



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Postgraduate Certificate in Teaching for Learning in Higher Education
2	Programme Code	EDUT233
3	JACS Code	X142
4	Level of Study	Postgraduate
5a	Final Qualification	PGCertHE
5b	QAA FHEQ Level	7
6a	Intermediate Qualification(s)	None
6b	QAA FHEQ Level	Not applicable
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Social Sciences
9	Department	School of Education
10	Other Departments providing credit bearing modules for the programme	Academic Development Team, within Education Development Services, which is part of Student and Academic Services
11	Mode(s) of Attendance	Part-time
12	Duration of the Programme	Up to 3 years
13	Accrediting Professional or Statutory Body	The first two modules of this programme are accredited to Descriptor 2 of the Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023. Following successful completion of these modules, students will be recognised as Fellow of the Higher Education Academy.
14	Date of production/revision	November 2023

15. Background to the programme and subject area

This Postgraduate Certificate in Teaching for Learning in Higher Education (PGCert) is part of Elevate, which provides support and opportunities for staff who teach and support learning to engage in professional development. It focuses on the professional development of new and probationary staff who teach and support learning within their departments and faculties, and more broadly in the wider institution, profession and/or higher education sector. The first two modules are aligned to Descriptor 2 of the Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2023 (PSF 2023). This means that successful completion of these modules will lead to recognition as Fellow of the Higher Education Academy – the probationary requirement around learning and teaching for probationary academics. Participants are expected to complete these modules within 18 months.

The first module introduces participants to learning and teaching approaches that they can apply to their practice, taking into account the needs of their learners, subject and teaching context. It highlights the importance of inclusive, effective and evidence-informed practice, and prompts them to engage in critical reflection on and evaluation of their teaching and support for learning. The second module builds on this to support them to explore curriculum design and how their practice is situated within broader institutional and higher education strategic contexts. The final module, which goes beyond Descriptor 2 but leads to the award of PGCert, enables participants to focus on an area of learning and teaching interest in depth with the potential for dissemination to a wider university audience, and reflect critically on their professional development as a practitioner.

16. Programme aims

To enable participants to:

1. Become credible and authentic practitioners who enthuse and inspire others to learn.
2. Develop as confident, inclusive, reflective and resilient educators and supporters of learning within their discipline, institution and the wider context of higher education and professional practice.
3. Explore and experiment with a broad range of strategies, methods, tools and working practices to support diverse groups of learners.
4. Engage with pedagogical scholarship and other sources to adopt a critical and evidence-informed approach to the development of effective and inclusive practice.
5. Work within communities of learning to exchange experience and expertise around learning and teaching.

17. Programme learning outcomes

Knowledge and understanding:

Due to the professional and practice-based nature of the programme, it is not possible or desirable to separate out the knowledge required from the skills-based learning outcomes, so we have integrated the two in the table below.

Skills and other attributes (mapping to programme aims in brackets):

S1	Apply and critically evaluate models, theories and approaches from educational scholarship to develop effective and inclusive practice that supports learning. (PA 1, 4).
S2	Design and facilitate learning experiences that take into account the needs of learners, subject, context, academic level and broader academic and transferable skills. (PA 1, 3, 4).
S3	Establish an evidence-informed approach to the ongoing critical evaluation and development of professional practice. (PA 1, 2, 3, 4, 5).
S4	Collaborate with others to enhance and develop educational and professional practices. (PA 2, 5).
S5	Situate their practice within the wider context of the institution, higher education and professional practice. (PA 2).

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

The PGCert is achieved through the successful completion of three modules: EDU6147 - Students and the Learning Environment (15 credits); EDU6148 – Curriculum and Programme Development (15 credits); and EDU6149 – Engaging with Learning and Teaching Scholarship (30 credits).

EDU6147 and EDU6148 are supported through face-to-face workshops which are designed to introduce participants to models of learning and curriculum; methods, strategies and tools to support, assess and evaluate teaching and learning; and key strategic and policy themes in Higher Education. Prior to the workshops, participants are asked to complete pre-work which is designed to familiarise them with key aspects of educational scholarship related to the module. Workshop tutors model a variety of approaches to teaching and participants are given the opportunity to practise these approaches and to evaluate their appropriateness through individual reflection, discussion with peers and tutors, peer teaching and the giving and receiving of feedback.

Teaching observations provide an opportunity for participants to evaluate the effectiveness of their teaching with the support of experienced teachers and to learn from and be inspired by observing peers and colleagues, providing feedback to them and the opportunity to discuss the wider context of their practice.

Communities of learning and meetings with their tutors provide an opportunity for participants to plan, discuss and evaluate their learning and teaching practices and development as a teacher with the support of peers and tutors.

Independent study provides 'thinking space' and the time for participants to scrutinise their own practice, and

develop aspects of their practice in light of the knowledge and insights gained from the sharing of practice in workshops, communities of learning and tutorials and from engaging with literature.

