Postgraduate Certificate in Teaching for Learning in Higher Education.

EDUT233 programme overview.
Postgraduate Certificate in
Teaching for Learning in
Higher Education.

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An introduction to EDUT233.

The higher education environment is undergoing a period of significant change that is focussed on, amongst other things: quality assurance, the Teaching Excellence Framework and students' views on the need for teaching qualifications. Alongside the introduction of the Learning and Teaching Strategy 2016-21 at The University of Sheffield, consultations were held with Faculty Directors of Learning and Teaching and learners on the predecessor programme that led to the development of this programme, which has been discussed throughout the institution with Faculty Learning and Teaching Committees and senior colleagues.

This Postgraduate Certificate in Teaching for Learning in Higher Education (PGCert) focusses on the professional development of new and probationary staff who teach. The three-module programme provides a structured learning experience that can contribute to learners meeting their probationary requirement by achieving Fellowship of the Higher Education Academy (FHEA), or depending on experience, Senior Fellowship (SFHEA), via the Personal Pathway of the Learning and Teaching Professional Recognition Scheme.

For those on probation, it is recommended learners complete the first two modules which introduce them incrementally to learning and teaching in their discipline areas, support the development of their teaching skills, and enable them to explore curriculum and programme development, supporting them to making an application for recognition as FHEA or SFHEA. Learners would be expected to complete their probationary requirement for learning and teaching within an 12-18-month period, leaving an option in their final probationary year to complete the PGCert or focus on other aspects of probation before proceeding to the final module at a later date, potentially after the probationary period.

The final module enables learners to focus on an area of learning and teaching interest, and includes dissemination to a wider university audience.

Assessment for the first two modules focusses on the development of good practice whilst contributing to the evidence required to achieve professional recognition through the Personal Pathway. Much of the learning in each of the modules takes place through the “on-the-job”, day-to-day, practice of learners.

The programme is also open to those who wish to explore M-Level engagement with scholarship and its application to their practice through seeking exemption from Modules EDU6147 and EDU6148 to engage with the project-based Module EDU6149. This will appeal to colleagues for whom a PGCert was not an option when they started teaching.

To apply for entry at any level of the programme and to find out dates for the next cohorts please visit the website at https://www.sheffield.ac.uk/lets/cpd/pgcert or contact April Dawson (profdev@sheffield.ac.uk) for further information.
An Overview.

EDU6147: Students and the Learning Environment
15 M-level credits
One to two semesters

EDU6148: Curriculum and Programme Development
15 M-level credits
One semester

Professional recognition to meet probationary requirement

EDU6149: Engaging with Learning and Teaching Scholarship
30 M-level credits
Nine months

The award of Postgraduate Certificate in Teaching for Learning in Higher Education
Programme aims.

To enable participants to:

1. Become credible and authentic educators who enthuse and inspire others to learn.

2. Strive for teaching excellence by embracing opportunities to develop themselves as competent, confident, reflexive and resilient teachers and supporters of learning within and beyond their disciplinary/professional context and sphere of influence.

3. Explore and experiment with a range of strategies, methods, tools and working practices in transdisciplinary and disciplinary contexts to acquire the knowledge, skills and experience to support this development.

4. To share their experience, expertise and evidenced informed practice to contribute to the teaching practices of colleagues within and beyond their sphere of influence, in a manner which respects the diversity of disciplines and professions, their practices and members.

Programme learning outcomes.

Knowledge and Understanding

K1 Knowledge of the models, theories and approaches associated with the Scholarship of Teaching, Learning and Assessment (eg the learning process; learner characteristics and context; curriculum design and implementation; developing reflective and reflexive practice).

K2 Knowledge of the wider Higher Education context and associated political agenda and how this translates into practice at The University of Sheffield.

Skills and other attributes

S1 Critically engage in the Scholarship of Teaching and Learning, and contribute to its development through the sharing of evidence-informed practice beyond their sphere of influence.

S2 Develop an evidence-informed approach to the on-going evaluation of teaching practice to support all learners and learning.

S3 Design and implement curriculum-appropriate learning opportunities and experiences to reflect all aspects of the learning process in light of the subject, academic level, learner characteristics, context and the development of academic and transferable skills.

S4 Create and manage inclusive learning environments that promote engagement with the learning process and support.

S5 Discuss the wider context in which Higher Education, the university and subject area operates in relation to policy and practice in learning and teaching.
EDU6147
Students and the Learning Environment.

Module overview.

