Programme Specification 2017-18

Postgraduate Certificate in Teaching and Learning in Higher Education

1	Awarding body	University of Cambridge
2	Teaching institution	University of Cambridge Institute of Continuing Education*
3	Accreditation details	None
4	Name of final award	Postgraduate Certificate in Teaching and Learning in Higher Education
5	Programme title	[As above]
6	UCAS code	n/a
7	JACS code(s)	X142, X150, X342, X350
8	Relevant QAA benchmark statement(s)	
9	Qualifications framework level	FHEQ Level 7 (60 credits) part-time
10	Date specification last revised	July 2017

* Cognate Faculty endorsement provided by: Faculty of Education

This Postgraduate Certificate Programme in Teaching and Learning in Higher Education is part of the Institute of Continuing Education's award-bearing programme at FHEQ level 7, offered to part-time adult students.

ICE is a General Board, non-School institution whose purpose can be defined in two complementary ways. It is a conduit both for transmission of the University's knowledge and research on the one hand and for enabling members of the public to access higher education courses, whether for personal interest or professional development, on the other. In these ways it contributes significantly to the University's public engagement and widening participation commitments.

This Postgraduate Certificate Programme in Teaching and Learning in Higher Education is delivered collaboratively by the University of Cambridge Institute of Continuing Education (ICE) and the Cambridge Centre for Teaching and Learning and is directed by Dr Meg Tait (Head of Academic Practice Group).

Educational aims

The Postgraduate Certificate in Teaching and Learning in Higher Education gives participants opportunities to: extend their understanding of how students learn; to extend their repertoire of teaching, learning and assessment methods; and to develop a cogent personal philosophy of education drawing on understanding, use and critical awareness of educational research methods and reflective practice.
In doing so, the programme aims to provide opportunities for its participants to address educational challenges and contribute to improvements in the education of students at Cambridge and at tertiary level more broadly. The programme is also designed to facilitate cross-disciplinary discussion of teaching, learning and assessment.

Learning outcomes

By the end of the Postgraduate Certificate in Teaching and Learning in Higher Education, within the constraints of the course, students should be able to demonstrate the following learning outcomes:

Knowledge and understanding

- How students learn, both generally and within their subject / disciplinary areas;
- appropriate methods for teaching, learning and assessment in the subject area and at the level of the academic programme;
- practical understanding of how research and enquiry are used to create and interpret knowledge in higher education;
- appropriate personal qualities and professional attitudes, including empathy and collegiality.

Skills and other attributes

- intellectual skills
- Ability to critically evaluate current research and advanced scholarship in higher education theory and practice;
- ability to reflect critically on individual continuing professional development needs within teaching and independently to identify ways of fulfilling those needs;
- ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data;

- practical skills
- wide variety of practical teaching skills, including small- and large-group teaching skills, assessment design, teaching using a VLE;
- evaluation, reflection and practitioner research skills in order to develop own practice;
- clear communication of ideas both in written and oral presentations, to specialist and non-specialist audiences.

- other transferable skills
The course is designed specifically for teachers in higher education and equips them with a range of skills transferable on a daily basis to complex situations in higher education, as well as an ability to exercise initiative and take decisions in complex and unpredictable situations. These skills are equally applicable in a wide range of careers within higher education and beyond.
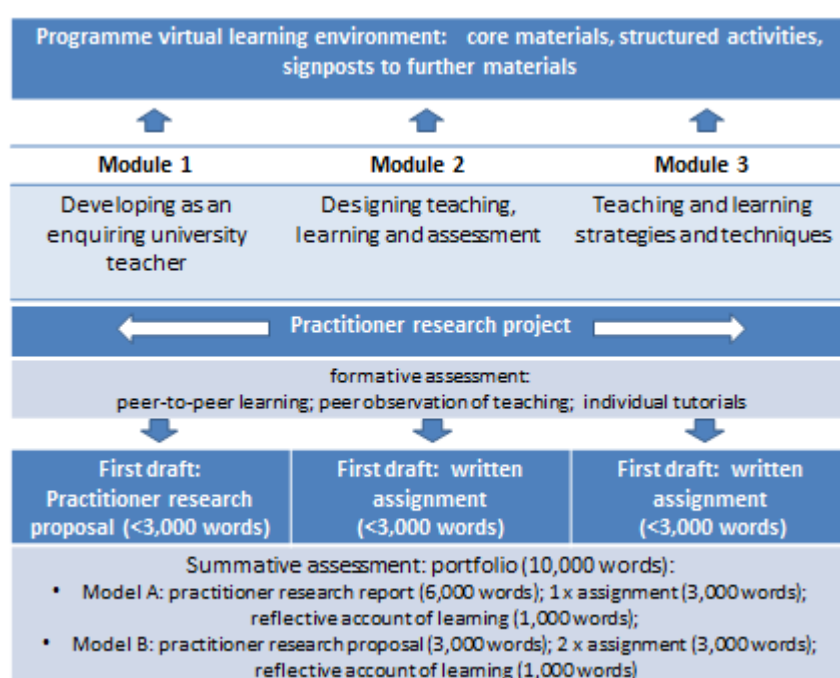
Programme structure

