Programme Specification
Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

1. **Title of programme:** Certificate in Professional Studies in Learning and Teaching in Higher Education

2. **Programme Code:** CPS /LTE

3. **Entry Award(s):**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ MA</td>
<td></td>
</tr>
<tr>
<td>☐ MSc</td>
<td></td>
</tr>
<tr>
<td>☐ PGDip</td>
<td></td>
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<tr>
<td>☐ PGCert</td>
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<tr>
<td>☐ PG Award</td>
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</tr>
<tr>
<td>☐ DPS</td>
<td></td>
</tr>
<tr>
<td>☒ CPS</td>
<td>60</td>
</tr>
</tbody>
</table>

☐ Other (please specify below):

4. **Exit Awards:**

<table>
<thead>
<tr>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ PGDip</td>
<td></td>
</tr>
<tr>
<td>☐ PGCert</td>
<td></td>
</tr>
<tr>
<td>☐ PG Award</td>
<td></td>
</tr>
<tr>
<td>☒ CPS</td>
<td>60</td>
</tr>
</tbody>
</table>

Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:
5. **Date of first intake:** September 2016

6. **Frequency of intake:** Bi-annually January and September

7. **Duration and mode of study:** 2-3 years Part time

8. **Applicable framework:** Appendix P (certificate and diploma in professional studies)

   **Framework exemption required:**
   - ☒ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:** Ordinance 41

   **New/revised Ordinance required:**
   - ☒ No (please go to section 10)
   - ☐ Yes (please provide a brief summary below)

   **Date new/revised Ordinance approved by Council:**

10. **Faculty:** HSS

11. **Level 2 School/Institute:** Centre for Lifelong Learning

12. **Level 1 unit:**

13. **Campus:** University of Liverpool

14. **Other contributors from UoL:** n/a

15. **Teaching other than at UoL:**

16. **Director of Studies:** Patrick Doherty

17. **Board of Studies:** CLL

18. **Board of Examiners:** CLL

19. **External Examiner(s):**
   - Prof Mark Russell
   - King's College London
   - Director of Technology Enhanced Learning (TEL)
Part B: Programme Aims & Objectives

26. Aims of the Programme

To provide an introduction to both the knowledge and the skills needed to support student learning at the University of Liverpool

- To support all participants in their teaching role, and to develop and enhance their teaching skills, knowledge and understanding of learning and teaching in Higher Education.
- To introduce participants to the opportunities for linking excellence in research with high quality teaching.
- To introduce participants to the wider context in which higher education operates and to the strategies of the University of Liverpool
- To assist in the development of participants as critically reflective practitioners in higher education

No. Aim:

27. Learning Outcomes

No. Learning outcomes – Master’s degree

Learning Outcomes

No. Learning outcomes – Postgraduate Diploma
Learning Outcomes

No. Learning outcomes – Postgraduate Certificate

1. Use and justify learning and teaching methods that meet the needs of a diverse student body
2. Critique a task designed to assess student learning
3. Critically review and reflect on their practice, analysing options for change and improvement.
4. Show awareness of and acknowledge the range of issues that influence effective student supervision, support and guidance
5. Demonstrate an understanding of the relationship between research and teaching
6. Demonstrate a practical approach to active learning
7. Critique current evaluation practice and suggest appropriate alternative approaches, with reference to an evaluation model and University policy
8. Demonstrate how they have been able to enhance their professional practice in supporting learning in higher education and plan for future development

Learning Outcomes

No. Learning outcomes – Postgraduate Award

27a. Mapping of subject-based learning outcomes:

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>EDEV310</td>
<td>Essay 100%</td>
<td></td>
</tr>
<tr>
<td>4,5,6</td>
<td>EDEV310, EDEV311</td>
<td>Presentation 50% Case Study 50%</td>
<td></td>
</tr>
</tbody>
</table>
28. Skills and Other Attributes

No. Skills and attributes:

1. Communicate effectively with students and others, in a range of areas of practice in learning and teaching in higher education

