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| Programme Title and Name of Award | Postgraduate Certificate Learning and Teaching for Higher Education | | |
| Academic Level | 7 | Total Credits | 60 |
| Professional Body Accreditation / Qualification | The PgC is accredited by Advance HE and successful completion of PGLT7001 will lead to Associate Fellowship of the HEA and successful completion of the PgC will lead to Fellowship of the HEA. | | |
| Date of Professional Body Accreditation | Jan 2017 | Accreditation Period | HEA: Jan 2020 |
| UCAS Code | Not applicable | | |
| HECoS Code | 100461 | | |
| Criteria for Admission to the Programme | <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/learning-and-teaching-for-higher-education/</p> <p>The following additional requirements apply for entry to this programme:</p> <p>You are normally required to hold a good first degree (2:2 or above) and either be employed in an academic setting or in a setting where you are responsible for the learning of others at higher education or equivalent standard.</p> <p>As an indicative measure of engagement in academic practice, you would normally be expected to have been involved in teaching, learning support or leadership in educational settings for at least 30 hours in the year of application. Additionally you are required to identify a suitably experienced/qualified colleague to act as a mentor within your workplace.</p> <p>If you have the required qualifications you would not normally be interviewed but accepted on the strength of your references and evidence of your experience.</p> <p>If you have suitable professional experience and qualifications but do not hold a good first degree then you will be interviewed by the Programme Leader. Submission of a short piece of writing may be requested in some instances to confirm suitability before you can be accepted onto the programme.</p> | | |

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| | <p>All entrants to the programme will be required to meet the following English language proficiency standards. Where UK GCSE examinations in English (or their equivalent) have not been passed, these standards are normally represented by a minimum overall band of 6.5 on the IELTS test, with no sub-test band below 6, or TOEFL paper-based test: 580; computer-based test: 240, TWE: 4.5. However any applicant who achieves the minimum IELTS or TOEFL scores specified above will be strongly recommended to take a pre-session English course, according to individual circumstances. Irrespective of their English language scores, applicants will be required to demonstrate appropriate linguistic skills for the programme, both in spoken and written English.</p> <p>APL would not normally be considered for this programme as the assessment is interwoven across the three modules and is closely linked to the professional bodies. However if you have previously gained NMC Practice Teacher accreditation then you can APL PGLT7001 and join the programme for PGLT7002 and PGLT7003. Any applicants who have previously achieved UKPSF Descriptor 1 will be considered on a case by case basis, following the UoC APL procedure. The decision will depend on matching Learning Outcomes and the Areas of Activity presented at D1.</p> <p>Employees of the University of Cumbria (UoC) will automatically receive UKPSF D2 on successful completion of the PgC. Non-UoC employees will need to present their successful completion of this accredited programme to the Higher Education Academy (HEA). This may require an additional fee to the HEA.</p> |
| Teaching Institution | University of Cumbria |
| Owning Department | Academic Quality and Development |
| Programme delivered in conjunction with | N/A |
| Principal Mode of Delivery | Blended learning |
| Pattern of Delivery | Part Time |
| Delivery Site(s) | Workshops are held at Lancaster and Carlisle campuses. |
| Programme Length | One calendar year (Oct to Sept) |
| Higher Education Achievement Report (HEAR) | Not applicable for postgraduate awards. |
| Exit Awards | The exit award for completing PGLT7001 as a stand-alone module is University Award for 20 credits of study and Associate Fellow of the HEA. |

Period of Approval

1st August 2020 to July 2026

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/postgraduate/learning-and-teaching-for-higher-education/>

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The Postgraduate Certificate in Learning and Teaching for Higher Education has three core modules: Introduction to Learning Teaching and Assessment, Curriculum Design and Development and Researching Academic Practice. These three modules are fully aligned and accredited with the HEA endorsed UK Professional Standards Framework (UKPSF). The programme is designed to enhance your professional practice and your understanding of pedagogy.

Aims of the Programme

The overall aims of the Programme are:

1. To develop you as a knowledgeable, reflexive academic practitioner who is able to adopt a scholarly and research-based approach to your learning and teaching practice.
2. To enable you to influence and implement innovation and change that will enhance your teaching and your individual learning.
3. To enable you to utilise a range of teaching tools to suit your context and student needs.
4. To enable you to disseminate and share interdisciplinary best practice with your peers.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display 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 your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

K1. A comprehensive understanding of theoretical models, concepts & frameworks in the design, delivery and evaluation of teaching, learning support and assessment, and through this an advanced ability to make informed educational judgements and decisions related to the diverse nature of their students.

K2. Recognition and critical engagement with the complex, dynamic and interconnected nature of academic issues, policies, concepts and perspectives related to the diverse roles and experiences of those engaged in a variety of academic practice.

K3. The systematic examination of values and purposes that underpin academic thinking, in order to enable participants to interrogate factors influencing their own practice and academic identity.

K4. A critical appreciation of the literature relating to both pedagogy and discipline specific research.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

S1. Independent, autonomous learning, showing initiative and enthusiasm for your professional academic development with a commitment to the promotion of equality, diversity and inclusion.

S2. A practical competence of the appropriate professional standards in effective teaching, support of learning, assessment, research and scholarship, and leading academic change fitting for your role.

S3. A range of skills including critical thinking, problem-solving, analysis and reflection through the

interrogation of theory and enquiry through the research process. You should challenge current dominant ideologies of academic thinking to create innovative solutions.

S4. Learning and developing with others; make a contribution to the developing research and scholarly activity of your practice communities.

