Programme specification

1. Overview/ factual information

Programme/award title(s)	Postgraduate Certificate in Professional Practice in Higher Education
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	November 2016
Next revalidation	November 2022
Credit points for the award	60 credits
UCAS Code	N/A
Programme start date	1st September 2017
Underpinning QAA subject benchmark(s)	Education Studies (2015)
Other external and internal reference points used to inform programme outcomes	• Higher Education Academy. (2011) <u>UK Professional Standards Framework</u>. • Quality Assurance Agency. (2014) <u>UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</u>. London: QAA. • Quality Assurance Agency. (2015)<u>Characteristics Statement: Master's Degree</u>. London: QAA. • Quality Assurance Agency for Higher Education. (2015) <u>Revised QAA Subject Benchmark Statements for 'Education Studies'</u>. London: QAA • Quality Assurance Agency for Higher Education. <u>UK Quality Code for Higher Education (Quality Code)</u>. London: QAA.
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	P/T
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	21st February 2017

2.1 Educational aims and objectives

The Postgraduate Certificate in Professional Practice in Higher Education aims to promote the academic freedom and professional autonomy of higher education practitioners across a range of contexts. It covers the key aspects of a higher education

practitioner's expertise in accordance with the three dimensions of the UKPSF (2011) and the descriptors for a higher education qualification at L7 cited in the QAA qualifications framework (pp.25 and 26) for Masters Level qualifications. The key aims of the programme are listed below:

- Synthesise the dominant discourses of higher education pedagogy and the constituent elements of professionalism in higher education practice.
- Enhance the complex specialist knowledge and expertise-in-action that characterises the role of the higher education practitioner.
- Foster the development of a scholarly and research-based approach to teaching, learning and assessment in higher education.
- Empower higher education practitioners to make and justify sound professional judgements within the learning contexts of higher education.
- Enable higher education practitioners to design transformative undergraduate experiences for all students including traditionally underrepresented groups.
- Model the design of structured educational interventions that link to departmental and institutional strategies for the enhancement of higher education provision.
- Accurately reflect current and creative developments in higher education including technological innovation and sustainability as a model of learning and teaching in higher education.
- Challenge practitioners to contribute to the strategic development of undergraduate curricula within an organisation in line with changing national policy directives and institution-wide priorities.
- Connect colleagues across a range of higher education institutions fostering the development of collaborative and innovatory professional and inter-professional practices.
- Advance the continued professional and inter-professional development of staff in higher education promoting engagement with the key values of the Quality Code and expertise in all dimensions of the UKPSF.

A mapping document that cross-refers the key aims of the programme to the UKPSF and the QAA level 7 descriptors (2010) has been appended. **Please see Annexe 1.**

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically evaluate current research and advanced scholarship in own discipline and in accordance with sectorial expectations for engagement with research and scholarly activity. **A2** Transform current modes of higher education teaching to include strategies for research-based teaching and interdisciplinary research in contemporary undergraduate curricula. **A3** Critically analyse current scholarly developments in higher education pedagogy using innovative examples of practice to directly inform and enhance curriculum development and delivery. **A4** Identify elements for change in the design of higher education curricula supporting structured and sustainable interventions at course team, departmental and institutional levels.	• Peer learning in the form of Critical Friendship Groups (CFGs) • Problem Solving Protocols • Critical Dialogue Space (CDS) • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Professional Supervision and Subject-Specific Mentoring • Situated workplace learning • E-learning (including online collaborative discussion groups) • Suggestion Circles • Peer Observation • Case study analysis • Learning Study • Joint Observation and Tripartite Dialogue (JOTD) • Vicarious Teaching and Learning • Learning Sets • Joint Practice Development • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Individual investigation • Training session • Online multimedia exhibit • Personal Research Portfolio • Learning Study • Teaching Practitioner File

