PROGRAMME SPECIFICATION

1.   General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
'Parent' Faculty (ICE / BCDI / SHS)	**FSSE**
'Parent' School	School of Education
Professional accreditation body (if applicable)	Advance HE 1. On successful completion of **Module 1: alternative assessment portfolio** participants will achieve Associate Fellow status 2. On successful completion of **Module 2: Alternative assessment portfolio with portfolio** participants will achieve Fellow status
Final award (e.g. BA Hons)	PGCert
Title of programme(s)	**Postgraduate Certificate in Higher Education**
Subsidiary award(s) (if any)	N/A
Honours type (Single / Joint / Combined**)**	N/A
Duration and mode(s) of study	**8 months part-time, including online where relevant**
Month/year of approval of programme	**September 2024**
Start date (this version) (month and year)	**January 2025**
Periodic review next due (academic year)	
HECoS subject code(s)	**100461 – Higher Education (50%)** **100509 – Higher Education Teaching (50%)**
UCAS course code & route code	**N/A**
SITS codes	**PGCERHE**
Delivery venue(s)	Horsforth Campus/City centre campus/online as relevant

2.   Aims of the programme

Rationale and general aims, including what is special about this programme
This programme is intended for colleagues in academic and professional services who are in the early stages of a career in higher education. It is designed as a meaningful professional learning opportunity which is complementary to structured induction for new staff and which aligns with career progression pathways. The programme is for staff with significant responsibilities related to student experience and engagement. It provides participants with a secure foundation in the most important principles of working with students in their particular context and underpinned by reflective and reflexive learning:

- Build critical knowledge and understanding of core teaching, learning and assessment strategies;
- Understand and apply principles of curriculum design;
- Interrogate data, practice and policy related to student recruitment, retention, progression and outcomes;
- Build confidence and competence in engaging with institutional strategies and KPIs.

Programme content is responsive to local, national and regional movements in higher education and participants are supported in applying and evaluating their learning in a discipline specific context.

3. Student learning outcomes of the programme

Learning outcomes in terms of:
- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (postgraduate) (E) <u>or</u> attributes and skills (undergraduate) (AS)**

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

On successful completion of the programme, students will have *demonstrated*:

K1   Coherent and detailed subject and/or professional knowledge and understanding of teaching, learning, assessment and student experience in higher education, as well as sound knowledge of the broader context in which higher education insitutions operate;

K2   *Where relevant,* evidence of achievement against descriptor 1 of the PSF;

K3   *Where relevant,* evidence of achievement against descriptor 2 of the PSF;

I1   Secure use of analytical techniques in the field of educational research;

I2   Critical evaluation of approaches to solving problems in the context of education and higher education;

I3   Effective and sustained communication of research-informed arguments;

I4   Understanding of the limits of their knowledge and the consequent influence on analysis;

P1   Ability to transfer theoretical knowledge and understanding into their own professional and discipline specific context;

P2   Ability to use appropriate technology to enhance teaching, learning, assessment and student experience in their own professional and discipline specific context.

Employability skills (postgraduate)

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.

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 Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The programme aligns with the QAA subject benchmark statement for Education Studies.

Furthermore, the programme is accredited by Advance HE and is congruent with the Professional Standards Framework (PSF) 2023 for Descriptor 1 and Descriptor 2 where relevant.

Dimensions of the PSF (2023)

Dimensions are 15 statements which inform and describe practice. They are arranged as three related sets of five **Professional Values**, five forms of **Core Knowledge** and five **Areas of Activity**. Each set of Dimensions has its own stem statement. Essential to professional practice, these identify what professionals do to enable high-quality teaching and/or support of learning in higher education.

- **Professional Values:** underpin all forms of Core Knowledge and Areas of Activity. They are the foundation of professional practice.
- **Core Knowledge:** informed by the Professional Values, representing key forms of knowledge required to undertake the Areas of Activity. There are multiple and diverse forms of knowledge which are connected to and shaped by communities and contexts.
- **Areas of Activity:** bring together the Professional Values and forms of Core Knowledge, showing the essential activities that support delivery of effective practice.

Professional Values	**Core Knowledge**	**Areas of Activity**

In your context, show how you:	In your context, apply knowledge of:	In your context, demonstrate that you:
V1 respect individual learners and diverse groups of learners	**K1** how learners learn, generally and within specific subjects	**A1** design and plan learning activities and/or programmes
V2 promote engagement in learning and equity of opportunity for all to reach their potential	**K2** approaches to teaching and/or supporting learning, appropriate for subjects and level of study	**A2** teach and/or support learning through appropriate approaches and environments
V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice	**K3** critical evaluation as a basis for effective practice	**A3** assess and give feedback for learning
V4 respond to the wider context in which higher education operates, recognising implications for practice	**K4** appropriate use of digital and/or other technologies, and resources for learning	**A4** support and guide learners
V5 collaborate with others to enhance practice	**K5** requirements for quality assurance and enhancement, and their implications for practice	**A5** enhance practice through own continuing professional development

Descriptors of the PSF (2023)

Descriptor 1: Associate Fellow (HED7013 Principles of teaching, learning and assessment in Higher Education: Alternative assessment portfolio Descriptor 1 (Associate Fellow))

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

D1.1 use of appropriate Professional Values, including at least V1 and V3

D1.2 application of appropriate Core Knowledge, including at least K1, K2 and K3

D1.3 effective and inclusive practice in at least two of the five Areas of Activity

Descriptor 2: Fellow (HED7033 Investigating the wider context of Higher Education: Alternative assessment portfolio Descriptor 2 (Fellow))

