



Programme Specification

Learning and Teaching in Higher Education

[Frenchay]{Advance HE Accredited}

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Learning and Teaching in Higher Education [Frenchay]{Advance HE Accredited}

Highest award: PGCert Learning and Teaching in Higher Education

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Advance HE

Modes of delivery: Part-time

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 and/or supporting student learning in higher education. Participants must be actively engaged in teaching and supporting learning during the course.

For participants seeking Advance HE accreditation this must be at higher education level and must cover the relevant range of duties necessary to meet the requirements of the PSF at Descriptor 1 for Associate Fellow, and Descriptor 2 for Fellow of Advance HE.

This programme accepts accredited learning for the first module UTLGXT-30-M Theory and Practice in Higher Education only.

For implementation from: 01 September 2026

Programme code: X14S42

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 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 learners' learning experience.

Features of the programme: The programme is accredited by Advance HE.

It is for UWE staff only and is designed to enable them to gain Associate Fellowship or Fellowship of Advance HE while gaining a qualification in learning and teaching.

Participants can obtain accredited learning (AL) or accredited experiential learning

(AEL) against the first module Theory and Practice in Higher Education if they already hold AFHEA or have 3 years' experience of teaching in Higher Education.

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 learners 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 learning and teaching 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 Professional Standards for Teaching and Supporting Learning in HE (PSF 2023). The full programme aligns to Descriptor 2 of the PSF2023 and the award of Fellowship of Advance HE.

The module UTLGXT-30-M Theory and Practice in Higher Education aligns to Descriptor 1 of the PSF2023 (Associate Fellow of Advance HE) 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 evidence-informed approaches to design and deliver effective and engaging learning experiences and environments for diverse individual and groups of learners in relation to their context
- PO2. Apply a critical understanding of different models and approaches to learning design, considered holistically from a session, module or programme perspective in relation to their context
- PO3. Critically evaluate a range of assessment and feedback strategies in relation to their context
- PO4. Critically analyse how learning environments and technologies can support effective learning and teaching practice in relation to their context
- PO5. Continuously evaluate and enhance teaching approaches through critical reflection on professional practice and its impact, using a range of feedback sources, wider scholarship, collaboration with peers and ongoing Continued Professional Development in relation to their context

Assessment strategy: This programme employs an assessment strategy which reflects the design of the programme as a coherent whole by enabling participants to develop academic and professional knowledge and understanding, combined with a critically reflective and enquiring mindset.

Successful completion of the assessment for the first module ensures that participants have reflected critically on their own practice in an HE context. This will include reference to appropriate pedagogical theories and research, and to the diversity within their context. The development of their practice will include evidencing engagement in appropriate academic and professional practices, engagement with a work-place 'critical friend' and collaboration with peers.

Successful completion of the assessment for the second module ensures that participants have undertaken further development in response to the critical reflection on their own practice in an HE context initiated in the first module. Assessment will include evidencing engagement with appropriate pedagogic research, academic and professional practices, and further engagement with their 'critical friend' and peers.

By aligning the assessment tasks to the aims and philosophy of the programme as a whole, it is expected that this will have a positive impact on learning gain and engagement with the learning process. Furthermore, the varied assessment tasks in the portfolio assessment will develop a range of professional knowledge and understanding of participants' particular HE context as well as their critical reflective practice and professional development.

Authentic and varied assessment tasks will foster participant engagement and success, and this variety will enhance the inclusivity of the learning experience. Effective support through the various learning and interaction environments will ensure that participants are provided with the support required to enable assessment success.

Student support: Participants also have access to the full range of departmental and centrally provided student services and support. From an academic perspective the programme team provide ongoing learner support in the context of both the assessments and wider learning journey: specifically, they have access to support from programme tutors via online group forums, question and answer formats and individual communication. More widely, participants are registered as UWE students and as such have full access to central professional and personal support services, including the library, student administrative teams, disability support, student advisers, and Employability and Enterprise advisers.

Part B: Programme Structure

Year 1

The participants must take 60 credits from the modules in Year 1 to complete the programme.

Participants are able to step off the programme after completion of module 1 with 30 credits which provides flexibility for participants who might have changes to their circumstances or who are only eligible for AFHEA.

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UTLGXT-30-M	Theory and Practice in Higher Education 2026-27	30
UTLGXU-30-M	Practice in Context in Higher Education 2026-27	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 Professional Standards for Teaching and Supporting Learning in HE (PSF2023).

The programme is informed by the QAA (2021) benchmarks for Education Studies as demonstrated in the programme learning outcomes.

Part E: Regulations

Approved to UWE Regulations and Procedures.