



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	University of the West of England, Bristol
Delivery Location	University of the West of England, Bristol; Frenchay Campus.
Study abroad / Exchange / Credit recognition	N/A
Faculty responsible for programme	Arts, Creative Industries and Education
Department responsible for programme	Education
Modular Scheme Title	N/A
Professional Statutory or Regulatory Body Links	Higher Education Academy – Accreditation Nursing & Midwifery Council – Accreditation
Highest Award Title	Postgraduate Certificate Teaching and Learning in Higher Education Or Postgraduate Certificate Teaching and Learning in Higher Education (Nurse / Midwife Teacher)
Default Award Title	N/A
Fall-back Award Title	N/A
Interim Award Titles	N/A
UWE Progression Route	N/A
Mode(s) of Delivery	P/T
Codes	X14A42
Relevant QAA Subject Benchmark Statements	N/A
CAP Approval Date	05/02/15
Valid from	2015/2016
Valid until Date	2019/2020
Version	2

Part 2: Educational Aims of the Programme

The Postgraduate Certificate in Teaching and Learning in Higher Education is an award available in a cluster of provision designed specifically for those who are directly responsible for teaching and learning in higher education. The programme is accredited by the *Higher Education Academy*, and successful completion carries a right to apply for membership of that body. The Postgraduate Certificate Teaching and Learning in Higher Education (Nurse / Midwife Teacher) is a pathway specifically for nurse or midwife teachers in higher education, accredited by the Nursing Midwifery Council (NMC) and meets the NMC requirements.

Included in the programme are two modules aimed at other teaching professionals who wish to achieve some credit towards a teaching qualification but who may not be in a position to achieve the full award - these modules are also accredited by the *Higher Education Academy*, and successful completion carries a right to apply for Associate membership of that body

As validated, the programme aims to build on recognised excellence in practice and to develop academic staff valuing scholarship, teaching and learning as part of an integrated professional identity. The main aims are to bring about the development of :

- extended professionalism, combining teaching, management and research;
- further effective relationships between other professional groups and partnership organisations;
- teaching competence, especially in areas of innovation in teaching, learning and assessment to enhance the learning experience of students;
- an appreciation of the links between individual action, strategic planning and the wider policy context;
- capability in enquiry-based and traditional methods of teaching, learning and assessment;
- skills in analysis and in dissemination of knowledge about practice across the University, the Higher Education sector and relevant professional partnerships;
- the capacity to engage in research, scholarship and publication in relation to the teaching of the course members' subject;
- appropriate evidence for the requirements of HEA fellowship.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme enables higher education professionals to develop their teaching practice and form an important part of their continuing professional development. The programme provides flexible pathways to a teaching qualification in higher education for teachers/lecturers and education professionals working in the sector, who are at various stages of their teaching career from early career development or as more experienced professionals who require a teaching qualification leading to Fellowship and Senior Fellowship.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for participants to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding:

As a result of this programme, participants will have:

- an in depth and systematic knowledge of major theories, concepts and established principles in higher education based upon recent and contemporary educational

Part 3: Learning Outcomes of the Programme

research;

- awareness of ethical dilemmas in professional contexts and a knowledge and understanding of the application of ethical arguments in research on higher education;
- a comprehensive understanding of established methodologies of research and enquiry and how these are used to create and interpret knowledge in higher education policy and practice;
- understanding of the significance of relevant institutional, sector and societal contextual factors shaping higher education policy and practice;
- recognition of their own value position related to the area of study and associated claims to knowledge;
- knowledge and critical understanding of issues of equality, diversity, inclusion and social justice related to higher education policy and practice;

B Intellectual Skills

As a result of this programme, participants will be able to:

- analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument;
- identify and explain methodological and epistemological issues around the research process, using an appropriate range of methods of data collection;
- evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate;
- synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research;
- use critical reflection in the learning process to explore the relationship between theory and practice in complex situations;

C Subject/Professional/Practical Skills

As a consequence of this programme, participants will be able to:

- perform effectively and efficiently in a range of related contexts;
- adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements;
- interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories;
- plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analyse and evaluate research outcomes;
- develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables;
- articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice;
- develop an awareness of the limitations of rational-technical formulation and codification of professional knowledge.

D Transferable skills and other attributes

As a result of this programme, participants will be able to:

- interact effectively as a team members, supporting, leading, clarifying tasks, making appropriate use of the capacities of participants, negotiating and handling conflict with confidence;
- locate, use effectively and evaluate the full range of learning resources, including ICT,