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Engage critically with a range of research-informed practice to reshape curricula interventions and drive quality improvements across all aspects of the higher education experience.	- Peer learning in the form of Critical Friendship Groups (CFGs) - Problem Solving Protocols - Critical Dialogue Space (CDS) - Self-Regulated Learning and Research - Discussion seminars - Individual presentations - Professional Supervision and Subject-Specific Mentoring - Situated workplace learning - E-learning (including online collaborative discussion groups)
B2 Critically review current practice in higher education evidencing a strong awareness of knowledge complexity and the competing set of perspectives that underpin the literature on the nature and function of higher education.	- Suggestion Circles - Peer Observation - Case study analysis - Learning Study
B3 Establish a way forward in rethinking higher education curricula and the processes of teaching, learning and assessment in higher education through a range of innovative real-world projects.	- Joint Observation and Tripartite Dialogue (JOTD) - Vicarious Teaching and Learning - Learning Sets - Joint Practice Development - Self-Guided Professional Development Activities (PDAs) **Assessment methods** - Individual investigation - Training session - Online multimedia exhibit - Personal Research Portfolio - Learning Study - Teaching Practitioner File

| 3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Rework the planning, delivery and evaluation of higher education curricula to meet the demands of higher education quality assurance protocols. **C2** Maintain initial and continuing professional development in order to facilitate progression in specialist area and respond to the progressive and changing demands of the higher education context.	• Peer learning in the form of Critical Friendship Groups (CFGs) • Problem Solving Protocols • Critical Dialogue Space (CDS) • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Professional Supervision and Subject-Specific Mentoring • Situated workplace learning • E-learning (including online collaborative discussion groups) • Suggestion Circles • Peer Observation • Case study analysis • Learning Study • Joint Observation and Tripartite Dialogue (JOTD) • Vicarious Teaching and Learning • Learning Sets • Joint Practice Development • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Individual investigation • Training session • Online multimedia exhibit • Personal Research Portfolio • Learning Study • Teaching Practitioner File

3D. Key Transferable Skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Demonstrate the independent learning ability required for continuing professional development. **D2** Communicate complex academic or professional issues clearly to specialist and non-specialist audiences. **D4** Competent in the IT skills commensurate with the demands of research and scholarship in ways appropriate to the academic/professional context.	• Peer learning in the form of Critical Friendship Groups (CFGs) • Problem Solving Protocols • Critical Dialogue Space (CDS) • Self-Regulated Learning and Research • Discussion seminars • Individual presentations • Professional Supervision and Subject-Specific Mentoring • Situated workplace learning • E-learning (including online collaborative discussion groups) • Suggestion Circles • Peer Observation • Case study analysis • Learning Study • Joint Observation and Tripartite Dialogue (JOTD) • Vicarious Teaching and Learning • Learning Sets • Joint Practice Development • Self-Guided Professional Development Activities (PDAs) **Assessment methods** • Individual investigation • Training session • Online multimedia exhibit • Personal Research Portfolio • Learning Study • Teaching Practitioner File

N.B. Learning Outcomes have been mapped to The Quality Code Part B: Assuring and Enhancing Academic Quality to Learning Outcomes, which informs all aspects of the curriculum in the proposed award. A mapping document has been appended. Please see Annexe 3.

4. Programme Structure

Programme Structure - LEVEL 1			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Demonstrating Professional and Inter-Professional Practice	20		
Pedagogies in Higher Education	20		
Building a Research Identity	20		

As the diagram below shows, the module titled Demonstrating Professional and Inter-Professional Practice will run over Semester 1. The module titled Building a Research Identity will run over Semester 2. The module titled Pedagogies in Higher Education is a long and thin module that will run across Semesters 1 and 2.

Demonstrating Professional and Inter-Professional Practice **Semester 1 (Weeks 1-15)**	**Building a Research Identity** **Semester 2 (Weeks 16-30)**

