

PROGRAMME SPECIFICATION

<b>Awarding Body</b>	<b>Edge Hill University</b>
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<b>Teaching institution</b>	<b>Edge Hill University</b>
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<b>Detail of accreditation by a professional or statutory body</b>	<b>HEA NMC</b>
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<b>Name of final qualification/s and award/s*</b>		<b>UCAS code(s)</b>
<b>Qualification</b>	<b>Award title</b>	
PG. Cert.	PGCert Teaching and Learning Support in Higher Education	

\* include all Joint Honours and Major/Minor combinations

<b>Relevant QAA subject benchmarking group(s)</b>	<b>Education Studies</b>
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<b>Date of production/revision</b>	<b>November 2005</b>
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<b>Aims of the programme</b>
<p>Specific aims of this Postgraduate Certificate pathway are to:</p> <ul style="list-style-type: none"> <li>• Enable participants to develop knowledge and skills that can be used in the processes of teaching and supporting learning</li> <li>• Ensure that practice is informed by a clear set of professional values</li> <li>• Provide a vehicle for analysis of the alignment of theory and practice informed by current knowledge, debate and enquiry</li> <li>• Promote a reflective and self-critical approach to professional practice</li> <li>• Contribute to staff development and induction processes, support participants in reviewing their own professional needs, and in planning to undertake relevant and appropriate activities to meet these identified needs</li> </ul>

**Intended learning outcomes of the programme\***

Upon successful completion of this programme participants will be able to:

1. Identify and analyse the opportunities and challenges that they face within their unique contexts as teachers and learning facilitators
2. Demonstrate an informed understanding of their role and the roles of other staff in supporting student learning in higher education
3. Articulate and reflect on the professional values which underlie their work, demonstrate scholarship and evaluation, and diversity of students' needs
4. Critically evaluate their own professional practice and identify their CPD needs.
5. Critically evaluate and defend selection of appropriate methods of teaching, learning facilitation and assessment within their curriculum based upon understanding of how students learn, and the links between student learning and methods of teaching and assessment.
6. Identify and analyse the opportunities and challenges in using C&IT and other aspects of learning technology in designing the curriculum, delivering teaching and facilitating learning.
7. Critically evaluate, the effectiveness of teaching methods and techniques, and understand the enhancement functions of evaluation
8. Undertake critical reflection and self-improvement gained from taking part in a peer review process.

**Knowledge and understanding****Module CPD4550**

Teaching and Learning Support in Higher Education

On successful completion of this module students will have demonstrated:

1. In depth and systematic understanding of the nature of learners, theories of learning, assessment and feedback related to teaching/learning support their specialist area/s
2. Critical reflection upon and justification of the selection and deployment of technology to support learning in their specialist area/s
3. Detailed engagement with the processes of evaluation and reflection and their connection with enhancement of learning and teaching in their unique context
4. and Engagement with literature related to research and scholarship of learning and teaching and critical awareness of issues related to their practice
5. Identification of professional development needs and activities grounded in and synthesised from reflections on the above, their own functioning and peer review

**Module CPD4551**

Designing, Developing and Enhancing the Higher Education Student's Experience

On successful completion of this module students will have demonstrated:

1. In depth knowledge and systematic understanding of processes of curriculum design and quality enhancement in the higher education context
2. A high level of conceptual understanding and critical examination of the design and implementation of a unit of curriculum, its evaluation and suggestions for further development in relation to reflection and literature on notions of good practice
3. Critical awareness of and reflection on inclusion and widening participation and analytic representation of the needs of diverse students from literature selected for its scholarly value
4. A detailed articulation of practice in relation to ethics and professional standards
5. Identification of professional development needs and activities grounded in and synthesised from the above analyses

**Module CPD4552**

Enhancing Student Learning Through Evidence-Informed Practice

On successful completion of this module students will have demonstrated:

1. Identification, design, implementation and critical evaluation of an enquiry into an aspect of academic practice
2. Engagement and critical analysis of the alignment of their findings with the literature germane to that aspect, demonstrating systematic links and challenges
3. Critical evaluation of the outcomes of their enquiry and recommendations for enhancement of (their) practice and its relation to the student experience
4. Identification, critical analysis and synthesis of challenges related to and/or arising from their enquiry above related to professional ethics and values

