

Programme Specification

for the award of
Postgraduate Certificate in
Teaching in Higher Education (MU61) and
Postgraduate Associate in OCSLD (MU80)

With the opportunity to apply for:

- Associate Fellowship of the Higher Education Academy
- or
- Fellowship of the Higher Education Academy

Managed by the Faculty of Humanities and Social Sciences

Delivered by the Oxford Centre for Staff and Learning Development (OCSLD)

Date approved:	February 2017
Applies to students commencing study in:	September 2018

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
February 2017	Sections 1, 2, 4, 5 & 6 updated to reflect changes to revised module descriptions	Simplification of course structure and to address external examiner feedback

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Final award:	Postgraduate Certificate in Teaching In Higher Education (Level 7)
Programme title:	Teaching in Higher Education
Interim exit awards and award titles:	Postgraduate Associate in OCSLD
Brookes course code:	MU80, MU61
UCAS/UKPASS code:	N.A.
JACS code:	X172
HECOS code:	(100509) higher education teaching
Mode of delivery:	Part time (Face-to-face, blended and distance learning)
Mode/s and duration of study:	Available in 11 month, 17 month and 23 month variants. The course must be completed in no more than three years.
Language of study:	English
QAA subject benchmark statement/s which apply to the programme:	FHEQ Level 7 http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
Professional accreditation attached to the programme:	Higher Education Academy Professional Standards Framework (UKPSF) D 1 & 2 http://www.heacademy.ac.uk/ukpsf
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: Why Study This Programme?

2.1 Rationale for and distinctiveness of the programme

Oxford Brookes University's Postgraduate Certificate in Teaching in Higher Education (PCTHE) is an initial professional development programme for early-career lecturers and people entering higher education teaching from other professions. The programme is developed and delivered by the Oxford Centre for Staff and Learning Development (OCSLD), one of the UK's largest and most established providers of staff and educational development.

The course offers an introduction to the fundamentals of teaching, learning and assessment in higher education and continuing professional development in teaching in higher education.

This is a core programme for the University and for OCSLD. It goes some way to defining and substantiating claims that we are an excellent teaching institution.

The PCTHE Programme is a key element of Brookes' Strategy for enhancing the student experience (SESE), and aligned with national aims to ensure all academics who teach are appropriately qualified. We use the term "qualified" not in the sense of ticking the certificate box, but genuinely engaging in reflective practice with a professional community that includes learners at all levels. The programme is - and has been - aligned with Brookes' graduate attributes and is a key means of inculcating good practice in developing critical and constructively aligned curricula.

The programme is mandatory for teaching-academic employees of Oxford Brookes university (conditions obtain). Teaching staff (external, fee-paying) from other higher education providers are forming an increasing percentage of participants (c. 20% this year).

The course will help develop skills, confidence, scholarship and pleasure in teaching. We invite participants to examine teaching and learning in higher education in relation to their own theories and practices, and to evaluate the development of their own teaching through group and individual activities.

The course is accredited by the Higher Education Academy (HEA) and allows participants to meet the requirements of the UK Professional Standards Framework (UKPSF) for Teaching in Higher Education. Successful completion of the PCTHE and appropriate validation of your teaching entitles you to Associate Fellowship or Fellowship of the Higher Education Academy.

This year we welcomed about 60 participants onto the course. Many are lecturers at the start of their careers. Others may be seasoned professionals making a career change into teaching. The programme is sufficiently flexible to allow participation by others, who support learning through direct contact with students, though they may not hold the title "lecturer"

including, for example: Subject Librarians, Demonstrators, Learning Technologists, Laboratory Assistants and Technicians.

Profiles of the core teaching team can be found at
<https://www.brookes.ac.uk/OCSLD/About-OCSLD/Staff-profiles/>

2.2 Aims of the programme

The New Lecturers Programme aims to:

- Equip you with tools, techniques and support to help deal with immediate teaching challenges
- Develop your academic literacies in higher education teaching and learning in line with the UK Professional Standards Framework (UKPSF), so that you can make informed decisions about curriculum planning, course design, teaching techniques, assessment and evaluation in a range of contexts
- Increase your scholarship, repertoire, competence, and confidence in all areas of your professional activity and core knowledge and to increase your pleasure in supporting learning in multiple modes, thereby helping you to improve your practice
- Foster the development of an engaged, participatory, critical, evidence based approach to learning and teaching, which acknowledges, is informed by and contributes to local, national and global contexts
- Foster the habits of shared reflection in professional learning communities, recognising, making explicit and drawing on one's own and others' values systems (including the professional values of the UK PSF)

UK Professional Standards Framework

The PCTHE is mapped to the UK Professional Standards Framework (UKPSF) for Teaching in Higher Education. Module P70405 is mapped to Associate Fellowship of the Academy at Descriptor Level 1. Module P70409 is mapped to Fellowship of the Academy at Descriptor Level 2. The UKPSF underpins and is embedded throughout the programme. (HEA 2011).