Pedagogies in Higher Education **(Weeks 1-30)**
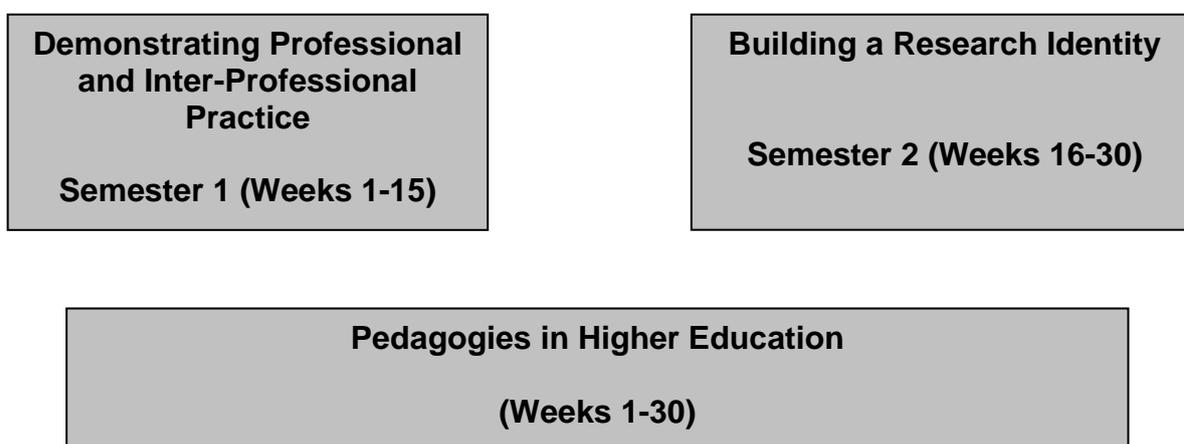
The Postgraduate Certificate in Professional Practice in Higher Education (60 credits at Level M) is a one-year part-time course that provides a recognised teaching qualification for teaching and support staff engaged with the delivery of Higher Education programmes. The qualification is based on 60 credits acquired from a set of three compulsory modules and meets the expectations of the descriptor for a higher education qualification at level 7. It is anticipated that completion of the full postgraduate certificate, will lead to Fellowship of the Higher Education Academy (HEA).

The modules were constructed as a result of desk-top research into contemporary higher education policy and HE-specific research and pedagogies. As Healey, Jenkins and Lea observe in their report titled Developing Research-Based Curricula in College-Based Higher Education (2014), "research and scholarship lie at the 'centre' of what is HE" (p.15) and the module titled Building a Research Identity aims to connect practitioner professionalism with research engagement. The relationship between teaching and research in HE is explored. A broad aim of the module is to improve professional practice through engagement with subject-specific scholarship

and educational research - in accordance with the sectorial expectations for research and scholarly activity across the diverse contexts of higher education. It aims to promote relevant "knowledge and understanding of current scholarly developments in their discipline area and that such knowledge and understanding directly inform and enhance their teaching" (QAA, 2013, p.2).

The module highlights the importance of promoting a culture of research and scholarly activity in CBHE that clearly supports "a higher education ethos among staff and students" (QAA, 2015, p.14). In this module, participants will be trained in developing curricula which are designed to be as close as possible to the research processes in their discipline. The module forefronts the importance of engaging trainees' own students in research and inquiry in line with the QAA Quality Code which states that every student must be "enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking" (QAA, 2012, p. 6).

A range of instructional approaches will be adopted in the delivery of this programme. These have been tabularised in Annexe 6. The choices that have been made have been informed by research on teacher learning and the development of trainees in initial teacher education. We expect these practices to be helpful in the context of initial teacher development for higher education practitioners also. Aspects of Higher Education pedagogy will be directly relevant to all of the modules and will be modelled throughout the course. The pedagogical purposes behind particular classroom practices will be discussed with trainees.

Since participants will form a Community of Professional Practice (CoPP), pedagogic strategies will focus on promoting peer facilitation and interdisciplinary collaboration. Peer learning in the form of Critical Friendship Groups (CFGs) is a key teaching and learning strategy across all modules. Trainees – from a range of disciplines and at different stages of development in terms of academic career - will be required to form CFGsin the induction phase of the programme. Critical friendship is a particular model of teacher professional development and the three types of CFG protocols identified by Franzak in his article titled "Developing a teacher identity: the impact of critical friends practice on the student teacher" (2002). These are suggestion circles, peer observation and Problem Solving Protocols.

Real life case study analysis will be used in the programme. Trainees will be introduced to a large number of current case studies that evidence innovative and multi-disciplinary practice in the higher education sector. The case studies used will be generalisable to a range of disciplinary and course team contexts and trainees will be expected to transfer such examples to their unique contexts.

We will be using **Critical Dialogue Spaces** to encourage trainees to engage in inter-disciplined dialogue about key concepts such as culturally responsive pedagogy (CRP). In their article titled "Culturally Responsive Pedagogy in Higher Education: A Collaborative Self-Study" (2014), Heejeong et.al. highlight

particular practices for enacting CRP in the higher education classroom and forefront critical reflection as a key strategy. The Critical Dialogue Space will be used in the module titled Pedagogies in Higher Education to stimulate "critical reflection on various cultural, social, and political contexts" (p.293) and collaboratively analyse how HE practitioners enact their roles as culturally responsive educators.