2. Review and reflect critically on their practice, identifying options for change and improvement

3. Use and value appropriate learning technologies

4. Effectively link research and teaching activities to the benefit of their students

5. Develop effective learning environments to the benefit of a diverse student group

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>EDEV310/EDEV311</td>
<td></td>
<td>Module 310: Critical commentary and Peer Review reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Module 311: Presentation</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>EDEV310/EDEV312</td>
<td></td>
<td>Module 310: Critical commentary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Module 311: Action plan for future development</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>EDEV311/EDEV312</td>
<td></td>
<td>Module 311: Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Module 312: Action Plan</td>
</tr>
</tbody>
</table>
29. **Career opportunities:**

The programme is designed specifically for those teaching on higher education programmes. Beyond this the programme is designed to support HE teachers and their institution in improving the quality of learning and teaching. This award provide solid evidence of development in this area and as such will be increasingly valued by universities and so be advantageous to the individual’s career development. In addition, there are increasing opportunities in the field of educational development in universities, thus opening additional career opportunities for participants.

### Part C: Entrance Requirements

30. **Academic Requirements:**

To be registered on the programme participants must have a teaching component in their job specification at the university. In order to meet assessment requirements, it is expected that they will be actively involved in teaching students when undertaking the programme.

31. **Work experience:**

The CPS is a condition of probation for new academic staff.

32. **Other requirements:**

### Part D: Programme Structure

33. **Programme Structure:**

The programme structure presented is academically coherent and is informed by current research in learning and teaching. It forms a component part of the CPD provision for academic staff and is consistent with the policies and strategies of the University. It is intended to develop a rich professional competence within the participants.

The programme is comprised of three 20-credit modules. Participants must successfully complete all three modules to gain the award. The programme is placed at level 6 as detailed in the QAA Framework for Higher Education qualifications in
England, Wales and Northern Ireland.

[EDEV310]: Learning, Teaching and Assessment
AIMS:
• To introduce participants to theories of learning and teaching
• To introduce participants to the use of technology enhanced learning in higher education.
• To provide an underpinning base of knowledge in relation to assessment in higher education
• To facilitate the development of inclusive practice.

[EDEV311]: Student Learning
AIMS:
• To provide participants with the key skills needed to support active student learning at UoL
• To introduce participants to the relationships between research and teaching
• To develop effective approaches to student support and guidance

[EDEV312]: Evaluation and Enhancement
AIMS:
• To promote a range of strategies that lead to the enhancement of learning and teaching in higher education, including evaluation and critically reflective practice
• To introduce key mechanisms that promote and support excellence in academic practice

34. Industrial placement/work placement/year abroad:
   n/a

35. Liaison between the Level 2 Schools/Institutes involved:
   n/a

Part E: Learning, Teaching and Assessment Strategies

36. Learning, Teaching and Assessment Strategies:
The programme involves participants from a wide range of disciplinary backgrounds providing the foundation for significant cross-fertilisation of ideas, experience and practices. The approach aims to make full use of the participants themselves as a resource. Seminars, lectures, workshops.

As the aim of the programme is to address the needs of professionals in education, teaching and learning on all the modules in the programme focuses on the relationship between educational theory and the individual’s own professional practice.
CPS participants are required to attend/engage with a minimum of 36-hour equivalent of workshops or other forms of delivery. In practice this means selecting a minimum of 12 sessions from the range of learning and teaching provision offered by the Centre for Lifelong Learning.

Participants may claim credit for attendance at alternative sessions offered within the University [i.e. relevant Faculty sessions] or by external providers [e.g. Higher Education Academy Subject Centre training].

Participants may also claim exemption from workshops based on previous HE teaching experience. Any such claim should be discussed with the programme director.

36a. Learning, Teaching and Assessment methods:

Attendance at programme workshops will provide participants with the opportunity to share learning and teaching experiences with colleagues from the range of disciplines across the institution.

Indeed this will be one of the few opportunities participants will have as an academic at the University to meet with colleagues from areas outside of their own discipline.

Whilst the content of the programme is essentially generic, examples will be provided from across the disciplines, participants will be encouraged to access literature and resources from their own discipline and the assignments are grounded in their own area of teaching.

