

Programme Information

2022.01, Approved

Overview

Programme Code	30596
Programme Title	Learning and Teaching in Higher Education
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Postgraduate Certificate - PC	N/A

Alternate Award Names	
-----------------------	--

External Benchmarks

Subject Benchmark Statement	
-----------------------------	--

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Part-Time, Face to Face	September	LJMU Taught	2 Years

Aims and Outcomes

Educational Aims of the Programme	The Postgraduate Certificate in Learning & Teaching in Higher Education is a Level 7 60-credit programme. As a professional qualification for new lecturers it offers a structured opportunity for staff to reflect on and develop their learning, teaching and assessment practice. Overall aims Support and accredit the professional development of staff in respect of learning and teaching in a higher education context. Develop effective teaching, assessment and professional practice, in line with the UK Professional Standards Framework (UKPSF) underpinned by educational theory. Develop research skills within the scholarship of learning and teaching both generally and within subject disciplines Enhance professional development through critical self-reflection and evaluation of practice
-----------------------------------	--

Learning Outcomes

Code	Number	Description
PLO1	1	Identify learner needs and appropriate learning support mechanisms
PLO2	2	Critically reflect on professional practice and development needs
PLO3	3	Actively engage in pedagogic inquiry
PLO4	4	Demonstrate commitment to professional principles and values.
PLO5	5	Design, conduct and evaluate learning, teaching and assessment experiences appropriate for a diverse range of learners in different contexts
PLO6	6	Design, employ and evaluate appropriate learning and teaching resources and technologies for a variety of HE contexts
PLO7	7	Monitor, record and evaluate their own progress and skills as a teacher in an HE context and plan for their professional development
PLO8	8	Design and evaluate effective curriculum structures
PLO9	9	Contribute to the dissemination of scholarship of teaching and learning
PLO10	10	Apply in practice, techniques of research and enquiry to their own discipline/context.
PLO11	11	Apply and extend recently developed teaching and learning techniques to the workplace
PLO12	12	Critically review the evidence base for effective assessment practice
PLO13	13	Demonstrate effective design and planning of learning activities and/or programmes of study, assessment and feedback strategies
PLO14	14	Demonstrate scholarship, professionalism and ethical practice in all aspects of the working context
PLO15	15	Develop skills of working with peers in a variety of professional contexts

PLO16	16	Develop effective learning environments and learner support systems
PLO17	17	Reflect on professional practice in order to improve teaching, learning, assessment, communication and interpersonal skills
PLO18	18	Critically explore the factors that influence curriculum design
PLO19	19	Consider the impact of regulatory frameworks on Higher Education
PLO20	20	Critically explore internal and external factors to the institution that influence learning, teaching and assessment practice
PLO21	21	Integrate theory and practice to inform, extend, enhance and improve teaching, learning and assessment strategies
PLO22	22	Synthesise and evaluate information from a variety of sources
PLO23	23	Critically analyse justification of choices and consideration of alternatives
PLO24	24	Demonstrate a critical awareness of the underpinning processes associated with curriculum design

Course Structure

Programme Structure Description	<p>The programme is offered on a part-time basis with the named award being the Postgraduate Certificate in Learning and Teaching in Higher Education award. The named award includes professional body recognition by the HEA, SEDA and NMC. The modules are: 7006PCLTHE Learning, Teaching and Assessing in Higher Education 7009PCLTHE Curriculum Design and Professional Inquiry 7010PCLTHE Curriculum Design and Professional Inquiry (NMC) 7006PCLTHE is a separate CPD award The different pathways are: 1. For Associate recognition of the Higher Education Academy participants will be expected to complete 7006PCLTHE. 2. For Fellowship of the Higher Education Academy and the award of Postgraduate Certificate, participants will be expected to complete 7006PCLTHE and 7009PCLTHE or 7010PCLTHE. 3. Health professionals seeking NMC recognition will be expected to include 7010PCLTHE in their module profile. 4. An exit award of Certificate in Professional Development in Learning, Teaching and Assessing in Higher Education maybe awarded upon completion of 7006PCLTHE. This programme is also delivered Off- Site at Kolej Teknologi YPC</p>
---------------------------------	---

Programme Structure - 60 credit points	
Level 7 - 60 credit points	
Level 7 Core - 30 credit points	CORE
[MODULE] 7006PCLTHE Learning, Teaching and Assessment Approved 2022.01 - 30 credit points	
Level 7 Optional - 30 credit points	OPTIONAL
[MODULE] 7009PCLTHE Curriculum Design and Professional Inquiry Approved 2022.01 - 30 credit points	
[MODULE] 7009PCLTHE Curriculum Design and Professional Inquiry Approved 2022.01 - 30 credit points	