Self-Regulated Learning and Research is a key teaching and learning method throughout the programme. Trainees will be expected to undertake independent reading to support individual modules. They will be expected to apply skills related to the analysis and synthesis of information to evaluate, interpret and apply educational concepts and theories to practice. This methodology has been included in the programme to enhance the ability of trainees "to evaluate critically current research and advanced scholarship in the discipline" (QAA, 2008). This is in accordance with the Level 7 descriptors.

Trainees will be expected to actively participate in **discussion seminars** in order to stimulate co-articulation and cross-interpretations of pedagogy. The technique will be used in the module titled Building a Research Identity, for example, to explore the multiple perspectives that the variation among disciplines will provide. It will be used to facilitate engagement in discussions on the subject of culturally responsive pedagogy also in the module titled Pedagogies in Higher Education.

An important feature of the module titled Building Research Identity is its cross-disciplinary focus. Trainees will organise themselves into multi-disciplinary peer learning groups – **learning sets** – to work on a structured intervention that aims to develop the research mindedness of HE students. The strategy is designed to explore intersecting and conflicting understandings of higher education pedagogy. The outcomes from this project will be presented at a virtual (online) conference as a multimedia online exhibit in June 2017 for assessment. This method relates directly to a range of metacognitive behaviours, including the ability to "deal with complex issues both systematically and creatively" and "show originality in tackling and solving problems" (QAA, 2008).

Learning Study- described as "a distinctive model for collaborative practice in teacher development" that enables trainees "to progress to more sophisticated conceptions of teaching" (Davies and Dunnill, 2008, p.3) - has been embedded in the Teaching, Learning and Assessment module and incorporated in the tutorial programme. This strategy involves small groups of trainees meeting regularly to collaboratively plan, implement, evaluate and revise lessons and is structured around the following five stages:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Choosing the object of learning.	Investigating ways in which the object of learning (or phenomenon) might be understood.	Collaborative planning and teaching of a lesson (with subject-specialist mentor).	Evaluation of the lesson focusing on how differences between students' understanding are related to observations of the teaching.	Documentation of the process and outcomes of the research.

Learning Study in accordance with the five stages identified by Davies and Dunnill (2002)

The Postgraduate Certificate in Professional Practice in Higher Education has been designed to challenge existing modes of practice and support pedagogical change. It has also been designed to promote general metacognitive awareness through a range of self-explanation and self-regulation strategies. Learning Study is a key method in this regard. As Davies and Dunnill state, "…the learning study process explicitly asks participants to plan to achieve conceptual change, and the collaborative process should encourage them to articulate and hopefully internalise a theory of what they are doing and why they are doing it" (Davies and Dunnill, 2008, p.8).The Learning Study, in particular, aims to confront the general and specific teaching practices and ideologies that shape the way in which trainees construct their work and roles as higher education practitioners. The use of Learning Study as a method of assessment will be detailed in Section 18 below.

Joint Observation and Tripartite Dialogue (JOTD) will be used in the module titled Pedagogies in Higher Education. One of the three teaching practice observations required will be in accordance with the JOTD framework. Joint observation is the planned presence of a tutor and mentor in the same classroom to observe how the practitioner applies themselves in learning-to-teach during a lesson. Observations of a peer and the mentor will be an integral part of the teaching and learning strategy.

The aforementioned technique complements the **Joint Practice Development (JPD)** strategy that features in the module titled Building a Research Identity. Through JPD trainees will have the opportunity to engage in curriculum redesign in negotiation with their subject-specialist mentor. This is in accordance with the Level 7 descriptor, which states that students must "demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level" (QAA, 2008). The method forefronts the joint action involved in curriculum enactment and the importance of engaging in co-ordinated and co-productive practice.

A cross-disciplinary technique referred to as **Vicarious Learning and Teaching** will be used in the module titled Pedagogies in Higher Education. This involves simulated discussions between pairs of students, and students and tutors around the praxis of teaching and practice problems that are observed vicariously.

One of the key aims of the Postgraduate Certificate in Professional Practice in Higher Education is to provide in-service professional development for HE practitioners and **situated workplace learning** is therefore a key pedagogical strategy. It is anticipated that through teaching praxis trainees will develop the knowledge, disposition and practices that will enable them to function confidently in their future or current classrooms and in the delivery of conceptually complex curricula. Since systematic programme development

work is a key feature of the programme, elements of situated workplace learning feature across all modules.