They will be introduced to innovative approaches to teaching and assessment not only from the current literature in higher education, but also from peers who will be sharing their own practice.

It is a feature of the CPS that aspects of inclusion and diversity and technology enhanced learning are component parts of all aspects of the programme and are not restricted to individual workshops. Participants will have the opportunity to address a variety of activities related to the effective use of technology to deliver L&T and will make use of such technologies in their engagement with the assessment tasks.

Lectures/tutor input; Group seminars/tutorials; group discussion; private study; presentations; written assessments; professional dialogue

37. Assessment information for students:

Code of Practice on Assessment

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all
assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.

The code of practice relating to external examining (see also below)

- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

**Marking criteria:**

There are no formal examinations associated with the CPS programme. Each module will require participants to complete an assessment task. These tasks will be detailed in the individual module specification sheets and in the programme handbook.

All module assessment tasks will be evaluated using clearly articulated criterion based learning outcomes. These will be detailed in the programme handbook. Evaluation criteria will provide opportunity for Pass with Distinction, Good Pass, Pass or Fail.

Participants will have one re-submission opportunity for each assessment task. The CPS programme teaching staff will provide a high level of assessment support and feedback. Participants are encouraged to take advantage of this. Before formal submission of completed assessment tasks the module co-ordinator will be happy to receive drafts and offer comments and suggestions.

Participants who successfully complete [EDEV310] of the CPS programme, and gain a Pass with Distinction grade will have the option to transfer to the Postgraduate Certificate in L&T in Higher Education and to APL the 20-credits they have gained on the CPS programme to 20-credits at M level [level 7]on the PGCert programme.

The external examiner will be asked to read a sample of all assignments, including any resubmissions, selected distinctions. A selection of assignments from the upper, middle and lower mark ranges.

**Student representation and feedback:**
Participant representation on the Board of Studies will be sought. To conform to university guidelines on staff-participant liaison, a forum will seek a regular exchange of views. Reports on discussions will be made to the Board of Studies.

Part F: Status of Professional, Statutory or Regulatory Body Accreditation

39. Status of Professional, Statutory or Regulatory Body Accreditation:

n/a

Part G: Diversity & Equality of Opportunity and Widening Participation

40. Diversity & Equality of Opportunity and Widening Participation:

The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

ANNEX 1

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
</table>
| **Cohort affected by the modifications**

 Participants registering from August 2016 onwards

 The proposed changes were highlighted on the CPS VITAL pages and comment requested from current participants. The changes were discussed and approved at CLL BoS meetings at which CPS student representatives were present.

 **Modifications:**

 **Aims of the programme:**

 The term ‘academic staff’ is replaced by ‘participants’ to better

 Major | 2016/17 |
reflect the diverse range of the staff who now support student learning at UoL.

The term ‘critically reflective’ has been introduced in place of ‘reflective’. This has been our teaching and learning strategy for some time in the programme.

The wording of 4th aim is intended to better map against the language of the UKPSF.

**EDEV310: Learning, Teaching and Assessment**

There is no change to the aims of the module

The change to the learning outcomes is to clearly articulate and emphasise the requirement for a ‘critical’ reflection on practice

The assessment task is re-worded to provided more guidance for the participants and the task is presented as two separately graded components – refer to bullet point (4) on the previous page

**EDEV311: Approaches to Student Learning**

The module title has been changed

One aim is re-worded to emphasise learning about the relationship between teaching and research as a key principle of teaching (rather than focus solely on research supervision).

One aim is re-worded to accommodate supervision, student support and student guidance.

The learning outcomes are re-worded to complement the aims.

A component part of the assessment task has been removed as this is now covered in EDEV310 – refer to bullet point (4) on the previous page.

**EDEV312: Evaluation and Enhancement**
The aims now emphasise 'critical' reflection. One learning outcome has been re-worded to reflect the current learning and teaching approaches used in the programme.

The assessment weighting has been revised as described on page 2 (bullet point 4).

The option to provide a written critique for part B has been removed, however an alternative to the professional dialogue can be arranged if appropriate.