EDU6147 focusses on developing skills to support learners and learning and developing the confidence to become a credible, authentic and collegiate teacher. Participants will attend a Workshop Week (five half-days) that supports and encourages them to develop, practice and share their experience, knowledge and skills with peers and colleagues from across the university.

The Workshop Week takes an experiential approach to introduce and model a range of strategies, methods, tools and working practices that participants can then explore and experiment with in their own learning and teaching context. Throughout the week, participants will engage in peer supported learning, collegiate observation and feedback, critical reflection on practice and the Scholarship of Teaching and Learning. These activities are also designed to provide participants with the opportunity to develop artefacts of evidence to support an application for FHEA via the LTPRS Personal Pathway (to meet the learning and teaching probationary requirement).

The Workshop Week will be followed by a period of time for participants to engage in a series of teaching observations and undertake further reading. Each participant will be allocated a tutor from the programme team for the duration of the module.

Intended learning outcomes.

On successful completion of this module participants will be able to:

1 Engage in the Scholarship of Teaching and Learning and promote its development through the sharing of evidence-informed practice.

2 Develop an evidence-informed approach to the evaluation of teaching practice to support learners and learning.

3 Design and implement learning opportunities and experiences that address all aspects of the learning process in light of the subject, academic level, learner characteristics and context.

4 Create and manage learning environments that promote engagement with the learning process and support the development of academic and transferable skills.

Indicative coverage.

Designing, planning and implementing learning opportunities
The role of a Personal Teaching Philosophy in examining practice
Addressing learner characteristics, experiences and preferences
Monitoring the learning experience and gaining feedback from learners
Relationship between disciplinary teaching practices and the development of academic and transferable skills
Factors influencing the learning environment
Principles and approaches to assessment and feedback
The Scholarship of Teaching and Learning with particular focus on the role of critical reflection in the evaluation of teaching practice and the models and theories that can inform this
Students and the Learning Environment.

Teaching and learning activities.

Peer supported teaching and feedback sessions throughout the module.

Collaborative activities and discussions to engage with strategies, methods, tools, working practices, theories and models of learning and teaching, and assess their potential application to the subject, academic level, learner characteristics and the learning context.

Structured opportunities to recognise and develop an evidenced informed approach to the evaluation of teaching practice to support learners and learning, including transdisciplinary sharing of practice.

Structured opportunities to recognise and develop artefacts of evidence to support an application for recognition against Descriptor 2 of the UKPSF.

Assessment.

1. Attendance at all workshops in Workshop Week including submission of prerequisite activities (and attendance at the Learning and Teaching Professional Recognition Scheme Personal Pathway workshop).

2. Developing Personal Teaching Philosophy. In the Workshop Week: peer assessment of initial philosophy that was submitted prior to Module A. Revision and extension of Developing Teaching Philosophy (1,000 words, including underpinning literature) with submission to tutor for formative feedback two-thirds of the way through the module; further revision and submission of final revised philosophy at the end of the module.

3. Teaching observations including: reciprocal peer, discipline colleagues, reciprocal experienced colleague; completion of the teaching observations and written reflection (up to 750 words) which enables participants to reflect on their own practice with reference to the observations they have made, the feedback from observers, and to draw on the literature they have read throughout the module. Participants will be offered an optional 15-minute tutorial with their tutor one month before submission to discuss the reflection on observations and progress towards meeting Descriptor 2 of the UKPSF. The final observations and reflection will be submitted at the end of the module.

4. Communities of Learning: participants will be allocated to a Community of Learning to continue the collegiate support and sharing of practice initiated in the Workshop Week. The community will meet at least three times during the module.

All assignments will be submitted via MOLE. Participants will also be able to transfer their assignments to their PebblePad asset store to contribute to their application for professional recognition.

On successful completion participants will be awarded 15 M-level credits.
EDU6148
Curriculum and Programme Development.

Module overview.

EDU6148 focusses on curriculum design. A three half-day Workshop Week will explore key themes in Higher Education, the development of programmes, module design and relationship to the programme, assessment and feedback. These themes build on those explored in EDU6147 which focussed on the individual teaching session. The final day of the Workshop Week will revisit the UKPSF and provide space for writing aspects of the application for Professional Recognition with peer and tutor support.

Intended learning outcomes.