<p><b>Skills and other attributes</b></p>
<p><i>Intellectual Skills</i></p> <ul style="list-style-type: none"> <li>Application of theory into practice.</li> <li>Analysis and evaluation of existing research.</li> <li>Synthesising of ideas.</li> <li>Critical reflection in and on practice.</li> <li>Abstracting pedagogic theory and practice.</li> <li>Researching and resolving issues.</li> <li>Evidence-based practice.</li> </ul>
<p><i>Practical skills</i></p> <ul style="list-style-type: none"> <li>Critique of online learning and teaching, selection and deployment of technologies to assist learning.</li> <li>Research skills.</li> <li>Information literacy.</li> <li>Teaching skills – defining learning outcomes, differentiating, setting of effective tasks, questioning effectively, explaining efficiently, giving constructive feedback.</li> </ul>
<p><i>Transferable/Key skills</i></p> <ul style="list-style-type: none"> <li>Oral and written presentation and communication skills.</li> <li>Competent use of IT.</li> <li>Working with and learning from other colleagues – multi-professional collaboration.</li> <li>Critical reflection and development of personal and professional practice.</li> <li>Commitment to lifelong learning.</li> </ul>
<p><b>Teaching and learning and assessment methods used to enable outcomes to be achieved and demonstrated</b></p>
<p>A full range of interactive teaching methods and approaches will be pursued throughout the taught element of the pathway: presentations with discussion and activities, group discussion of concerns and issues focussed on set topics; individual evaluation of published materials, group evaluation of materials, reflection on mutual feedback from tasks, etc. Pedagogic approaches will, as such, be modelled and discussed in order to enhance the developing repertoire of approaches to teaching and learning facilitation of the participants.</p> <p>Teaching, learning and assessment in this pathway have a particular emphasis on recognition and celebration of diversity. This is embedded in the teaching strategies and modelling of behaviours and relationships by tutors, which will be explicitly unpacked during face to face sessions. Similar embedding can be seen in the assessment strategy which encourages participants to consider and respond to issues of diversity and the individual needs of students whom they teach or support.</p> <p>The modelling of a broad repertoire of teaching approaches will be enhanced by the variety of members of the newly constituted teaching team drawn from all Faculties, Learning Services and the Teaching and Learning Development Unit. Modelling will be made explicit as part of the process of</p>

development of the practice repertoire of participants.

Distinct inputs from Learning Services Learning Technology Development and SOLSTICE (CETL) teams will impact upon enhancement of expertise in deployment of electronic media and enrich access to ideas and challenges related to learning support roles. Again, the aim is to model approaches for participants to adopt, adapt and develop for themselves.

The process of learning in this pathway is therefore multi-faceted, serving a range of purposes:

- It is experiential in approach by taking into account previous and current experience
- It involves the learner actively by focusing on interactive tasks, such as problem-solving, pair/group work and sharing of ideas, information and experiences via tutor and student presentations, as appropriate
- It employs 'theory-practice-discussion-reflection alignment', modelling and 'pedagogic-sharing'
- In addition to acquiring knowledge and understanding, learning must be concomitant with developing a critical capacity which enables students to engage critically with the literature and debate
- Applying theory to 'real' situations forms a key strategy with the aim of assisting students in the alignment of theory and practice, and developing practice through reflection and enquiry.
- Collaboration is a key concept in the approach to teaching and learning.

Aspects of delivery will include supported and augmented learning via virtual learning environment. The WebCT environment is an effective partner to face-to-face teaching, adding value to face to face sessions, to support and guidance and to the efficiency of access to information. The VLE will provide facility for modelling the deployment of this and other technologies to support learning and of approaches that may be deployed with participants own learners. Development of this aspect will be undertaken in full consultation with the SOLSTICE Centre for Excellence in Learning and Teaching.

The pathway may be delivered in a variety of ways. The traditional mode of delivery, the twilight session once a week for up to 10 weeks, will continue to have a place. The opportunity to share experiences with other colleagues from different settings is an important part of the learning process. It is not the intention to deliver this pathway by an e/blended approach, but to use the WebCT VLE to add value to face to face sessions, communications, guidance and information access. It will offer opportunities for online experiences aimed at modelling this mode of teaching, but will not be the major mode of provision.

The assessment strategies for the modules in the pathway focus on:

- Alignment of theory with practice
- Critical analysis of current practice and its future enhancement
- Identification of professional development and action grounded in the above.

Assessment of the Postgraduate Programme is in line with institutional and University of Lancaster guidelines i.e. for each 20 credit level 4 module 5000 words or equivalent. Students' work is assessed according to their ability to demonstrate the features of 'postgraduateness'. Specific criteria are also developed in relation to each module. Assessment tasks require students to relate theory to their own professional contexts, and there is negotiation between tutors and students to agree the particular focus of an assignment. Both general and specific assessment criteria are communicated to students through programme and module handbooks.

Grades available are as follows:

Distinction	Merit	Pass	Bare Fail	Fail
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These reflect notionally percentages as follows, though these are not communicated to students:

70%	60%	50%	40%	30%
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Students' work will be assessed according to their ability to demonstrate that they have met the learning outcomes of a specific module and the generic learning outcomes of their programme. The generic learning outcomes and the assessment criteria are available in the postgraduate handbook and module handbooks include specific learning outcomes. Students will receive feedback within 4 weeks of submitting an assignment, in line with the Faculty of Education Assessment Strategy. The feedback will be formative, specific, and include action points for future assignments. Feedback given to students relates to both generic and specific assessment criteria. Feedback on generic criteria is provided in the form of an annotated assessment grid so that students have a profile of their performance against those criteria. Tutors also complete a feedback sheet summarising student performance against the specific assessment criteria and providing suggestions for future improvement.