Part 3: Learning Outcomes of the Programme

and associated claims to knowledge;										
<ul style="list-style-type: none"> knowledge and critical understanding of issues of equality, diversity, inclusion and social justice related to higher education policy and practice; 	X	X	X	X	X	X	X	X	X	
(B) Intellectual Skills										
<ul style="list-style-type: none"> analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument; 	X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> identify and explain methodological and epistemological issues around the research process, using an appropriate range of methods of data collection; 		X					X			
<ul style="list-style-type: none"> evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate; 	X	X					X			
<ul style="list-style-type: none"> synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research; 		X					X			
<ul style="list-style-type: none"> use critical reflection in the learning process to explore the relationship between theory and practice in complex situations; 	X	X	X	X	X	X	X	X	X	
(C) Subject/Professional/Practical Skills										
<ul style="list-style-type: none"> perform effectively and efficiently in a range of related contexts; 	X	X	X	X	X	X	X	X		
<ul style="list-style-type: none"> adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements; 	X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> interrogate an extensive range of 	X	X		X		X	X	X		

Part 3: Learning Outcomes of the Programme

<ul style="list-style-type: none"> reflect critically on own and others' functioning in order to improve practice; 	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> take independent and self-critical responsibility for their own work, guiding the learning of others and managing their own requirements for continuing professional development; 	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning; 	X	X	X	X	X	X	X	X	X
<ul style="list-style-type: none"> demonstrate initiative and originality in problem solving and act autonomously in planning and implementing tasks. 	X	X	X	X	X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The programme models good practice and promotes a critical and eclectic stance in relation to knowledge and understanding of teaching and learning processes.

Teaching and learning strategies are a mix of scheduled and independent learning experiences, catering for a variety of learning preference and include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, email discussion, project work, group work and individual activity. Specific use is made of contemporary journal articles based on research.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: includes a practice element.

Description of any Distinctive Features

The largest category of participants in the Programmes is newly-appointed academic staff with less than three years' full-time experience of HE teaching (or its equivalent) and with no pre-

Part 4: Student Learning and Student Support

existing equivalent qualification. There is a link for UWE staff with a probationary process, in that the successful completion of the Postgraduate Certificate is often a probationary requirement. The programme in this case, is designed to support people who are new or relatively new to their roles. In many cases employers make provision for a workload reduction to support study in the Programme as well as other aspects of probation.

Completion of the award enables participants an automatic entitlement to apply for HEA Fellowship. The wider modular programme within which this provision is located provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters' degree. It offers flexibility in the way in which participants study and the pace at which it is undertaken; an alternative Practice module enables nurse or midwife teachers to attain a bespoke pathway which specifically meets nurse or midwife teacher requirements.

The modular programme offers the opportunity for experienced education professionals to acquire the award. Accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, can be credited towards the PGCert. The learning must be matched to the learning outcomes for the modules validated for this award. Accredited Learning (AL) is highly valued in the programme, underpinned by considerable experience in the Department of these processes. Workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the award.

An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the participant experience of assessment. The use of a virtual learning environment and the use of on-line materials, support participants studying in a variety of settings and modes, which is particularly helpful for part-time participants.

Participants are given individual support and guidance throughout the time they are registered on the Programme.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Formal assessment includes the use of generic criteria that require: synthesis; coherence in argumentation; criticality; awareness of ethical frameworks; methodological understanding. Assessment events include those with diagnostic, formative and summative purposes. Methods include tutor assessed individual written work, "diary" logs of sessions, assessed group discussions, poster presentations, oral presentations and formative peer assessment. The nurse / midwife teacher pathway also includes a patchwork assessment method as part of their teaching practice portfolio.

The practical teaching module on the Postgraduate Certificate Teaching and Learning in Higher Education is assessed at level 3 in order for participants to demonstrate reflection on practice, linking theory to practice rather than reflection on theory; reflection and critical analysis of theory is assessed in the remaining modules at Masters' level. All modules for the

Part 5: Assessment

Postgraduate Certificate Teaching and Learning in Higher Education (Nurse / Midwife Teacher) pathway are at Masters' level in order for participants to demonstrate *specific* requirements for the profession's regulatory body.

The planned contact time for this programme encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which will enable learning outcomes to be achieved and demonstrated.

Assessment Map

1. For staff new to teaching in higher education and who are able to log 150 hours of teaching, the PG Cert in Teaching and Learning in HE usually consists of the following modules:

UTLG99-15-3 Practice of Teaching in Higher Education [Compulsory]
UTLG95-30-M Teaching and Learning in Higher Education
UTLGBP-15-M Investigating Academic and Professional Practice in Higher Education

2. For staff new to nurse / midwife teaching in higher education and who are able to log 360 hours of teaching, the PG Cert in Teaching and Learning in HE (Nurse / Midwife Teacher) usually consists of the following modules:

UZTRWS-15-M Practice of Teaching in Higher Education (Nurse / Midwife Teacher) [Compulsory]
UTLG95-30-M Teaching and Learning in Higher Education
UTLGBP-15-M Investigating Academic and Professional Practice in Higher Education

3. For experienced staff teaching in higher education who can log 150 hours teaching and wishing to gain the PG Cert in Teaching and Learning in HE, the portfolio route consists of the following modules:

UTLGA7-15-M Independent Study
UTLGA9-30-M Evidencing Learning From Experience
UTLG99-15-3 Practice of Teaching in Higher Education [Compulsory]

4. For staff who are predominantly Associate Lecturers / Technicians or other staff who are responsible for teaching and learning in HE, but who cannot log 150 hours teaching a reduced programme of study usually consists of the following two modules:

UTLG96-15-M Supporting Learning in Higher Education
UTLG97-15-3 Developing Practice in Higher Education

Participants who later wish to utilise credit to gain the full award, must complete the compulsory module (*UTLG99-20-3*) The Practice of Teaching in Higher Education. They then have the choice to complete the award in one of the following ways:

- i) *UTLGA7-30-M Independent Study* (which takes the form of a supported, supervised investigation resulting in piece of written work of 5,000 words)

Or

- ii) *UTLG95-30-M Teaching and Learning in Higher Education*

Part 5: Assessment

Or

iii) *UTLGA7-15-M Independent Study*

plus

UTLGBP-15-M Investigating Academic and Professional Practices in Higher Education

The programme encompasses a range of **assessment methods** including; learning log, written assignment, report, observation. These are detailed in the following assessment map:

Assessment Map for Postgraduate Certificate in Teaching and Learning in Higher Education


		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Learning Log	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	On-line discussion	Portfolio
Compulsory Modules Level 3	UTLG99-15-3					A Pass /fail		B (100)			
	UTLG97-15-3										A (100)
Compulsory Module Level M (NMC pathway)	UZTRWS-15-M					A Pass /Fail		B (100)			
Modules Level M	UTLG95-30-M				A (25)			A (50)		A (25)	
	UTLGBP-15-M								A (100)		
	UTLG96-15-M						A (25)	B (75)			
	UTLGA7-15-M								A (100)		
	UTLGA7-30-M								A (100)		
	UTLGA9-30-M								A (100)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

Part time:


The following structure diagram demonstrates the participant journey from Entry through to Graduation for i) a typical part time participant attending the full PG Cert in Teaching and Learning in HE and ii) an introductory programme for those who cannot log 150 hours teaching.

Entry	i) Postgraduate Certificate in Teaching and Learning in Higher Education		ii) Introductory programme (leading to PG Cert T&L in HE if / when appropriate)		
One Year			UTLG96-15-M Supporting Learning in Higher Education		
			UTLG97-15-3 Developing Practice in Higher Education		
			If progressing to PG Cert:		
			Either	Or	Or
One Year	UTLG95-30-M Teaching & Learning in Higher Education	UTLG99-15-3 Practice of Teaching in Higher Education 	UTLG99-15-3 Practice of Teaching in Higher Education	UTLG99-15-3 Practice of Teaching in Higher Education	UTLG99-15-3 Practice of Teaching in Higher Education
	UTLGBP-15-M Investigating Academic & Professional Practice in Higher Education		Plus	Plus	Plus
			UTLGA7-30-M Independent study	UTLGBP-15-M Investigating Academic & Professional Practice in HE And UTLGA7-15-M Independent Study	UTLG95-30-M Teaching & Learning in Higher Education

Part 6: Programme Structure continued

Part time:

The following structure diagram demonstrates the participant journey from Entry through to Graduation for the NMC pathway – PG Cert in Teaching and Learning in HE (Nurse / Midwife Teacher)

Entry	Postgraduate Certificate in Teaching and Learning in Higher Education (Nurse / Midwife Teacher)	
One Year	UTLG95-30-M Teaching & Learning in Higher Education	UZTRWS-15-M Practice of Teaching in Higher Education (Nurse / Midwife Teacher) 
	UTLGBP-15-M Investigating Academic & Professional Practice in Higher Education	

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Usually participants have a UK first degree or its equivalent. They are required to have an active role in teaching in higher education, usually above a 0.5 position. Completion of the core module (UTLG99-15-3 *the Practice of Teaching in Higher Education*) requires that the participant can log 150 hours of teaching activity (broadly defined) between registration and the assignment deadline.

Entry requirements for UTLG97-15-3 and UTLG96-15-M are usually that the participants work in a support role, in a position less than 0.5 or as an Associate Lecturer. They need to be able to log at least 45 hours teaching activity

Usually participants will meet the NMC entry requirements in that they will be recorded on the appropriate part of the NMC register and hold a UK first degree relevant to their area of professional practice. In addition, they will have completed a minimum of three years post qualifying experience and have evidence of ongoing learning in their area of expertise. They are required to have an active role in nurse / midwife teaching in higher education. Completion of the core module (UZTRWS-15-M the Practice of Teaching in Higher Education – Nurse / Midwife Teacher) requires that the participant can log 165 hours of nurse / midwife teaching activity (broadly defined) between registration and the assignment deadline.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

The programme adheres to the National qualification framework in terms of the volume and level of credit. The programme adheres to the QAA guidance on Masters' Degrees.

Part 8: Reference Points and Benchmarks

University strategies and policies

The programme has been accredited against the UK Professional Standards Framework by the Higher Education Academy and by the Nursing and Midwifery Council against its Standards to support Learning and assessment in Practice.

The programme is reviewed regularly by participants through their feedback on the programme and this is reported through the Annual Report. External Examiner reports after Award Boards are also utilized to support the development of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical participant might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).