S5. The ability to instigate and lead explorations of problems and issues within your academic/work context, particularly those which positively impact upon the learning experiences and achievements of students.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

UK Professional Standards Framework (Descriptor 2) portfolio contains the following 5 areas:

Area of Activity 1 - Design and plan learning activities and/or programmes of study

Area of Activity 2 - Teach and/or support learning

Area of Activity 3 - Assess and give feedback to learners

Area of Activity 4 - Develop effective learning environments and approaches to student support and guidance

Area of Activity 5 Engage in continuing professional development in subject/disciplines and their pedagogy.

For further details see <https://www.heacademy.ac.uk/ukpsf>

Graduate Prospects

Not Applicable

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The course is designed to offer you a facilitated learning experience that takes you from a new or inexperienced member of your HE community of practice to reflective practitioners. It will develop your academic knowledge, skills and confidence and enable you to engage with your roles and responsibilities.

Learning and Teaching

To underpin this philosophy the programme has been designed to be studied using a blended approach of workshops and online activities. The module assessments accumulate and form the basis of the final portfolio submission which if successful results in UKPSF.

All learning activities are designed to be authentic and relevant to your professional HE teaching context using a reflexive approach. These activities are completed with your interdisciplinary virtual learning set requiring engagement with online activities, peer critique and peer support.

There is an emphasis of teaching observation and review, and provision of both mentoring and tutoring

to help you develop your practice throughout this programme.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Summative and Formative Assessment

A range of both formative and summative assessment activities are used throughout this programme. These include: critical review of literature, patchwork texts, reflective journals, case studies, research papers and portfolios. You will also need to provide a range of evidence of your developing practice that can be gathered from your workplace, your teaching, student evaluations and other professional contexts. This evidence is presented as an evidence matrix together with a clear indication of the hours of learning and development you have logged throughout this programme

Within the majority of modules you are required to submit formative assignment work for peer and tutor developmental feedback. This exercise provides useful guidance and feedback on, engagement with the literature, academic writing and enquiry project design.

The range of activities, assessments and emphasis on practitioner development forms the foundation of your studies. This will provide you with tools and strategies to continue your reflective practice throughout your academic career.

The assessment throughout the Programme is marked on a Pass/Fail basis. This brings the PgC into line with others across the sector and ensures that 'meeting the professional standards' is at the heart of the programme. Critical reflection is a key developmental skill for the modules as is the ability to act upon constructive feedback. The Pass/Fail will enable you to actively engage with your feedback and the professional standards without the worry and anxiety often associated with a grade.

Student Support

Academic and Practice Support

You will be supported on this programme by both academic tutors and your agreed workplace mentor.

The academic tutor will help the participant to develop information fluency, critical thinking and academic writing to support their postgraduate level work and their independent study. They will also offer guidance in the application of your learning to individual work-based contexts.

Workplace Mentors will support participants to interpret your learning within your individual work-based contexts, and to identify issues and challenges for further investigation. They will also support practical skills development as appropriate.

A proactive system of virtual learning sets enables you to engage with your peers and gain valuable collaborative support and critique.

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality

academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Pre-entry support can be accessed via the University's MOOC Preparing for postgraduate study.

<http://openeducation.blackboard.com/mooc-catalog/courseDetails/view?course id= 223 1>

Your Induction will take place online in October with a particular emphasis on Blackboard and PebblePad.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Tutorial support will be offered throughout the programme either face-to-face, by telephone or skype.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by

professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

| Programme Curriculum Map | | | | | |
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| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 7 | PGLT7001 | Introduction to Teaching, Learning and Assessment | 20 | Core | K1, K2, K4, S1, S2, S3 |
| 7 | PGLT7002 | Researching Academic Practice | 20 | Core | K2, K3, K4, S1, S2, S3, S4, S5 |
| 7 | PGLT7003 | Curriculum Design and Development | 20 | Core | K1, K4, S1, S2, S3, S5 |
| Notes | | | | | |
| This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes. | | | | | |

| * Key to Module Statuses | |
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| Core Modules | Must be taken and must be successfully passed |
| Compulsory Modules | Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Optional Modules | Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Qualificatory Units | These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme |

| Programme Delivery Structure: Part Time | | | | |
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| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Year-Long | | |
| PGLT7001 | Introduction to Teaching, Learning and Assessment | Oct - Jan | Patchwork Text | Jan |
| PGLT7002 | Researching Academic Practice | Feb - May | Research Paper and Reflection | May |
| PGLT7003 | Curriculum Design and Development | June - Sept | Professional Portfolio | Sept |
| On successful completion of PGLT7001 the exit award is University Award for 20 credits of study and Associate Fellowship of the HEA | | | | |

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

Each module leader will gather feedback from you and your peers through a range of methods such as surveys and the Module Evaluation Questionnaires.

There will be a formal student representative elected by your cohort who is responsible for gathering feedback informally, collating student views and feeding these into the formal student voice mechanisms, the Staff Student Forum.

In addition to student feedback, the course team engages with other stakeholders such as external examiners and professional bodies to ensure that the teaching, learning and assessment strategy are of the higher quality and in line with sector standards.

Specific mechanisms include:

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

After every cohort the course team analyses the variety of feedback in order to continuously develop the provision. You will also have access to Annual Monitoring Reports and the External Examiner reports which are on the Programme Blackboard site.

Forms of feedback include:

- Staff Student Forum
- Module Evaluation Forms
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

24/4/19

Date Programme Specification was last updated:

4/07/19

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants

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| who require a Tier 4 visa to study in the UK | |
| Is the placement requirement more than 50% of the programme? | No |
| If yes, what % of the programme is the placement requirement? | N/A |
| If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements? | N/A |