### **Programme structures and requirements, levels, modules, credits and awards**

The pathway consists of three modules, each equating to 20 M Level credits:

CPD4550	Teaching and Learning Support in HE
CPD4551	Designing, developing and enhancing the student experience
CPD4552	Enhancing Student Learning through evidence in formed practice

### **Particular support for learning**

In addition to personal tutor arrangements provided within the faculty of education's Postgraduate Programme provision, all participants will be engaged with mentoring at departmental/area level as part of the compulsory expectations of induction. External candidates must ensure, at the point of application that they have access to equivalent processes or demonstrate that they will not be disadvantaged, via the application/interview process. The pathway team will act as complementary mentors/personal tutors in relation to the academic study within the pathway. This function will be achieved via individual and group meetings and enhanced by WebCT communication with tutors and peers. Access to information and routes to central services will similarly be organised via WebCT.

### **Criteria for admission to the programme**

Admission requirements and the process of admissions, the AP(E)L policy and the arrangements in place for students to transfer into the programme with advanced standing can be found in the overarching DCD for the Postgraduate Programme.

Students who wish to enter onto this pathway within Postgraduate Programme will have to go through the formal application process for the Postgraduate Programme as detailed in the overarching DCD.

Students may enter directly onto the Postgraduate Programme or may as a first stage complete a Certificate of Professional Development through the Professional Programme as outlined above.

The normal entry requirements for acceptance onto this programme are in line with Edge Hill's regulations for entry to the degree of MA/MSc, with additional requirements relevant to the specific programme of study. The regulations are:

- a first or second class honours degree in a relevant subject of a recognised university or comparable institution, or a qualification which is recognised as the equivalent of such graduates,

- appropriate professional qualifications and experience relevant to the chosen pathway, (For further details see information relating to individual pathways.)
- full and well-argued answers on the application form to the questions relating to reasons for the application.

Information will be sent to students with the application form giving guidance on how to complete the form and including the criteria for acceptance. Applicants will normally be invited for interview. The application will be considered by the Postgraduate Programme Leader or a nominee. If the Postgraduate Programme Leader is satisfied that the applicant meets the criteria for acceptance onto the programme, the student will be sent an offer letter.

Applicants who do not meet the normal entry requirements for the Postgraduate Programme may be accepted onto the programme if they can provide evidence of their potential to work at the required level. This evidence may be in the form of a written assignment, critically reviewing a journal article relevant to the proposed area of study. This submission will be considered by the appropriate pathway leader and the Postgraduate Programme Leader to ensure equitable treatment between the different pathways.

#### **Information about assessment regulations**

The pathway will be subject to institutional regulations and the arrangements for assessment of CPD area of the Faculty of Education as contained in the over arching definitive course document for the CPD postgraduate programme. The regulations governing the award of the Certificate of Professional Development are the Lancaster regulations for work at Level 3.

The regulations governing the awards of Postgraduate Certificate, Postgraduate Diploma and M.A. are the Lancaster regulations for work at Masters level.

#### **Indicators of quality**

The previous iteration of the programme has been formally recognised/accredited by the Higher Education Academy (HEA), the Nursing and Midwifery Council (NMC) and the Staff and Educational Developers Association. This pathway was included in QAA Subject Review of Education in 2002, which achieved a maximum possible score of 24/24 i.e. with maximum possible scores for Teaching, Learning and Assessment; Curriculum Design, Content and Organisation; Student Support and Guidance; Learning Resources; Student Progression and Achievement, and

## Quality Management and Enhancement.

Feedback from the external examiner confirms the achievement of the M-level learning outcomes. Comments indicate that marking is to a high standard and the assessment of students was rigorous and fair and that the assessed work included reflection on the practice of learning and teaching in relation to students and the subject area. Reference is included to candidates developing explicit awareness of their own pedagogical progress and reflecting on this appropriately in relation to the scholarly literature on university teaching.

## Methods for evaluating and improving the quality and standards of learning

The quality of the Programme is evaluated via a range of mechanisms. They include:

- ❑ Faculty Board
- ❑ External examiners' reports
- ❑ Feedback from all stakeholders – students, staff, managers
- ❑ Peer review
- ❑ The Annual Monitoring Review
- ❑ The Programmes Board
- ❑ Programme reviews, validations and audits
- ❑ CPD Evaluation Board

In line with CPD's commitment to Equal Opportunities, a range of strategies is in place to ensure that the student voice is heard. Students are given a module evaluation form at the end of their module which gives them an opportunity to give feedback on all aspects of the provision of the module. The forms can be completed anonymously. They are also actively encouraged to give feedback informally on an on-going basis.