The project, module EDU6149, enables participants to complete a significant piece of work with a tangible output that not only satisfies the Level 7 requirements of the PGCert but may contribute to the learning and teaching agenda within their department or faculty. Before attending the introductory meeting, participants will be asked to identify an area or areas they might wish to explore and develop into a suitable project to carry out and to consider aspects of teaching and learning that intrigue, interest or excite them. Participants will meet individually with their tutor to discuss the progress of their project throughout the module and will also form communities of learning as with the previous modules. All participants will be invited to communicate their work to colleagues at a “show-case” event to other participants and the wider university community. The module will conclude with a final reflection on what has been achieved in relation to the programme learning outcomes and the participant’s past and future professional development.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

For EDU6147 and EDU6148, participants will complete a Portfolio of written assignments designed to encourage reflection on different elements of practice in line with module learning outcomes. Teaching observations form a large part of the Portfolio for EDU6147 in order to familiarise participants with the approaches in their department and discipline and provide them with constructive feedback on their own practice. For EDU6148, there is a single teaching observation conducted by a programme tutor which assesses the participant’s approach to designing learning in light of session learning outcomes, learner characteristics, subject and context. For all teaching observations, assessment is not solely on the observation itself but also on how the participant critically evaluates their teaching and identifies areas for development. The assessments across both modules are designed to enable participants to demonstrate the breadth and depth of participants’ practice required to meet Descriptor 2 of the PSF 2023.

The project (EDU6149) and its dissemination enable participants to develop their expertise and promote the Scholarship of Learning and Teaching by sharing their evidence-informed practice with colleagues beyond their immediate sphere of influence. Assessment is through a literature review and an independent scholarship artefact which allows participants to present their work in a format appropriate for sharing more broadly.

Dialogic assessment is also used in EDU6148 and EDU6149, where participants engage in a conversation with their tutor around their written assignments and broader practice. This approach allows participants to reflect on their practice in depth, and also acts as a development opportunity through discussion with a more experienced colleague. It has been consistently praised as best practice by several External Examiners, and attracts highly positive feedback from participants.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Elevate <https://staff.sheffield.ac.uk/elevate>

Descriptor 2 of the Professional Standards Framework for Teaching and Supporting Learning in Higher Education <https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>

Education Pillar of the University’s Vision and Strategic Plan <https://staff.sheffield.ac.uk/vision/education>

Sheffield Graduate Attributes <https://www.sheffield.ac.uk/skills/sga>

UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

20. Programme structure and regulations

The programme is designed to support participants to develop their practice in line with Descriptor 2 of the PSF 2023 (the probationary requirement for academic staff).

The regulations for this programme are:

1. The programme of study will be pursued part time over three academic years and will be subject to a time limit of five years.
2. A student will take:
 - EDU6147 15 credits: Students and the Learning Environment
 - EDU6148 15 credits: Curriculum and Programme Development
 - EDU6149 30 credits: Working with the Scholarship of Learning and Teaching
3. The transfer of credits from another programme of study, either within the university or from another institution, is not permitted, although Recognition of Prior Experiential Learning (RPEL) may be considered.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/regs>.

21. Student development over the course of study

The production of the Portfolio for EDU6147 and EDU6148 provides participants with an evolving record of aspects of their developing practice, and the dialogic assessment at the end of EDU6148 and EDU6149 also acts as a reflective developmental opportunity.

At the start of the programme, many participants have expert knowledge in their subject disciplines, but have less experience of teaching in higher education. The first module is designed to support participants to explore and develop their current conceptions of learning and teaching and to invite them to widen and deepen those conceptions, to embrace notions of active and student-centred learning and research-led teaching through a transdisciplinary peer supported learning approach.

The second module focuses on conceptual frameworks of curriculum design and provides a forum in which to evaluate all aspects of curriculum design and to explore the strategic and political themes associated with learning and teaching in the wider HE context and consider the role and impact these have on their own practice and those of their department and wider University.

EDU6149 enables participants to focus on and develop expertise in a specified area associated with learning and teaching and to make a wider contribution to the development of the Scholarship of Teaching and Learning at the University by sharing their learning.

22. Criteria for admission to the programme

A person may be admitted as a student who: (a) is employed as a full-time or part-time member of staff at the University of Sheffield who has responsibilities for teaching or supporting learning and teaching; or (b) is deemed appropriate by the Head of School (delegating to the Programme Director), including those who teach on University of Sheffield programmes at partner institutions; and (c) is a recognised graduate or has gained educational qualifications deemed acceptable by the Head of School (delegating to the Programme Director).

To take part in the programme, applicants should normally hold a degree level qualification or equivalent in their discipline or subject/area of expertise. They must also have sufficient teaching commitments or be involved in the support of learning at the University of Sheffield at the level of breadth and depth required to gain FHEA by the end of the second module.

Recognition of Prior Learning (RPL) is possible at one of two stages: either exemption from EDU6147 for those with appropriate teaching experience developed in a higher education institution (a successful applicant will be awarded 15 credits); or from EDU6147 and EDU6148 (for 30 credits) for those with appropriate knowledge of the HE political landscape, local policy and strategy related to learning and teaching, and who have developed appropriate experience including curriculum design and implementation, who wish to pursue the Postgraduate Certificate.

RPL applications comprise two parts. The first is a written application requiring participants to reflect on their

practice in the context of the learning outcomes for the module(s) they seek to gain exemption from. For EDU6148 a teaching observation is also required. The written application is then followed up with a dialogic assessment of up to 45 minutes to demonstrate their experience is equivalent to (or exceeds) the achievement of the module(s) learning outcomes.

Eligibility to apply for RPL will be assessed by the Programme Director based on the information provided by the applicant on the programme application form.

23. Additional information

This programme is designed, taught and assessed by the Academic Development Team within Education Development Services, which is part of Student and Academic Services.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.