

Programme Specification and Curriculum Map

1. Programme title	Postgraduate Certificate in Higher Education
2. Awarding institution	Middlesex University Middlesex University
3. Teaching institution	HEA
4. Details of accreditation by professional/ statutory/regulatory body	Postgraduate Certificate
5. Final qualification	2018
6. Year of validation	English
Year of amendment	
7. Language of study	Part-time, Taught, DE
8. Mode of study	
9. Criteria for admission to the programme	
<p>The candidate will normally be expected to possess a UK honours or equivalent international degree qualification (normally classified 2:1 or above) in, or related to, the candidate's area of higher education practice. Applicants, who are not graduates, that can demonstrate significant professional practice experience and expertise within a subject discipline or other appropriate qualifications, and who have been employed to work with students because of that expertise, may also be admitted to the programme.</p> <p>All participants must be actively working with students in an education context, in either a learning support or teaching role at the minimum equivalent of 0.5 FTE.</p> <p>Applicants seeking to achieve credit through Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL) will be subject to the following process:</p> <ul style="list-style-type: none"> Attend an informal interview that will discuss their claim for credit based on their experience, knowledge and skill and be offered guidance on the preparation of that claim. <p>Applicants will then be asked to:</p> <ul style="list-style-type: none"> Prepare a clear written statement reflecting on their experience about what they have actually learnt from the academic credit they have gained, in relation to the learning outcomes of the programme they are applying for and the UKPSF. A copy of the transcript of the academic credit should be submitted with this statement. <p>or</p> <ul style="list-style-type: none"> Prepare a portfolio of supporting evidence of their professional practice that demonstrate they have met the learning outcomes of the programme for which they are claiming credit. <p>The programme leader will assess the claim and if successful will be submitted to the school quality committee for approval. Once approved the claimed credits will be processed allowing applicants entry to the programme at the specific point for the claimed credit.</p>	

If the applicant is unsuccessful then the programme leader will advise the student that they can enter the programme as a new applicant or they can be mentored through the application process for the internal CPD fellowship route.

HEA fellowship decisions are made on the credit and evidence gained whilst on the Middlesex programme only regardless of the admission route taken.

10. Aims of the programme

The central aim of this programme is to promote the professional development of staff working to support learning in a predominantly higher education environment. Participants will be assisted to reflect and think critically and constructively about their practice as facilitators of learning in order to develop as confident, effective, professional higher education practitioners who can employ a wide range of contemporary educational practices to promote and enhance the learning of their students.

The programme will encourage and assist participants by:

- Enhancing their ability to understand how people learn in order to create effective learning environments.
- Supporting their development of critical enquiry into the professional and ethical practices of teaching and learning.
- Promoting the development of effective, student centred communities of learning and practice.
- Fostering an inclusive approach to working with diversity within the student body.
- Engaging them in the practice of continuing reflection on and evaluation of their own professional practice.
- Guiding participants in the development of an informed scholarly approach to the continuing professional development of their practice.

It is intended that all elements of the programme may be used to accredit the Continuing Professional Development (CPD) learning of members of a broad range of staff that are directly involved in the delivery, support and assessment of learning within higher education contexts.

11. Programme outcomes

<p>A. Knowledge and understanding On completion of this programme the successful practitioner will have knowledge and critical understanding of:</p> <ul style="list-style-type: none"> • Design a learning experience that promotes effective learning for students with diverse learning needs in a variety of environments. • Utilise a wide range of integrated strategies that promote and support learning and teaching in contemporary higher education practice. 	<p>Teaching/learning methods</p> <ul style="list-style-type: none"> • Participants gain knowledge and understanding through workshops, activities, debate, online discussion, learning blogs/journals, virtual resources, and online learning environments. • Independent research and action enquiry is widely encouraged. <p>Assessment methods</p> <ul style="list-style-type: none"> • Participants' knowledge and understanding is assessed by a portfolio of assessment tasks which allow participants to evidence their practice via a range of multimedia platforms including web pages, text files, sound files and videos.
<p>B. Cognitive (thinking) skills On completion of this programme the successful practitioner will be able to:</p> <ul style="list-style-type: none"> • Critically analyse and synthesise relevant theoretical concepts, paradigms and contemporary drivers within higher education practice. • Engage in critical self-appraisal of their practice in relation to the context and learning environment of their subject to propose innovation. • Use continuing critical reflection and evaluation of their practice to guide and inform their scholarly enquiry and development of new practice. 	<p>Teaching/learning methods</p> <ul style="list-style-type: none"> • Participants' develop cognitive skills through the preparation and review of their own practices and those of others/peers. • Workshops, activities, debate, online discussion, generic and subject specific learning materials, virtual resources, podcasts, and online learning environments ensure participants will be introduced to innovative, creative and contemporary higher education practices. <p>Assessment methods</p> <ul style="list-style-type: none"> • Participants' cognitive skills are assessed through self assessment, peer-assessment, reflective accounts, and research leading to conference presentations and an action research project.
<p>C. Practical skills On completion of the programme the successful practitioner will be able to:</p> <ul style="list-style-type: none"> • Foster and support effective, inclusive student centred communities of learning and practice in a wide range of contexts. • Propose, implement and evaluate sophisticated, innovative solutions for learning and support of learning within the context of their subject or discipline. 	<p>Teaching/learning methods</p> <ul style="list-style-type: none"> • Participants learn practical skills through the preparation and review of their own practice and those of others/peers. • Workshops, activities, debate, online discussion, generic and subject specific learning materials, virtual resources, podcasts, and online learning environments. <p>Assessment methods</p> <ul style="list-style-type: none"> • Participants' practical skills are assessed by a portfolio of assessment tasks, which allows participants to evidence their practice via a range of multimedia platforms including web pages, text files, sound files and videos.