On successful completion of this module participants will be able to:

1. Apply models/frameworks associated with the Scholarship of Learning and Teaching to evaluate curriculum design.

2. Discuss the wider context in which Higher Education operates and its impact on curriculum design and their practice.

3. Critically reflect on their practice in light of their teaching philosophy and the UKPSF.

Indicative coverage.

- Approaches to curriculum design with reference to constructive alignment and its application at the university
- Processes designed to underpin programme development
- Current themes in Higher Education, policy and strategy with particular reference to "Learning and Teaching at Sheffield 2016-2021"
- Consideration of their progress in line with the UKPSF and areas for professional development prior to submission via the Personal Pathway
Teaching and learning activities.

Peer supported teaching and feedback sessions throughout the module.

Collaborative activities and discussions to engage with the themes of Higher Education and issues associated with module and programme development.

Structured opportunities to recognise and develop artefacts of evidence to support an application for recognition against Descriptor 2 or Descriptor 3 of the UKPSF.

Assessment.

1. Attendance at all workshops in Workshop Week including submission of prerequisite activities.

2. A critical analysis of programme development materials in relation to practice, for example E1 forms, incorporating reference to literature (1,500 words).

3. Final teaching observation with a programme tutor and reflection (750 words) followed by 45-minute debrief which will incorporate discussion of how the teaching session relates to the wider curriculum.

4. Communities of Learning: participants will be allocated to a Community of Learning to continue the collegiate support and sharing of practice initiated in the Workshop Week. They will also be encouraged to attend further support workshops for developing their Personal Pathway application and to meet other applicants from across the university.

All assignments will be submitted via MOLE. Learners will also be able to transfer their assignments to their PebblePad asset store to contribute to their application for professional recognition.

On successful completion participants will be awarded 15 M-level credits.
EDU6149
Engaging with Learning and Teaching Scholarship.

Module overview.
EDU6149 enables participants to complete a significant piece of work with a tangible output that not only satisfies the M-Level requirements of the Postgraduate Certificate but may contribute to the learning and teaching agenda within their department or faculty. The output is not prescribed and could be in the form of a report, paper for publication, application for teaching grant, web resource, etc. Before attending the discussion with their Tutor, participants are asked to identify an area 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. All participants will communicate their work to a wider university audience at a "show-case" event.

Intended learning outcomes.
On successful completion of this module participants will be able to:
1 Critically review literature relevant to a specific aspect of learning and teaching.
2 Analyse the wider context in which Higher Education operates in relation to policy and practice.
3 Communicate effectively about a current topic in HE strategy, contributing to local, institution and sector-wide debate.
4 Take an evidence-informed approach to the on-going evaluation of practice to support learners and learning.

Assessment.
1. Attendance at an introductory tutorial including submission of their plan of work for formative feedback.
2. A review of literature related to the participant’s chosen area of work (1,500 words), with formative feedback from a tutor and an opportunity to revise before final submission.
3. The final output, the scope of which is shaped through tutorial sessions and input from peers. This process monitors the assignment outputs as they develop and ensures that participants remain on course to meet the learning outcomes and assessment criteria, and to complete the assignment within the relevant time frame. The output will be equivalent to 3,500 words.
4. Presentation at a “show-case” event to other participants and the wider university community.
5. Final reflection (1,000 words) on achievement of the overall programme learning outcomes and the participant’s past and future professional development.

On successful completion participants will be awarded 30 M-level credits.
Recognition of Prior Learning. (RPL)

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 who have developed appropriate experience including curriculum design and implementation who wish to pursue the Postgraduate Certificate.

RPL applicants will need to map to the learning outcomes for each of the modules for which they are seeking exemption to demonstrate that they have developed their teaching practice and/or support of learning through their professional practice and/or certificated or structured continuing professional development programme(s) which is equivalent to (or exceeds) the achievement of the modules(s) learning outcomes. For applicants wishing to go directly into EDU6148 this will also include a teaching philosophy. RPL for EDU6147 and EDU6148 will additionally require a 45-minute development discussion in lieu of the teaching observation debrief in order to be awarded the 30 M-level credits.

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

Evaluation.

