed by the Programme Co-ordinator and Director of Academic Quality and Standards.

## 9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)  
(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

As this is an accredited programme, all Level 7 assessment and assessment against D1 and D2 UKPSF criteria must be passed. Should a participant achieve a pass in the Level 7 assessment elements of modules ICE7102 / ICE7122 but fail to meet D1 / D2 criteria of the UKPSF, they cannot achieve credit for the modules and cannot achieve their award. The University's regulations for marginal failure (condonement) do not apply to this programme.

## 10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

N/A

## 11. Additional support needs

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

Participants with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate participants with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.