The programme in Teaching and Learning in Higher Education is a part-time Postgraduate Certificate which is equivalent to 60 credits at FHEQ level 7. It is made up of three units, taught over three terms. This programme is also designed with reference to the UK Professional Standards Framework (UKPSF). The UKPSF is the national benchmark against which most UK HE educational development programmes are accredited.

The programme is designed to enable participants to define and pursue their own independent enquiries, with appropriate tutor support and formative feedback. The programme design also encourages the formation of peer-learning networks within the programme, as a complementary source of collegial learning and support; in particular, this peer-to-peer learning is encouraged through reciprocal peer observation of teaching and through collaborating on giving and receiving formative feedback on draft assignments throughout the programme. The programme's VLE

provides access to core materials and structured activities which enable participants to develop their knowledge of influential theoretical perspectives and their understanding of how to pursue well designed lines of enquiry into teaching and learning in higher education.

Programme Overview

The course is structured around three modules, providing a core contact time of 60 hours (including structured activities on the programme's Moodle site, workshops and individual tutorials). A significant amount of independent study in preparation for modules and between modules is assumed, including via supported self-study units on Moodle, and participants should expect to devote at least one day per week, on average, to their studies during the course of the programme. Participants will also draw on their work in teaching, assessment and preparation during the course of the programme. The programme is characterised by continuing formative feedback between peers (using a developmental framework) and from the participant's tutor. The programme is assessed through a portfolio (10,000 words).

Programme virtual learning environment: core materials, structured activities, signposts to further materials		
⬆	⬆	⬆
Module 1	**Module 2**	**Module 3**
Developing as an enquiring university teacher	Designing teaching, learning and assessment	Teaching and learning strategies and techniques
⬅ Practitioner research project ➡		
formative assessment: peer-to-peer learning; peer observation of teaching; individual tutorials		
⬇	⬇	⬇
First draft: Practitioner research proposal (<3,000 words)	**First draft: written assignment (<3,000 words)**	**First draft: written assignment (<3,000 words)**
Summative assessment: portfolio (10,000 words): • Model A: practitioner research report (6,000 words); 1 x assignment (3,000 words); reflective account of learning (1,000 words); • Model B: practitioner research proposal (3,000 words); 2 x assignment (3,000 words); reflective account of learning (1,000 words)		

Programme details

Module 1, 'Developing as an enquiring university teacher', includes two workshops which open and close of the programme. The first workshop day in this module is held just before the start of the academic year and the second, concluding workshop, is held in July. The module introduces participants to the programme as a whole, to selected practitioner research methods and conducting a literature review, to theoretical perspectives on how students learn, and to debates concerning peer observation of teaching. The assignment for this module is submitted 10 days after the end of Michaelmas Term. The assignment (3,000 words) takes the form of a draft proposal for a practitioner research project, with justification of method(s) and an exploration of the ethical dimensions of the project. Participants are supported in preparing this assignment through guided activities on the VLE. Participants give and receive guided feedback with a small number of peer participants, using a developmental formative assessment framework, as part of the preparation process. The assignment and engagement with peer feedback are formatively assessed by the participant's tutor. The end-of-course portfolio includes either a developed version of this proposal (3,000 words) or a report on the completed practitioner research project (6,000 words). When they submit the draft proposal which constitutes the assignment for this

module 10 days after the end of Michaelmas Term, participants indicate whether they intend to pursue the project and submit a report or whether they intend to refine the proposal. Participants then discuss their intentions in small groups with a tutor. Discussions are guided using a framework which ensures they are consistent across the programme and that all participants understand how to develop their final portfolio so that it addresses the required learning outcomes.