Note: OCSDL offers a separate programme to achieve Descriptor Level 3 and 4, namely the Pathway Programme to Senior and Principal Fellowship of the HEA

www.brookes.ac.uk/services/ocslld/staffcourses/learning_teaching/pathway_programme/

Throughout the course you will demonstrate your understanding of and engagement with all the dimensions of the UKPSF.

SECTION 3: Programme learning outcomes

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

Graduate attributes	Learning outcomes
Academic literacy	<ul style="list-style-type: none"> • Design, apply and critically evaluate a wide and appropriate range of learning activities based on feedback, wider reading and self-reflection. • Use and evaluate a wide and appropriate range of assessment techniques to support student learning and to record student achievement. • Demonstrate in practice a theoretical understanding of learning and learner development and locate your own scholarship of teaching in a range of theoretical frameworks.
Research literacy	<ul style="list-style-type: none"> • Investigate and evaluate issues about teaching in your discipline and for practice. • Reflect critically on your current scholarship and professional practices, in an institutional and disciplinary community, and on those of your students and colleagues.
Critical self-awareness and personal literacy	<ul style="list-style-type: none"> • Enter into a professional dialogue with peers in a range of developmental areas. • Evaluate your own performance and personal learning strategies using formal and informal approaches, making appropriate use of feedback from peers and students. • Learn independently and self-critically, having made professional, scholarly and effective use of a wide range of pedagogical research. • Identify your continuing professional development strengths, needs and aspirations within higher education.
Digital and information literacy	<ul style="list-style-type: none"> • Use and evaluate a wide range of technologies to enhance teaching, learning, and scholarship. • Develop appropriate, critically informed, disciplinary and scholarly communication approaches and participate in distributed collaborative professional community dialogue. • Analyse, evaluate and respond to developments in learning and teaching practice which draw on emerging approaches to information acquisition and knowledge creation.
Global citizenship	<ul style="list-style-type: none"> • Engage with and evaluate institutional, national, and global higher education policies, strategies and practices for teaching and learning, personal and professional development, and quality assurance and enhancement. • Develop your own discipline-based, participatory, critical approach to education, globally. • Monitor and critically examine the way you provide support to students on academic and pastoral issues taking into account all dimensions of student diversity.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 Programme structure and requirements

The programme consists of two compulsory modules.

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
P70405	Learning and teaching in higher education	20	7	Compulsory in 2014 (may be waived with credit for prior learning)	100% coursework
P70409	Inquiry and reflection in higher education	40	7	Compulsory from 2014	100% coursework

4.2 PROGRESSION AND AWARD REQUIREMENTS

P70405 is a pre or co-requisite for P70409. This means that you cannot start P70409 unless you have also started P70405.

4.3 PROFESSIONAL REQUIREMENTS

Completion of module P70405 and a satisfactory teaching reference will allow conferment of Associate Fellow status of the Higher Education Academy. Completion of the PCTHE or module P70409 (where APL has been applied) and satisfactory completion of all required practice observations will allow conferment of Fellowship status of the Higher Education Academy.

SECTION 5: TEACHING AND ASSESSMENT

Teaching, learning and assessment approaches are:

- **Outcomes led** (Laurillard 2002), there is a *curriculum* and *aims*. The programme is *validated* by Oxford Brookes University and contributes towards Higher Education Academy *professional recognition* as an Associate Fellow (HEA 2011).
- **Experiential**, self-evaluative, practitioner-centred, pragmatics – what works – drawing on *your own experience* (Dewey 1916; Dewey 1997; Kolb 1984).
- **Activity-based**, social constructivist; we do or make things in groups – maybe communities, using tools, with acceptable practices (criteria) and different roles. (Vygotsky & Luria 1934; Leont’ev 1978; Engeström 2001).
- **Dialogic** (Bakhtin 1981) we talk synchronously and asynchronously, even back into deep time (Henderson 2013).
- **Reflective** (Brookfield 1995), bringing experience into scholarly evidence through four professional “lenses”: self, students, colleagues, the literature.