Individual presentations will be used in the module titled Demonstrating Professional and Inter-Professional Practice to encourage peer teaching and learning. Typically, holders of a Level 7 qualification will be able to "communicate their conclusions clearly to specialist and non-specialist audiences" (QAA, 2008). The programme provides an opportunity for trainees to make their research public and the dissemination of research has been integrated into the module titled Pedagogies in Higher Education. In addition, trainees will be expected to advance their own scholarly activities, often collaboratively with students, in the module titled Building a Research Identity.

Nearly all modules will contain some e-learning or online activity. E-learning applications at Leeds City College include web-based learning and computer-based learning, using applications and platforms such as Moodle, Educreations, Padlet, Nearpod (to conduct online tutorials), Screencastomatic, Wikispaces and eduCLIPPER. In addition, there will be a blended element to all modules and, in each, elements of the flipped classroom will be used. It is anticipated that this inductive approach will encourage learners to acquire a deep rather than surface understanding of the content.

All of the methods above support the college's HE Learning and Teaching Policy (June 2015), with particular emphasis on the descriptors listed below. Higher Education provision at Leeds City College is committed to:

- *Real world learning that is personalised to individual needs and aspirations;*
- *New approaches to learning which better meet the preferred ways of learning of students;*
- *Empowered to fully exploit their own understanding of, and familiarity with, digital technology for their own learning;*
- *Opportunities for all students irrespective of background to achieve their ambitions in an inspiring and inclusive environment;*
- *Increased options for more flexible study patterns which realistically allow learners to balance study, employment and other commitments;*
- *Improved links with employers and wider stakeholders which provides greater opportunity for successful progression*

This is in accordance with the following sections of the Quality Code: B3: I1, I2, I6, I7, I8, I9 and B4: I1, I2, I3, I4, I5, I6, I8.

The award relies upon participants' access to concurrent workplace experience. Participants on the programme will already be teaching or supporting learning in higher education, and can go on to develop academic careers in higher education. On successful completion, participants may wish to consider an MPhil/PhD in Education/Lifelong Learning.

One of the key aims of the Postgraduate Certificate in Professional Practice in Higher Education is to provide in-service teacher training for HE practitioners

and situated workplace learning is therefore a key pedagogical strategy. It is anticipated that through teaching praxis trainees will develop the knowledge, disposition and practices that will enable them to function confidently in their future or current classrooms and in the delivery of conceptually complex curricula.

Since systematic programme development work is a key feature of the programme, elements of situated workplace learning feature across all modules. The strategy is used specifically in the module titled Pedagogies in Higher Education which takes a situated perspective on curriculum enactment.

As stated in the college's HE Learning and Teaching Strategy (June 2015), all arrangements with a work-experience provider should be organised to ensure that:

- *Aims and outcomes are clearly defined and understood by all parties and where the responsibilities of the College, employer and student are made explicit;*
- *All work-experience opportunities provide adequate opportunities for general or specific learning outcomes to be achieved;*
- *All work-experience opportunities should widen learning opportunities without prejudice to the academic standards of the award being sought, or the quality of the student experience.*

This is in accordance with B4: I1, I2 and I6 of the Quality Code.

The assessment strategies that will be used in the programme are highly distinctive. Strategies such as the Learning Study and multimedia online exhibit – used to facilitate cross-disciplinary understandings of practice – are unique. Strategies such as the online multimedia exhibit have been introduced to facilitate connections between practitioners across institutional boundaries, which is another distinctive feature of the programme.

Assessment methods have also been linked to the changing nature of contemporary higher education policy, regulatory frameworks and institutional change. Programme Aim No.8, for instance, states that the programme will challenge practitioners to contribute to the strategic development of undergraduate curricula within an organisation in line with changing national policy directives and institution-wide priorities.

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**
- **where in the programme structure students must make a choice of pathway/route**

We believe that the award proposed by the Department of Teacher Education at Leeds City College is distinctive for a number of reasons. It is anticipated that completion of the full postgraduate certificate, will lead to Fellowship of the Higher Education Academy (HEA). This is in common with the above awards.

A distinctive feature of the award proposed at Leeds City College is the use of role modelling strategies (such as in-the-moment coaching). Such strategies (along with strategies such as Joint Practice Development) have now been formally integrated into our ITT curricula. The use of such strategies will feature in our marketing for the proposed award.

