Programme Specification

Learning and Teaching in Higher Education
[Sep][PT][Frenchay][1yr]

Version: 2022-23, v1.0, 04 May 2022

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Learning and Teaching in Higher Education [Sep][PT][Frenchay][1yr]

Highest award: PGCert Learning and Teaching in Higher Education

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

Contributing departments: Not applicable

Professional, statutory or regulatory bodies:

Advance HE

Apprenticeship: Not applicable

Mode of delivery: Part-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2022

Programme code: X14S42-SEP-FT-FR-X14Q42

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Postgraduate Certificate in Learning and Teaching in Higher Education (PG Cert LTHE) is an award designed for those who are directly responsible for teaching and learning in higher education. The programme is pending reaccreditation by Advance HE.

The programme incorporates recognised excellence in HE learning and teaching to develop a community of academic practitioners who value scholarship, learning and teaching as part of their integrated professional identities. The programme employs a wide range of teaching and learning strategies, enabling participants to experience these as learners. Furthermore, participants are encouraged to share practice and to learn from one another across disciplines and in different settings. This, in addition to a growing understanding of the evidence base that underpins good learning and teaching practices, will support participants to engage critically in the development of their teaching with the key aim of enhancing the quality of their students' learning experience.

Educational Aims: The programme aims to:

•   facilitate the development of an appropriate understanding of programme development and associated pedagogic knowledge, skills and values to develop effective HE practitioners who put students at the centre of their programmes and practice;

•   encourage the development of transformational reflective practice;

•   engender a culture which promotes equality and diversity through the design and development of inclusive programmes and practice;

•   promote evidence based educational enquiry within an ethical framework to support the development of programmes and practice;

•   support participants in the recognition and management of the diverse and competing demands of professional academic practice.

The programme aligns to the Advance HE UK Professional Standards for Teaching and Supporting Learning in HE (UKPSF). The full programme aligns to Descriptor 2 of the UKPSF and the award of Fellowship of the HEA.

The module UTLGXT-30-M Theory and Practice in Higher Education aligns to Descriptor 1 of the UKPSF (Associate Fellow of the HEA) and is also available as a stand-alone module for anyone who does not require or for whom it is not appropriate to take the full programme. They may return to complete the full programme should their circumstances change in accordance with University Regulations and Procedures.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Critically evaluate and apply appropriate theory and pedagogic research in order to design and deliver effective, engaging, varied and inclusive teaching sessions

PO2.   Critically evaluate and apply a range of pedagogical research methodologies and methods to demonstrate the value of integrating ethical research within scholarship, learning and teaching

PO3.   Apply a critical understanding of different models and approaches to learning design, viewed holistically from a session, module and programme perspective

PO4.   Critically evaluate and apply a range of formative and summative assessment strategies to enhance student learning and inform planning and learning design

PO5.   Critically analyse the ways in which learning environments and technologies can be used to support teaching, learning, assessment and communication

PO6.   Continuously evaluate and enhance teaching and student outcomes through critical reflection on professional practice and the impact of teaching using a range of feedback, wider scholarship, working with peers and ongoing CPD

PO7. Support student wellbeing and success by recognising how individual circumstances impact learning, promoting inclusivity and equality of opportunity, and enabling students to be responsible for their own progression

PO8. Situate practice in the wider context of higher education, recognising implications for professional practice and quality assurance and enhancement

Part B: Programme Structure

Year 1
The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules
The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGXU-30-M	Practice and Research in Higher Education 2022-23	30
UTLGXT-30-M	Theory and Practice in Higher Education 2022-23	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates will demonstrate dynamic approaches to learning and teaching through research informed innovation in their practice. They will account for their continuing development in diverse academic and/or professional settings. They will demonstrate the professionalism they bring to teaching and support for student learning through a variety of teaching, learning and assessment practices that support and underpin successful student learning.

Part D: External Reference Points and Benchmarks

The programme and module learning outcomes are aligned to the Advance HE UK Professional Standards for Teaching and Supporting Learning in HE (UKPSF).

The programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the programme learning outcomes.

Part E: Regulations

Approved to UWE Regulations and Procedures.