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

D2.1 use of all five Professional Values

D2.2 application of all five forms of Core Knowledge

D2.3 effective and inclusive practice in all five Areas of Activity

4. Learning outcomes for subsidiary awards

Guidance	
	N/A

5.   Content

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<tr><td style="background:#29ABE2">Summary of content by theme
(providing a 'vertical' view through the programme)</td></tr>
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There are three key themes that provide an integral structure:

1. **Principles of teaching, learning, assessment and student engagement.** Building a secure foundation of knowledge and understanding of core principles related to pedagogy and andragogy in discipline specific contexts. Building confidence in analysing and responding to data sets and strategies at a local and national level. Developing innovative practices based on principles of co-creation and relational approaches.
2. **Knowledge and understanding of the higher education landscape.** Investigating policy and practices in higher education at a local, national and international level. Building a critical understanding of core influences in higher education such as globalisation and marketisation, academic cultures, student recruitment and retention, etc... Critical evaluation of particular policy/practice demands relevant to individual disciplines and contexts.
3. **Reflective and reflexive professional learning.** Understanding critical reflection and enquiry as a higher education practitioner. Examining positionality, values and beliefs in relation to professional roles and discipline specific contexts. Opportunity to be assessed against descriptor 1 (Associate Fellow) or descriptor 2 (Fellow) from Advance HE. Opportunity to develop a work-based learning project which develops expertise and impact within a professional context.

The programme is rooted in principles of social justice, enabling participants to engage in critical reflection and evaluation and to demonstrate impact through developing practice within their professional role.

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6.   Structure

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PGCert Higher Education: Core provision

Duration: 8 months part-time

Total credit rating: 60

Options:

HED7003 OR	Module 1	Term 1 OR 2 30 credits
HED7013	Module 1: Alternative assessment portfolio D1	Term 1 OR 2 30 credits
AND		
HED7023 OR	Module 2	Term 2 OR 3 30 credits
HED7033	Module 2: Alternative assessment portfolio D2	Term 2 OR 3 30 credits

From September 2025, there will be two cohorts each academic year, e.g:
Cohort A: Module 1 in term 1 and Module 2 in term 2
Cohort B: Module 1 in term 2 and Module 2 in term 3

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7.   Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and academic experience for the programme

The University's Learning, Teaching and Assessment Strategy informs the design of the programme.

Co-creation

The programme revalidation has been negotiated with the Leeds Trinity University Learning and Teaching Development Group, along with input from colleagues in CELT and CAWBLS. The content of each module is responsive to participant demographics and needs, including discipline specific dimensions and response to university-wide priorities. Assessments are negotiated with participants to meet both professional and academic outcomes and to support meaningful professional learning and development. Recruitment, completion and outcomes are reviewed annually with CELT and HR.

Curriculum framework

Social justice is at the heart of the curriculum content, and teaching, learning and assessment approaches. Issues of [in]equity in education through an intersectional lens are embedded within each module. Participants are supported in building critical reflection and reflexivity, the foundation of a toolkit with which to interrogate common policies and practices in higher education. A transdisciplinary approach is fostered where possible, including interrogation of the role of universities in relation to social mobility and education of and for public service and other professions.

Teaching model

The three-phase model is utilised across each module, with carefully planned and sequential learning activities made available via the VLE. Care is taken to ensure accessibility and manageability of the three phases for part-time students with significant professional responsibilities in various aspects of education. All modules are designed to support participants in enquiry-led activities, emphasising a theory-practice dialogue and encouraging engagement in 'practical theorising' (McIntyre, 1989).

Career-led approach

The programme has been designed to support higher education professionals in building critical intellectual and research approaches which enable authentic and inclusive leadership in their own settings. The negotiated assessments in each module support career progression with elements such as policy and practice interrogations and professional development plans situated in way that students can relate these academic assessments to their professional development reviews and work with senior leaders in their professional settings. Pathways into MA education are supported for students who wish to continue to a higher degree award.

Research approach

The programme is research-led: all module content is underpinned with relevant educational research. Module tutors also share their ongoing doctoral and post-doctoral research findings. It is research-oriented, whereby students are introduced to key educational research philosophies and engage in critical enquiry. It is research-tutored with critical discussion and critique at the heart of all taught sessions and independent study. It is research-based, with students having the opportunity to share outcomes of their learning with their peers and with their colleagues in their own setting.

7b) Programme learning outcomes covered

Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	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
	Knowledge and understanding	Achievement of Descriptor 1	Achievement of Descriptor 2	Analytic technique	Critical evaluation	Communication of arguments	Limits of knowledge	Theory-practice dialogue	Use of technology	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
HED7003 Module 1	■			■		■		■	■	■	■	■	■	■		■		■
HED7013 Module 1: Alternative assessment D1 portfolio	■	■		■		■		■	■	■	■	■	■	■	■	■		■
HED7023 Module 2	■			■	■	■	■	■		■	■	■	■	■		■		■
HED7033 Module 2: Alternative assessment D2 portfolio	■		■	■	■	■	■	■		■	■	■	■	■	■	■		■

8.   Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	No
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	Applicants must have a contracted role with Leeds trinity University or a partner organization, and this role must include some responsibility for teaching, learning and assessment. Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed as part of the application process.

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 <u>must</u> 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)
The following regulations apply, together with the General Academic Regulations: Programme Regulations for Taught Postgraduate Degrees

10.   Prerequisites

Details of modules students <u>must</u> 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
Students 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 students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.