We aim to evidence the impact of the Postgraduate Certificate in Teaching for Learning in Higher Education in a variety of ways as it develops over the coming years. As well as feedback forms distributed online at the end of each module, we will also draw on informal activities such as observation, discussion and ongoing tutor reflections. In addition, we will hold a focus group in December 2019/January 2020 – 12 months after the first cohort have gone through EDU6147 and EDU6148 and six months after the second cohort have completed these modules to identify how participants have used the ideas from the PGCert so far in their practice. The findings from this along with collated qualitative and quantitative feedback will be reported to the Board of Examiners. Furthermore, we also aim to use video to capture participants’ ‘stories’ of development at the EDU6149 “show-case”, as well as comments from colleagues about how their work has influenced their department and/or faculty.
### EDU6147: STUDENTS AND THE LEARNING ENVIRONMENT

**Formal contact time**
- Workshop Week: 20 hours
- Participation in peer and collegiate observations: 12 hours
- Peer-led communities of learning: 3 hours
- Tutorials: 2 hours

**Independent study**
- Preparation for the Workshop Week: 10 hours
- Preparation of Assessed work: 15 hours
- Learning through day-to-day practice: 88 hours

**Total learning hours for 15-credit module**: 150 hours

### EDU6148: CURRICULUM AND PROGRAMME DEVELOPMENT

**Formal contact time**
- Workshop Week: 13.5 hours
- Peer-led communities of learning: 3 hours
- Tutorials: 2 hours

**Independent study**
- Preparation for the Workshop Week: 10 hours
- Formal observation and debrief: 3 hours
- Assignment: 15 hours
- Learning through day-to-day practice: 103.5 hours

**Total learning hours for 15-credit module**: 150 hours

### EDU6149: ENGAGING WITH LEARNING AND TEACHING SCHOLARSHIP

**Formal contact time**
- Tutorials: 6 hours
- Peer-led communities of learning: 3 hours
- Show-case event (including preparation): 6 hours

**Independent study**
- Project work through day-to-day practice: 285 hours

**Total learning hours for 30-credit module**: 300 hours
Postgraduate Certificate in Teaching for Learning in Higher Education.

Indicative timescales for completion.

EDU6147 and EDU6148 will have workshop weeks in September and March/April (with pre-work 4-6 weeks beforehand). EDU6149 will run from September only. EDU6147 will take either one or two semesters depending on participant’s teaching opportunities.

**Cohort 1 - Example**

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017</td>
<td>Preparation and attendance at Personal Pathway LTPRS workshop</td>
</tr>
<tr>
<td>September 2017</td>
<td>Workshop Week for EDU6147 (five half-day sessions)</td>
</tr>
<tr>
<td>December 2018</td>
<td>Deadline for submission of all EDU6147 work</td>
</tr>
<tr>
<td>February 2018</td>
<td>Workshop Week for EDU6148 (three half-day sessions)</td>
</tr>
<tr>
<td>June 2018</td>
<td>Submission of all EDU6148 work</td>
</tr>
<tr>
<td>From June 2018</td>
<td>Submission of Personal Pathway application for Professional Recognition to meet probationary requirement (where applicable)</td>
</tr>
</tbody>
</table>

Those who wish to continue straight on to the final module:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018</td>
<td>EDU6149 begins</td>
</tr>
<tr>
<td>May 2019</td>
<td>Submission of EDU6149 project and &quot;show-case&quot; event</td>
</tr>
</tbody>
</table>

Alternatively, participants may wish to take a leave of absence to complete their other probationary commitments before returning to complete EDU6149 at a later date.

**Cohort 2 - Example**

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017</td>
<td>Preparation and attendance at Personal Pathway LTPRS workshop</td>
</tr>
<tr>
<td>September 2017</td>
<td>Workshop Week for EDU6147 (five half-day sessions)</td>
</tr>
<tr>
<td>June 2018</td>
<td>Deadline for submission of all EDU6147 work</td>
</tr>
<tr>
<td>September 2018</td>
<td>Workshop Week for EDU6148 (three half-day sessions)</td>
</tr>
<tr>
<td>February 2019</td>
<td>Submission of all EDU6148 work</td>
</tr>
<tr>
<td>From February 2019</td>
<td>Submission of Personal Pathway application for Professional Recognition to meet probationary requirement (where applicable)</td>
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<tr>
<td>May 2020</td>
<td>Submission of EDU6149 project and &quot;show-case&quot; event</td>
</tr>
</tbody>
</table>

Alternatively, participants may wish to take a leave of absence to complete their other probationary commitments before returning to complete EDU6149 at a later date.
Postgraduate Certificate in Teaching for Learning in Higher Education.

Programme Team

Programme Leader: Dr Nigel Russell PFHEA
Programme Tutors: Dr Rachel Bovill SFHEA
                      Dr Karen Ford SFHEA
                      Sarah Moore SFHEA
Programme Administrator: April Dawson

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