Feedback from students is incorporated into the module evaluation report that each module leader is required to complete. These reports are presented to the annual CPD Evaluation Board at the end of the Academic year, along with an evaluation of the Programmes by the Postgraduate Programme Leader. The reports are then fed into the Annual Monitoring Report for the area, which is presented to the Programmes Board and Faculty Board in the autumn term.

Students are also given the opportunity to express their views via interim module evaluations. The interim module evaluation form is given to students by their module tutor. Mid-module evaluations give a formal opportunity to address issues as they arise, as there would be no benefit to students if feedback were only obtained once the module is over.

Student representation is sought on the Programmes Board.

External Examiners are responsible for confirming that assessment is at the right level, in line with similar courses at other institutions, and that the choice

of topic is appropriate. They also make recommendations to the course team for future course developments. Their annual reports and the responses from CPD are formally presented and responded to by the Programmes Board, and are reviewed as part of the Annual Monitoring and Review process. The reports and responses are formally presented and responded to by the Faculty Academic Standards Committee, by the Faculty Board and by the Institutional Academic Standards Committee

### **Equal Opportunities**

The team is committed to the EO policy and reviews all aspects of its provision from the perspective of equal opportunities within the quality assurance mechanisms. CPD widens access to postgraduate study by offering extensive support to students and by offering the opportunity to progress to full MA study. Modules includes a specific attendance to the requirements of the Institution's EO policy and EO legislation, in line with the standards and values of the HEA and SEDA. All students receive a copy of the Equal Opportunities Policy Statement in their handbooks. All decision making structures include appropriate staff and student representation.

### **Curriculum Map**

The purpose of the tables below is to demonstrate the alignment of pathway aims, outcomes and module learning outcomes. This alignment demonstrates the integrity and coherence of the curriculum design. The aims and pathway outcomes similarly correspond with the overarching aims and outcomes articulated in the CPD postgraduate framework

Table 1. The relationship between aims and pathway outcomes

Pathway Aims. To:	Pathway Outcomes (1-8)
Enable participants to develop knowledge and skills that can be used in the processes of teaching and supporting learning.	1, 5, 6, 7
Ensure that practice is informed by a clear set of professional values	3,7 (This is reinforced by the mapping of ILOs to the HEA Professional Standards)
Provide a vehicle for analysis of the alignment of theory and practice informed by current knowledge, debate and enquiry.	1, 2, 5, 6
Promote a reflective and self-critical approach to professional practice	1,2, 4
Contribute to Edge Hill's staff development and induction processes, support participants in reviewing their own professional needs, and in planning to undertake relevant and appropriate activities to meet these identified needs.	2, 3, 4, 6, 8

Table 2. The relationship between pathway and module outcomes (see below for details of individual Intended Learning Outcomes (ILO's))

Pathway Outcomes (1-8)	Module ILOs
1. Identify and analyse the opportunities and challenges that they face within their unique contexts as teachers and learning facilitators	CPD4550, ILOs: 1, 4 CPD4551, ILOs: 1,2,3,4 CPD4552, ILOs: 1,3
2. Demonstrate an informed understanding of their role and the roles of other staff in supporting student learning in higher education	CPD4550, ILOs: 1,4 CPD4551, ILOs: 1,3 CPD4552, ILOs: 1,2,3
3. Articulate and reflect on the professional values which underlie their work, demonstrate scholarship and evaluation, and diversity of students' needs	CPD4550, ILOs: 4 CPD4551, ILOs: 1,3,4 CPD4552, ILOs: 2,4
4. Critically evaluate their own professional practice and identify their CPD needs.	CPD4550, ILOs: 3,5 CPD4551, ILOs: 1,2,5 CPD4552, ILOs: 2
5. Critically evaluate and defend selection of appropriate methods of teaching, learning facilitation and assessment within their curriculum based upon understanding of how students learn, and the links between student learning and methods of teaching and assessment.	CPD4550, ILOs: 3 CPD4551, ILOs: 1,2,3 CPD4552, ILOs: 1,2,3
6. Identify and analyse the opportunities and challenges in using C&IT and other aspects of learning technology in designing the curriculum, delivering teaching and facilitating learning.	CPD4550, ILOs: 2 CPD4551, ILOs: 1 CPD4552, ILOs: Depends on focus of enquiry
7. Critically evaluate the effectiveness of teaching methods and techniques, understand the enhancement functions of evaluation	CPD4550, ILOs: 3 CPD4551, ILOs: 1,2,3 CPD4552, ILOs: 1,2
8. Critical reflection and self-improvement gained from taking part in a peer review process.	CPD4550, ILOs: 5 CPD4551, ILOs: 2