This module also provides an introduction to debates concerning peer observation of teaching and developmental peer observation models. During the programme, participants design and undertake a reciprocal peer observation exercise and prepare a reflective account as part of a broader reflection on learning during the programme (1,000 words).This reflective account is included in the end-of-course portfolio.

Module 2 investigates theoretical perspectives on curriculum and course design. The module invites participants to develop a critical awareness of debates concerning the nature and purpose of higher education study and to consider what these mean for the design and practices of teaching, learning and assessment. We return to consider theories of learning which we encountered in the first module in connection with debates concerning learning outcomes, the relationships between assessment and learning, and conceptions of feedback and its contribution to learning. We explore principles and practices of assessment, including conceptions of standards, reliability and validity. Participants intending to include an assignment on this module as part of their portfolio prepare a draft (3,000 words); participants who do not intend to include an assignment on this module in their portfolio prepare a draft practitioner research report. In either instance, preparation and submission are as outlined above. The particular focus of the assignment is determined by the participant, with support from the tutor and peers.

Module 3, 'Teaching and learning strategies and techniques', enables participants to explore theoretical perspectives on teaching and learning formats, including large- and small-group teaching, guiding independent learning and debates concerning online and blended learning. The module provides participants with an opportunity to explore a range of strategies and techniques and to consider their implications for what and how students learn. Recognising that individual teachers' choices over teaching and learning formats are often limited by institutional norms and cultures, we consider means of shaping techniques and strategies to improve outcomes for students and teachers. We also investigate students' and teachers' conceptions of feedback and evaluation and explore approaches to making both more effective. Participants intending to include an assignment on this module as part of their portfolio prepare a draft (3,000 words); participants who do not intend to include an assignment on this module in their portfolio prepare a draft practitioner research report. In either instance, preparation and submission are as outlined above. The particular focus of the assignment is determined by the participant, with support from the tutor and peers. The plenary elements of the programme conclude with the second workshop on 'Developing as an enquiring university teacher'. This provides structured opportunities for participants to review what they have learnt during the programme and their progress in preparing the portfolio. The portfolio represents an opportunity for participants to demonstrate their grasp of the field of study; understanding and evaluating research and methodologies; and structure communication and presentation. The portfolio is a flexible assessment format which enables participants to pursue their own enquiries into aspects of theory and practice which are particularly important to them and to reflect both on their own development during the course of the programme and to identify directions and methods to support continuing professional learning after completing the programme.

Module 1: Developing as an enquiring university teacher

format	Provisional dates	Hours face-to-face / online	Topics to include
VLE: preparatory reading, structured activities	Available two weeks before programme commencement and for the duration of the programme	Core: 12 hours online (non-moderated) prior to and subsequent to workshop – signposts to further individualised self-study	- introduction to programme - debates surrounding teachers' professional expertise; - debates surrounding practitioner research; - reflective and reflexive practice; - three practitioner research methods: interviews, case studies, action research; - preparing a literature review; - ethics in practitioner research; - theoretical perspectives on student learning; - peer observation of teaching: debates and models.
Workshop, day 1	1-2 weeks before Michaelmas Term begins	6 hours, face-to-face	
Tutorial (individual)	Arranged by participant, aligned with formative assessment	1 hour, face-to-face	- formative feedback on written assignment; - preparation of reflective account of learning.
		Formative assessment (submitted 10 days after the end of term)	3,000-word assignment: initial outline of practitioner research project (includes justification of choice of practitioner research method/s; outline design; exploration of ethical dimensions of project)
VLE: preparatory reading, structured activities		Core:8 hours online (non-moderated) prior to and subsequent to workshop – signposts to further	- review of project progress; - further development of written assignments; - completion of

		individualised self-study	portfolios;
Workshop, day 2	July	6hours, face-to-face	• further directions in professional learning.