The assessment strategies that will be used in the programme are highly distinctive. Strategies such as the Learning Study and multimedia online exhibit – used to facilitate cross-disciplinary understandings of practice – are unique regionally. Strategies such as the online multimedia exhibit have been introduced to facilitate connections between practitioners across institutional boundaries, which is another distinctive feature of the programme.

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Ultimately, the products of assessment are intended for long-term application. Assessment tasks give trainees the opportunity to synthesise their understanding of their discipline and professional area and prepare them for their professional development in a higher education environment. The products of the summative assessment process are also closely linked to HEA accreditation requirements.

The expertise of the team is a further distinctive feature of the proposed award. All module tutors and leaders are currently engaged in publication and research. All have experience of teaching at Level 7. All members of the teaching team were involved in the design and successful delivery of the HEA-approved HE professional development programme at Leeds City College, titled DELTAR (Developing Excellence in Learning, Teaching and Research) which has informed the development and content of the proposed award. The team will draw upon their research, scholarship and/or professional developments to inform their teaching and expose students to a research dimension.

6. Support for students and their learning

The award adopts the following approach to student learning support:

- School study skills website and student learning support.
- Thorough Information, Advice and Guidance prior to application.
- A thorough Induction Programme that introduces the educational aims of the programme, including the importance of belonging to an e-professional community will take place. It considers the key concepts that underpin the course and identifies the attributes and aptitudes that learners already have and those that they would like to develop. Learners are also introduced to the concept of a Critical Friendship Group (CFG) at the induction stage and will form a supportive CFG with group members.
- One-to-one academic guidance from personal tutors in instances where areas for improvement and future learning needs and actions are identified.
- Use of professional supervisors and workplace mentors to facilitate development and provide constructive feedback.
- A discursive approach to learning and problem-solving through action learning sets, CFGs and online collaborative discussion through Yammer.
- Participants will manage own Personal Development Plan and update in response to development need.
- The Department of Teacher Education recruits a wide range of students from very diverse settings, backgrounds and organisations. Developing a learner involvement strategy is thus key to our current and future success. Our commitment to this strategy is evidenced in various learner voice initiatives within the department that have been used and/or developed.
- Learner involvement initiatives are incorporated into curriculum planning, delivery and review, including tools for consulting learners.
- Students are encouraged to share their own agendas for change on course committees.
- The co-design of schemes of work is promoted.
- IAG to be given in the final semester of the course.

7. Criteria for admission

All potential applicants are required to attend and successfully pass an interview and will need to fulfil the follow entry criteria to be offered a place on the programme:

- English and Mathematics at GCSE level Grade C or above and a minimum of two A level (minimum grade D) or equivalent qualifications. These can be in any subject.
- A good first degree or equivalent qualification
- If the degree is not in your main teaching area, you will be required to hold at least a minimum of NVQ (NQF) level 3 in your vocational area
- A guaranteed minimum of 50 hours teaching in HE (level 4-7) during the period of registration, at least 10 hours of this in the first term. This may include a range of teaching activity, including tutorials and supervision.

8. Language of study
English

9. Information about assessment regulations
All modules are non-compensatable.

10. Methods for evaluating and improving the quality and standards of teaching and learning.
All HE programmes at LCC are subject to the Quality Management and Enhancement processes, in addition to those carried out by the Open University. In line with the University processes all learners complete evaluation forms at the end of each module, each year and at the end of the programme. The Module Leaders also produce end of module reports with information drawn from the evaluations, and consultations with students. Additionally, all team members are required to attend HE staff development sessions at least twice per year, these sessions are designed to share good practice, enhance teaching skills, improve quality of programmes and strengthen any areas of concern which may have arisen. All team members have to attend five programme specific team meetings per year, in additional to general team meetings and as well as three Award meetings, all with pre-set agendas, and the Programme Leaders have to attend Pathway Committee Meetings and HE Committee Meeting – all of which consider quality management. All new staff to the programme are supplied with a dedicated mentor and a full induction, with extra supervision over their first year in many forms such as additional peer observations, and all students' groups have student representatives who meet termly with senior management staff to discuss the programmes progress and any considerations which may have occurred. Finally, all programmes are currently piloting a peer review system which will be formally implemented next year and attend an annual planning event which considers all aspects of the programme and any feedback taken.

