

1 PROGRAMME SPECIFICATION DOCUMENT

1. Qualification Post Graduate Certificate	2. Programme Title Teaching and Learning in Higher Education	3. UCAS Code	4. Programme Type Modular, Part time
5. Main Purposes and Distinctive Features of the Programme The Post Graduate Certificate in Teaching and Learning in Higher Education aims to develop high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to develop a critical and reflective approach to teaching and supporting learning. The programme has been developed to: <ul style="list-style-type: none"> • Develop effective practitioners in teaching and learning by supporting staff in developing high quality teaching skills underpinned by relevant current professional practice, scholarship and research within the University of Bolton • Encourage and support course participants to demonstrate that they are engaging with, and demonstrating application of, the professional standards for teaching and supporting learning (UKPSF) • Demonstrate an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values outlines in the UKPSF (see appendix 1) • Develop course members ability to continually analyse and review the development of their teaching skills and professional practice • Develop course members' knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice • Meet the Professional and development needs of staff across the University in relation to the role of the Bolton Academic and Bolton Professional • Be at the core of the development of an Academic Practice and Professional Development scheme for all staff at the University • Be an integrated and University-wide owned programme (with stakeholder involvement from across the University), aimed at developing a shared commitment to the professional development of staff and the enhancement of the student learning experience as part of a broader organisational culture change • Engage with the UK Professional Standards Framework for teaching and supporting learning in higher education • Align with the FHEQ Masters level qualification descriptors 			
6. What a graduate should know and be able to do on completion of the programme			
<u>Knowledge and understanding in the context of the subject(s)</u> 1 A systematic understanding and critical awareness of the UK Higher Education landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning 2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and		<u>Subject-specific practical/professional skills</u> 1 Develop and apply high quality teaching skills underpinned by relevant current professional practice, scholarship and research 2 Apply knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice 3 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate	

<p>advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in Higher Education</p> <p>3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>1 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning</p> <p>2 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own Continuing Professional development</p> <p>3 Enhanced professional knowledge and values and have developed a scholarly approach to support the quality of the student learning experience</p>	<p>their conclusions clearly to specialist and non-specialist audiences</p> <p>4 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</p> <p>5 Continue to advance their knowledge and understanding, and to develop new skills to a more advanced level</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>1 To select and apply innovative learning and teaching techniques using technology enabled learning</p> <p>2 To exercise initiative and take personal responsibility</p> <p>3 To be able to make decisions in complex and unpredictable situations</p> <p>4 Have an independent learning ability required for continuing professional development</p> <p>5 To analyse, continually review and demonstrate the development of their teaching skills and professional practice</p>
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
<p>A systematic understanding and critical awareness of the UK HE landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning</p>	<p>An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity</p>	<p>Enhanced professional knowledge and values and a scholarly approach to support the quality of the student learning experience</p>	<p>The 'Craft of Teaching' – a multitude of skills and attributes that are needed to be an effective teacher.</p>
<p>A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and</p>	<p>To exercise initiative and take personal responsibility</p> <p>To apply knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice</p>	<p>Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own CPD</p>	

curriculum design in HE			
Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning	To be able to make decisions in complex and unpredictable situations	Have the independent learning ability required for continuing professional development	
8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units			
18 months, 3 Modules, part-time with one module undertaken by the course member per semester, 20 credits per module.			
Part II <i>Students take 3 Modules</i>			
HE7 Modules	Core Modules (20 credits each) Teaching and Supporting Learning in Higher Education Curriculum Design and Assessment in Higher Education	Options (normally 20 credits each) N/A	Project (20 credits) Professional Academic Practice in Action
9. Learning, Teaching and Assessment Strategy		10. Other Information <i>(including compliance with relevant University policies)</i>	
<p>The learning and teaching strategy is to support:</p> <ul style="list-style-type: none"> • A critical reflective approach to consider and develop the 'craft' of teaching • Individual personal and professional development • The development of a critical reflective practitioner <p>A variety of teaching and learning approaches will be adopted to ensure the quality and efficiency of the teaching and learning experiences and to demonstrate different learning and teaching approaches.</p> <p>This Blended Learning (BL) approach will therefore consist of a mixture of various learning strategies and delivery methods that will aim to optimise the teaching and learning experience. The BL strategies will allow participants to build off-line and online collaborative communities to enhance their continuing professional development and share best practice.</p> <p>The BL approaches to be adopted will include traditional face-to-face and</p>		<p>UK Professional Standards for teaching and supporting learning in higher education FHEQ Masters Level Qualification descriptors University of Bolton Strategic Plan</p> <p><u>Date programme first offered</u> September 2009</p> <p><u>Admissions Criteria</u> <i>Standard Requirements</i> Applicants must demonstrate that they:</p> <ol style="list-style-type: none"> 1 Have a significant role in teaching and/or facilitating learning 2 Are ready to undertake study at Masters Level (HE7) <p>Non Standard Entry</p> <p><u>Indicators of Quality and Standards</u> Validated by panel with external specialist knowledge. External Examiner moderation of assessment submissions.</p>	

online lectures and seminars, interactive online and face-to-face, individual and group sessions, online and face-to-face team activities and projects, online and face-to-face development of a community of enquiry and practice supporting critical reflection; online and face-to-face peer presentations etc.

The UoB virtual learning platform together with other electronic-based resources (academic social networking tools and services; digital video-conferencing; digital video, etc); will provide course members with a valuable mechanism to expand their community of practice, promote critical engagement; share experiences and develop further their professional expertise.

Assessment Methods

1. A critically reflective personal learning journal on the course member's professional development in learning and teaching, which will draw upon two Mentor Reviewer observations (Review of Professional practice) in supporting learning within the context of their role.
2. A presentation to peers reflecting on a specific aspect of learning and teaching.
3. A Professional Learning Journal which will include two Mentor Reviewer observations (Review of Professional practice) relating to curriculum design.
4. An interactive set task designed to generate critically reflective around curriculum and assessment issues.
5. Action research report related to supporting the learner experience within the context of their working environment.

Assessment Classification System

University generic assessment criteria used by all Boards of Examiners for Postgraduate Modular Awards
Pass mark for individual assessments is 40%.