Module 2: Teaching and learning strategies and techniques

format	Provisional dates	Hours face-to-face / online	Topics to include
Moodle: preparatory reading, structured activities	Available two weeks before workshop and for the duration of the programme	Core: 12 hours online (non-moderated) prior to and subsequent to workshop – signposts to further individualised self-study	• perspectives on large-group teaching; • strengths and limitations of lectures as a format; • different approaches to large-group teaching and learning
Workshop	1 week before Lent Term begins	6 hours, face-to-face	• dynamics and roles of participants in small group learning; • different ways of leading and facilitating small-group learning; • online learning and teaching; • inclusivity and diversity; • approaches to evaluation: small-group learning and lectures
Tutorial (individual)	Arranged by participant	1 hour, face-to-face	• formative feedback on written assignment; • preparation of reflective account of learning.
		Formative assessment, submitted submitted 10 days after the end of term)	3,000-word assignment on an aspect of teaching and learning strategies and techniques as defined by participant.

Module 3: Designing teaching, learning and assessment

format	Provisional dates	Hours face-to-face / online	Topics to include
Moodle: preparatory reading, structured activities		Core: 12 hours online (non-moderated) prior to and subsequent to workshop – signposts to further individualised self-study	- Theoretical perspectives on curricula and course design; - theories of learning; - debates on course design: aims, objectives, learning outcomes; - relationships between assessment and learning; - debates concerning feedback and student learning; - standards, reliability and validity in assessment.
Workshop	1-2 weeks before start of Easter Term	6 hours, face-to-face	
Tutorial (individual)	Arranged by participant	1 hour, face-to-face	- formative feedback on assignment; - preparation of reflective account of learning.
		Formative assessment s	3,000-word assignment on an aspect of designing teaching, learning and assessment as defined by the participant; - reflective account of learning (1,000 words).
Summative assessment.		Portfolio (10,000 words): Model A: - practitioner research report (6,000 words); 1 x assignment (3,000 words); - reflective account of learning and directions in professional learning (1,000 words). Model B: - practitioner research proposal (3,000 words); 2 x written assignments (2 x 3,000 words); - reflective account of learning and directions in professional learning (1,000 words).	

Teaching methods

The programme aims to enable participants to develop as enquiring university teachers. Teaching and learning methods include guided reading and structured activities and online seminars on the course VLE, interactive workshops, large- and small-group work, individual tutorials, self-directed study and reading in preparation for and between face-to-face sessions. All participants design a practitioner research project, which provides an opportunity to integrate learning and practice during the course of the programme. Students are supported in developing a robust approach to reflecting on their experience as learners and on teaching and learning processes as well as content.

Assessment methods

Students are awarded a pass on the basis of

1. Summative assignments totalling 9,000-11,000 words or their equivalent

Students who encounter difficulties affecting their performance in one or more of the above points may submit a claim of mitigating circumstances to be considered at the end of the course.

Progression

Students admitted to the programme must have teaching commitments at Cambridge and should normally expect to have between one and three years' full-time teaching experience (or equivalent), in order to have an appropriate level of experience on which to draw in framing and conducting the practitioner research project and practical activities. As a guide, participants should be teaching on average three hours per week during the programme. This programme is not normally open to PhD students.

Credit awarded by the Institute can be transferred into the degree programmes of some other higher education providers. The amount of credit which can be transferred into degree programmes varies from institution to institution and is always at the discretion of the receiving institution.

Graduate employability and career destinations

The programme is designed for staff teaching at tertiary level. Its programme outcomes should enhance the quality of its participants' practice in ways that are advantageous for career progression within and beyond the University. Many UK universities require newly appointed lecturers to undertake postgraduate certificate-level programmes as part of academic probation and HESA requires that all universities publish data concerning the numbers of teaching staff who hold such qualifications; graduates of this programme will have the requisite qualification, should they pursue careers involving teaching in other universities. The transferable skills mentioned above provide a sound preparation for a wide range of other careers. Participation in this programme does not guarantee employment at the University of Cambridge.

Management of teaching quality and standards

The teaching quality and standards of the programme is monitored throughout by the appropriate member of academic staff, who reports annually to the Subject Moderation Panel, consisting of the internal assessor, internal examiner, moderating external examiner and other Faculty and ICE members as agreed by the Education Committee. The report of the moderating external examiner is made available to all students on the course via the Institute's virtual learning environment.

Quality indicators
- Systematic programme of course evaluations, requiring responses from participants and programme tutors;
- external assessor evidence (verbal and written reports);
- the programme design is such that accreditation could be sought by the Higher Education Academy at Descriptor 2 (the level at which most such UK programmes are accredited).

Links to further information

Further information for applicants is available on the Institute's website www.ice.cam.ac.uk