Annexe 1 - Mapping of Educational Aims of the Programme to the UKPSF (2011) and QAA Level 7 Descriptors
Annexe 2 - Curriculum map
Annexe 3 - Mapping of Quality Code Part B: Assuring and Enhancing Academic Quality to Learning Outcomes
Annexe 4 – Assessment Grid
Annexe 5 – Teaching and Learning Grid

Annexe 1 - Mapping of Educational Aims of the Programme to the UKPSF (2011) and QAA Level 7 Descriptors

The Postgraduate Certificate in Professional Practice in Higher Education aims to promote the academic freedom and professional autonomy of higher education practitioners across a range of contexts. It covers the key aspects of a higher education practitioner's expertise in accordance with the three dimensions of the UKPSF (2011) and the descriptors for a higher education qualification at level 7 cited in the QAA qualifications framework (pp.25 and 26) for Masters Level qualifications. The UKPSF includes 5 activity-based descriptions of competence, alongside 6 areas of core knowledge and 4 professional values, including self-development and the development of colleagues. The key aims of the programme and their links to the UKPSF and level 7 descriptors have been tabularised below:

The programme aims to:	Mapping to UKPSF	Mapping to QAA L7 Descriptors (2010)
1. Synthesise the dominant discourses of higher education pedagogy and the constituent elements of professionalism in higher education practice.	A5, K3, V4	• a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
2. Enhance the complex specialist knowledge and expertise-in-action that characterises the role of the higher education practitioner.	A2, A5, K1, K2, K3, V3	
3. Foster the development of a scholarly and research-based approach to teaching, learning and assessment in higher education.	A1, A2, A3, A5, K1, K3, K4, V3	• a comprehensive understanding of techniques applicable to their own research or advanced scholarship
4. Empower higher education practitioners to make and justify sound professional judgements within the learning contexts of higher education.	A4, A5, K6, V4	• have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments
5. Enable higher education practitioners to design transformative undergraduate experiences for all students including traditionally underrepresented groups.	A1, A4, K3, V1, V2	• demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
6. Model the design of structured educational interventions that link to departmental and institutional strategies for the enhancement of higher education provision.	A1, A4, A5, K2, K5, K6, V3	• be able to deal with complex issues both systematically and creatively, and show originality in tackling and solving problems
7. Accurately reflect current and creative developments in higher education including technological innovation and sustainability as a model of learning and teaching in higher education.	A2, A3, A4, K2, K3, K4, V2, V3	
8. Challenge practitioners to contribute to the strategic development of undergraduate curricula within an organisation in line with changing national policy directives and institution-wide priorities.	A4, K5, K6, V3, V4	
9. Connect colleagues across a range of higher education institutions fostering the development of collaborative and innovatory professional and inter-professional practices.	A5, K2, V3, V4	• deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
10. Advance the continued professional and inter-professional development of staff in higher education promoting engagement with the key values of the Quality Code and expertise in all dimensions of the UKPSF.	A4, K6, V1, V2, V3, V4	• continue to advance their knowledge and understanding, and to develop new skills to a high level

Annexe 2 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
1	Demonstrating Professional and Inter-Professional Practice		✓		✓					✓	✓							✓									✓					
	Pedagogies in Higher Education	✓		✓							✓							✓	✓								✓		✓			
	Building a Research Identity			✓	✓					✓		✓							✓							✓			✓			

Annexe 3 - Mapping of Quality Code Part B: Assuring and Enhancing Academic Quality to Learning Outcomes

One of the key aims of the proposed award is to ensure that trainees gain a working knowledge of the Quality Code. Part B: Assuring and Enhancing Academic Quality defines the boundaries of the work that should be undertaken by the higher education teaching professional and informs all modules in the proposed award. This table maps Part B and the indicators of sound practice therein to the learning outcomes of the proposed award, with particular emphasis on the following chapters: Chapter B1: Programme Design, Development and Approval; Chapter B3: Learning and Teaching; Chapter B4: Enabling Student Development and Achievement; Chapter B5: Student Engagement; Chapter B6: Assessment of Students and the Recognition of Prior Learning; and Chapter B8: Programme Monitoring and Review.