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

The main values of this programme are predicated on Middlesex University's commitment to providing a high quality, positive and enabling learning experience for all students who study at our institution. To ensure this we see the professional development of the range of staff engaged in the organisation and support of students learning as a fundamental goal of this programme. We aim to prepare higher education practitioners who are confident, competent, flexible and innovative, through the provision of a relevant and inspiring educational experience that simultaneously supports and challenges their practices. The programme is essentially based on the participants' active working practice through reflection, critical evaluation, exchange and discussion of that practice in relation to their peers, tutors facilitating the programme and exemplars of practice that they encounter and experience within the learning activities of the programme. A pre-requisite of the programme is, therefore, that participants have active and regular learning support/ teaching role with students engaged in education in a higher education context.

A primary target of the programme is new academic staff for which the programme is a contractual obligation. These are usually permanent members of staff employed on an academic contract of 0.5 FTE or equivalent and above. However, modules within the programme have been specifically designed and structured to enable other members of staff who are involved in the support of student learning to access and develop their professional educational practice through a structured learning experience. This wider group of staff might include librarians, technicians, academic assistants, research students engaged in teaching and others who are recognised as having a significant direct involvement in the support of students undertaking academic programmes of study. Normally the number of practitioners, other than academic staff, who may embark on is determined by their scope of their practice and involvement in student learning and the support of their managers as part of the appraisal system and in discussion with the programme leaders.

The programme is organised in four modules part-time over one calendar year. It consists of 60 credits at level 7. These comprise:

4 x 15-credit modules

LED4010

LED4011

LED4012

LED4013



12.2 Levels and modules
Level 7
Compulsory modules: LED4010, LED4011, LED4012, LED4013
13. Curriculum map
This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding								
A1	Design a learning experience that promotes effective learning for students with diverse learning needs in a variety of environments.							
A2	Utilise a wide range of integrated strategies that promote and support learning and teaching in contemporary higher education practice.							
Cognitive skills								
B1	Critically analyse, and synthesise relevant theoretical concepts, paradigms and contemporary drivers within higher education practice							
B2	Engage in critical self-appraisal of their practice in relation to the context and learning environment of their subject to propose innovation							
B3	Use continuing critical reflection and evaluation of their practice to guide and inform their scholarly enquiry and development of new practice							
Practical skills								
C1	Foster and support effective, inclusive student centred communities of learning and practice in a wide range of contexts							
C2	Propose, implement and evaluate sophisticated, innovative solutions for learning within the context of the experience and environment of learning							
Module Title	Module Code by Level	Programme outcomes						
		A1	A2	B1	B2	B3	C1	C2
Philosophy and Policy of Higher Education	LED4010			x		x		x
Pedagogy in Higher Education	LED4011	x	x		x	x	x	
Psychology of Learning in Higher Education	LED4012				x	x	x	x
Pedagogy and Practice in Higher Education	LED4013	x	x	x		x	x	x
14. Information about assessment regulations								

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

15. Placement opportunities, requirements and support (if applicable)

N/a

16. Future careers (if applicable)

Completion of the full PG Cert HE open a route to our MA Higher Education programme, thus providing an academic and continuing professional development pathway for those who wish to take up this opportunity. Participants undertaking individual modules or elements of modules and part of their Continuing Professional Development may opt to take further elements of the programme in response to the needs of their career progression within higher education.

17. Particular support for learning (if applicable)

N/a

18. JACS code (or other relevant coding system) X3401 none

19. Relevant QAA subject benchmark group(s)

20. Reference points

The following reference points were used in designing the programme:

External References

- Higher Education Academy UK (HEA) Professional Standards Framework, the programme responds to and is consistent with the areas of activity, knowledge and professional values that are contained with the framework.
- Nursing and Midwifery Council (NMC) Standards for the preparation of teachers of nursing and midwifery
- Staff and Educational Development Association (SEDA) Professional Development Framework
- South East Network (SEN) of Teaching and Learning in higher education
- QAA Framework for higher education Qualifications (FHEQ)
- QAA Subject Benchmark Statement

Internal References

- Consultation with current participants and graduates of the existing programme
- External Examiner's feedback and comments
- Middlesex University Regulations
- Middlesex University Enhancing Learning and Teaching Strategy
- Middlesex University Progression and Achievement Policy
- Middlesex University Learning with Technologies Committee

21. Other information

The PG Cert HE Maps onto the UK PSF, but all modules must be passed to gain the award and FHEA