- **Participatory** (Warhurst 2006; Whitchurch 2008), tutors engage as and with participants.
- **Community-located** (R. Scollon & S. W. Scollon 2001, Wenger 1998) disciplines, institutions, others, work, the world and society.

Across the programme your participation will consist of approximately 600 hours:

Element	P70405	P70409	Total
Your teaching	50	200	250
Workshop / seminar or online participation	30	20	50
Group meetings		10	10
Collaborative groupwork		40	40
Independent study, preparing assignments and reflective writing	120	130	250
Total	200	400	600

Assessment on the programme is 100% coursework including an element of group work.

The final award category for the 60 credit Postgraduate Certificate in Teaching in Higher Education (PCTHE) shall be the award received for the 40 credit module P70409. 20 credits are transferred in for P70405 or equivalent modules or APL/APEL, but no consideration is given to the band of the previous award in determining the award on the module P70409.

The final award for the Associate Teachers (AT) course shall be the award achieved in the 20 credit module P70405.

The PCTHE provides an entry route to the 180-credit MA in Education offered by the School of Education. On entry 60 credits are given for the PCTHE, leaving 120 credits to be gained over two years part-time. The MA has two compulsory modules (Educational Research and Reflective Professional Development). The remaining credits can be made up of taught modules and independent study modules.

SECTION 6: ADMISSIONS

6.1 Entry requirements

For minimum entry requirements, please follow this link:

<https://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements/postgraduate-courses/>

The PCTHE is an in-service course. You must be actively engaged in teaching or supporting learning in higher education in order to enrol for credit:

- Module P70405 – at least 50 hours of teaching or activity in support of learning
- Module P70409 – at least 200 hours of teaching or activity in support of learning

What constitutes “teaching or supporting learning” may vary. This may include for example: lectures, online teaching, academic advising, research supervision, working one to one with students on developing skills or literacies, delivering workshops to students, delivering workshops for the professional development of staff, supporting online courses, supporting laboratory practicals, delivering seminars or tutorials. Teaching and supporting learning activities also include assessment and preparation for teaching. For example, planning seminars and lectures, curriculum and learning design, marking student assessments, moderating assessed work and so on.

Examples of the range of roles of previous participants include:

- Subject librarian
- Learning technologist
- Graduate Teaching Assistant or PhD students who also teach
- Careers advisor
- Clinical skills teacher
- Demonstrator
- Laboratory technicians
- Research fellow and other early careers researcher who support learners
- Associate lecturer and other part-time teaching staff
- Lecturer

This list is not exhaustive and can not reflect the full range of the diversity of teaching and supporting learning in Higher Education.. The programme is open to people working for any higher education provider, or as an associate in HE, FE or independent professional or technical colleges. This reflects the changing and developing character of the sector.

Where your teaching or learner support role is limited you may be able to meet the learning outcomes of the programme but not the requirements of the Higher Education Academy for fellowship or associate fellowship.

Exceptionally, applicants who can show that they have qualifications, or experience or both, that demonstrate that they have knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above, may be admitted with dispensation from the requirement to possess those qualifications.

6.2 DBS and other pre-course checks required

Not Applicable

SECTION 7: PREPARATION FOR EMPLOYMENT

The course is an in-service programme for lecturers in higher education and other staff directly engaged with supporting students in higher education with their learning. As well as lecturers in higher education, the course is suitable for lecturers in Further Education contexts teaching on Higher Education Awards. The course may also be suitable for Workforce Development Co-ordinators, Learning Technologists; Subject Librarians; Laboratory Technicians, Demonstrators and Postgraduate Students with teaching responsibilities.

The programme is predominately work-based. The place of work for most participants will be in a university or college or other provider of higher qualifications (QAA/QCF levels 4-8+). The course is developed with reference to the HEA UKPSF for teaching in higher education; there are external advisers on the programme development team from the faculties of Oxford Brookes and from other universities to ensure the course is in line with good practice in the sector.

Participants on the full PCTHE are expected to be employed at least half-time in teaching in a higher education context. While the team do allow some latitude in interpreting the role of the “teacher” and in determining the context, none-the-less, it would not be possible to undertake the course without extensive practice in teaching and/or supporting learning in higher education.