Learning Outcomes		Modules	Part B: Assuring and Enhancing Academic Quality
Knowledge and Understanding			
A1	Critically evaluate current research and advanced scholarship in own discipline and in accordance with sectorial expectations for engagement with research and scholarly activity.	TLA; BRI	• B3: Learning and Teaching. Indicators 1-9.
A2	Transform current modes of higher education teaching to include strategies for research-based teaching and interdisciplinary research in contemporary undergraduate curricula.	TLA; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B8: Programme Monitoring and Review. Indicators 1-8.
A3	Critically analyse current scholarly developments in higher education pedagogy using innovative examples of practice to directly inform and enhance curriculum development and delivery.	TLA; BRI; DPIP	• B3: Learning and Teaching. Indicators 1-9. • B4: Enabling Student Development and Achievement. Indicators 1-8. • B8: Programme Monitoring and Review. Indicators 1-8.
A4	Identify elements for change in the design of higher education curricula supporting structured and sustainable interventions at course team, departmental and institutional levels.	TLA; BRI; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B4: Enabling Student Development and Achievement. Indicators 1-8. • B5: Student Engagement. Indicators 1-7. • B8: Programme Monitoring and Review. Indicators 1-8.

	Cognitive/Intellectual Skills		
B1	Engage critically with a range of research-informed practice to reshape curricula interventions and drive quality improvements across all aspects of the higher education experience.	TLA; BRI; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B5: Student Engagement. Indicators 1-7. • B8: Programme Monitoring and Review. Indicators 1-8.
B2	Critically review current practice in higher education evidencing a strong awareness of knowledge complexity and the competing set of perspectives that underpin the literature on the nature and function of higher education.	TLA; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9.
B3	Establish a way forward in rethinking higher education curricula and the processes of teaching, learning and assessment in higher education through a range of innovative real-world projects.	TLA; BRI; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B6: Assessment of Students and the Recognition of Prior Learning. Indicators 1-18. • B8: Programme Monitoring and Review. Indicators 1-8.
	Practical/Professional Skills		
C1	Rework the planning, delivery and evaluation of higher education curricula to meet the demands of higher education quality assurance protocols.	TLA; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B4: Enabling Student Development and Achievement. Indicators 1-8. • B5: Student Engagement. Indicators 1-7. • B8: Programme Monitoring and Review. Indicators 1-8.
C2	Maintain initial and continuing professional development in order to facilitate progression in specialist area and respond to the progressive and changing demands of the higher education context.	TLA; BRI; DPIP	• B3: Learning and Teaching. Indicators 1-9.

	Key Transferable Skills		
D1	Commit meaningfully to wider scholarly and professional development activities in order to maintain an analytical and reflexive understanding of current practices in higher education provision and pedagogy.	TLA; BRI; DPIP	• B3: Learning and Teaching. Indicators 1-9.
D2	Explore how the insights gained through small-scale, context-specific research can inform the work of others and drive innovation and change in higher education practice.	TLA; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B8: Programme Monitoring and Review. Indicators 1-8.
D4	Embed technology-enhanced opportunities in undergraduate curricula to promote active learning and social interaction and improve the nature of the student experience.	TLA; DPIP	• B1: Programme Design, Development and Approval. Indicators 1-7. • B3: Learning and Teaching. Indicators 1-9. • B4: Enabling Student Development and Achievement. Indicators 1-8. • B5: Student Engagement. Indicators 1-7.

Annexe 4 – Assessment Grid

Module Title	Individual investigation	Training session	Online multimedia exhibit	Personal Research Portfolio	Learning Study	Teaching Practitioner File
Demonstrating Professional and Inter-Professional Practice	50% 3,000	50% 3,000				
Building a Research Identity			60% 3,600	40% 2,400		
Pedagogies in Higher Education					60% 3,600	40% 2,400

Annexe 5 – Teaching and Learning Grid

	Critical Friendship Groups (CFGs)	Suggestion Circles	Problem Solving Protocols	Critical Dialogue Space	Case Study Analysis	Self-Regulated Learning and Research	Discussion Seminars	Individual Presentations	Peer Observation	E-learning	Professional Supervision and Subject-Specific Mentoring	Joint Practice Development	Joint Observation and Tripartite Dialogue (JOTD)	Learning Study	Learning Sets	Vicarious Teaching and Learning	Situated Workplace Learning
Demonstrating Professional and Inter-Professional Practice	X		X	X		X	X	X		X	X						X
Building a Research Identity	X		X	X	X	X	X			X		X			X		X
Pedagogies in Higher Education	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X