

Programme Specification¹ 2026-27

Postgraduate Certificate in Teaching and Learning in Higher Education

Programme title	<i>Teaching and Learning in Higher Education</i>
Name of final award	<i>Postgraduate Certificate</i>
Awarding Body	<i>University of Cambridge</i>
Teaching institution	<i>University of Cambridge, Professional and Continuing Education</i>
PSRB/Accreditation details and date the course was last accredited	<i>Accredited at Descriptor 2 of the Professional Standards Framework (PSF) by Advance HE</i>
UCAS code	<i>None</i>
HECoS code(s)	
ATAS code	
<u>Relevant QAA benchmark statement(s)</u>	<i>None</i>
Qualification framework level	<i>Level 7</i>
Date specification approved	<i>December 25</i>
Linked course	

Brief overview of the course

(Please explain the purpose of the programme in a brief paragraph of no more than 5-6 sentences.)

¹ Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the *Reporter*. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academic year.

The programme in Teaching and Learning in Higher Education is a part-time Postgraduate Certificate at level 7. It is made up of three units, taught over three terms. The Postgraduate Certificate in Teaching and Learning in Higher Education is accredited at Descriptor 2 of the Professional Standards Framework (PSF) by Advance HE. Participants whose summatively assessed Portfolio satisfy the requirements of PSF Descriptor 2 are entitled to claim Fellowship of the HEA. 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.

Educational Aims

What are the educational aims of the programme?

The Postgraduate Certificate in Teaching and Learning in Higher Education gives participants opportunities to:

- Extend their understanding of how students learn;
- Extend their repertoire of teaching, learning and assessment methods;
- Develop a cogent personal philosophy of education drawing on understanding, use and critical awareness of scholarly approaches to evaluating teaching, learning and assessment, 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 - What is a student expected to learn from the programme? These should have been included on the new course proposal when the course was first approved.

(Please refer to the guidance on Learning Aims and Outcomes and the Office for Students sector-recognised standards for sector expectations of the graduates of higher education qualifications)

As a result of studying this programme students should meet the following learning outcomes:

Knowledge and Understanding

- A1 How students learn, both generally and within their subject / disciplinary areas;
- A2 appropriate methods for teaching, learning and assessment in the subject area and at the level of the academic programme;
- A3 the implications of quality assurance and quality enhancement for educational practice
- A4 practical understanding of how research and enquiry are used to create and

interpret knowledge in higher education;

- A5 appropriate personal qualities and professional attitudes, including empathy and collegiality and commitment to inclusive and equitable educational practice and an appreciation of the wider context in which higher education operates.

Thinking Skills

- C1 Ability to critically evaluate current research and advanced scholarship in higher education theory and practice;
- C2 ability to reflect critically on individual continuing professional development needs within teaching and independently to identify ways of fulfilling those needs;
- C3 ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data;

Transferable skills

- E1 The course is designed specifically for educators 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.

Practical Skills

- F1 ability to making informed judgements about using a wide variety of teaching, learning and assessment methods in order to contribute towards students' learning
- F2 designing and using evidence-informed approaches, including the outcomes from research, scholarship and continuing professional development in order to develop integrated approaches to educational practice

Programme structure

Please give a brief outline of the course structure and how it supports progress. Please note details of individual papers/modules are not needed. What elements does the programme contain? If you have a part-time route show how this is aligned with the full-time course.

Developing as an enquiring university educator 2026-27

Designing teaching, learning and assessment 2026-27

Teaching and learning strategies and techniques 2026-27

Teaching and Learning

Please indicate which methods are used, i.e., lectures, seminars, practical sessions etc. Include any activity that does not lead to summative assessment. How is the programme taught? How do students learn?

The programme is delivered through a combination of in-person teaching sessions and asynchronous approaches provided via the course virtual learning environment.

The programme aims to enable participants to develop as enquiring university educators. 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 in-person sessions. Peer-to-peer learning forms an important element of course teaching. All participants prepare a critical commentary on a peer-reviewed publication and develop a scholarly design for evaluating practice, 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

Please list below summative assessments for the course and how they meet the learning outcomes listed above. Ensure these are aligned with your course regulations (Statutes and Ordinances).

Assessment	Learning Outcome
The programme will contain items of formative (not counting towards the final mark) and summative (counting towards the final mark) assessment. Formative assessment will receive tutor and/or peer feedback and is designed to facilitate completion of the summative assessments. Participants revise formatively assessed assignments in response to tutor feedback and their own developing knowledge during the programme year to comprise a Portfolio (13,000 words) which is summatively assessed at the end of the programme year.	As a result of studying this programme students should meet the following learning outcomes: <u>Knowledge and Understanding</u> A1, A2, A3, A4, A5 <u>Thinking Skills</u> C1, C2, C3 <u>Transferable skills</u> E1 <u>Practical Skills</u> F1, F2

Progression and Career Destinations

Please describe the opportunities for the students' personal and professional development (including transferable and employability skills). Please include information relating to successful graduates' prospects for employment.

Preparation for employment in general is provided in the opportunities for the acquisition of relevant transferable skills outlined in this programme specification. Where programmes with a significant vocational or professional element are accredited by Professional, Regulatory or Statutory Bodies details are given above.