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Acquisition of knowledge is achieved through a broad range of learning and teaching methods including: tutor input, workshop, case studies, participants' presentations, seminar/group discussion, individual reading and research. Resources to support these methods include: use of the institutional VLE (Canvas), visiting speakers, video and external web based materials. Knowledge and understanding are assessed through a variety of formative and summative assessments. These include: reflective accounts; presentations to peers; projects; critical evaluation of practice; peer review; course design tasks and a small scale piece of research. Details of these can be found in the module handbooks. Intellectual skills are developed through a range of formal and informal activities including workshops, use of case studies, examples from own practice, project work, work with peers, reading, production of a small scale piece of research, engagement with educational and discipline specific literature. Intellectual skills are assessed formatively through group discussions, participants' presentations, individual reflections (including use of e-learning) and summatively through projects, consideration of alternatives, explicit links made between theory and practice e.g. rationale for scheme of work assignment and peer assessments, critical review of educational and discipline specific literature, judicious choice of evidence. Details of these methods can be found in the module handbooks. Professional practical skills are developed in a progressive manner throughout the programme. At the start of the programme participants are required to reflect on what they think a "good learning experience" is and provide a rationale for their choices. The rest of the course is structured around the perceptions of what a good HE teacher is with course members introduced to a range of practical skills that they will require for teaching in HE e.g. lesson planning, choice and use of teaching and assessment methods, using resources etc. In addition to participants using and evaluating these skills in their working context they will be developed through a series of weekly workshops that include a range of methods which model professional practice e.g. small group work, role play, simulations, case studies, problem based learning, use of course members' experience. It is a requirement that course members observe and reflect on peer activities within teaching and learning. Individuals are encouraged to critically reflect on their own practice in order to improve and develop. Course members will experience a range of e learning approaches throughout the programme. Professional practical skills are assessed throughout the course using the following methods Being observed teaching by peers and experienced colleagues Course work materials e.g. lesson plans, scheme of work Reflective commentaries and critical evaluations Presentations/group activities with peers in the workshops and in work based settings Self assessment of teaching within HE context Summative evaluations of professional development with action plans for further improvement Contributions to and evaluations of ICT methods including LJMUs institutional VLE As this is an M level programme all these practical skills have to be discussed within a theoretical framework These transferable skills underpin all the work of the programme and are incorporated into the delivery mechanisms and assessment methods of modules as outlined in previous sections. Participants are encouraged to further develop their transferable skills by peer/tutor interaction, independent reading and research and through LJMUs VLE, Canvas. The programme has been designed to model this approach and is demonstrated through the programme team's professional and supportive relationships with course members. The transferable skills are assessed in the following ways: Self assessment at the start of the course mapping activity which is</p>
-----------------------------------	--

Opportunities for work related learning

Opportunities for work related learning
This programme is firmly rooted in professional practice, therefore the learning and assessment takes place in participants work-based settings.

Entry Requirements

Type	Description
------	-------------

Alternative qualifications considered

Candidates must be able to satisfy the LJMU and Faculty admissions requirements in one of the following ways (subject to availability of places) The programme team welcomes applications from staff who support learning in the HE sector. This includes permanent full and part-time lecturing staff; teaching assistants; staff in learner support roles; researchers with a substantive teaching role and colleagues from the FE or community/voluntary sectors who work on HE programmes. Applicants should be graduates or possess an equivalent qualification or its equivalence. This is not a pre-service award so it is not suitable for applicants who wish to enter HE teaching. The programme leader will advise on other, more appropriate routes for such applicants. Applicants should be in a teaching and learning role. To benefit from the programme and to enable them to meet the assessment requirements applicants should normally be working with students for 6 hours a week for the duration of the programme. The programme leader will discuss these requirements with applicants as appropriate. A CPD award is available for those with fewer teaching hours. Applicants must have formal support from their line manager. This support includes permission to attend the workshop sessions (except for AP(E)L candidates) and time for completion of the assessments. Applicants with existing nationally recognised teaching qualifications may apply for APL against modules 7006PCLTHE. A brief statement supporting the APL claim must be provided. Applicants who do not have English as their first language should have a 7.0 score on the International English Language Testing System or equivalent competence. Nursing and Midwifery applicants wishing to be placed on the NMC teacher register on completion of the award must: * be current registered practitioners with the NMC * have a minimum of three year's post-registration experience * be able to deliver a minimum of 360 hours of relevant teaching and assessing in practice and academic settings in higher education

Programme Contacts

Programme Leader

Contact Name

Philip Carey

Link Tutor

Contact Name