



**Queen's University Belfast**  
**School of Education**  
**and**  
**Centre for Educational Development**

**Postgraduate Certificate in Higher Education Teaching**  
**(PGCHET)**  
**Programme Handbook**  
**2015-2016**

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## 1. Welcome from the Pro-Vice Chancellor (Education and Students)



Dear Colleagues

I am pleased to welcome you to the newly revised Postgraduate Certificate for Higher Education Teaching, the PGCHET, which has recently received a very positive re-accreditation from the Higher Education Academy.

The PGCHET is an essential element of the University's commitment to continuous improvement. Your participation on the programme is part of a wider educational strategy and commitment to achieve excellence in teaching and support for student learning, not only for early career academics but for colleagues at all stages of their careers. The strategy covers the extended programme of professional development opportunities provided by the Centre for Educational Development, the University Teaching Awards and support for applications for National Teaching Fellowships, among many other opportunities.

The PGCHET is organised jointly by the School of Education and the Centre for Educational Development. This newly revised programme extends that partnership to Schools, and encourages contributions from colleagues across the University, thus providing deeper connections between the educational programme and your on-going teaching activities with students.

I wish you well with your studies and I hope you will see the PGCHET as simply the first step of many professional development opportunities in the future.

Good luck and all the best for a successful career here at Queen's.

A handwritten signature in black ink, which appears to read "David Jones".

Professor David S Jones  
Pro-Vice-Chancellor (Education and Students)



can expect about the methods of teaching on the programme. More detailed information about specific module content, assessment, and module requirements are available in the three module-specific handbooks. Full details of the most recent Programme Specification for the PGCHET can be found in the course document folder in Queens Online.

### 3. What are the aims of the PGCHET?

The aims focus on developing practitioners who are evidence-informed, critically reflective, and committed to continuous improvement, both in their academic practice and in their accompanying values. The programme also seeks to provide an optimal learning environment for participants so that the programme can achieve these aims, as well creating opportunities for dialogue about learning and learning enhancements within and across disciplines. Notably, an explicit aim of the programme is to provide a route for successful candidates to meet the requirements of UK Professional Standards Framework at Descriptor 2.

| Aims of the Programme  |
|--|
| <ul style="list-style-type: none"><li>• To provide a route for academic practitioners to meet the requirements of the <i>UK Professional Standards Framework</i> for teaching and supporting learning in higher education (Descriptor 2 );</li><li>• To develop competent and confident academic practitioners who can bring a critically reflective and evidence-based approach to their practice of teaching, learning and assessment in higher education;</li><li>• To create a learning environment for academic practitioners that contributes to their professional development in supporting excellence in higher education teaching and student learning;</li><li>• To provide opportunities for dialogue within and between disciplines across the university about the best practices for enhancing the learning environment;</li><li>• To promote core professional values related to evidence-based scholarship, respect for diversity, and commitment to continuous professional development.</li></ul> |



A learning outcomes matrix that shows how these aims are translated into specific module learning outcome and align with the UK Professional Standards Framework is shown in Appendix 1.

#### **4. How does the PGCHET relate to the University's strategic aims with regard to teaching excellence?**

Queen's was one of the first higher education institutions in the UK to launch a postgraduate certificate for higher education teaching (in 1997) and to seek external accreditation, first from the Institute of Learning and Teaching and then from the Higher Education Academy, showing that it was quick to recognise the importance of adopting a more professional approach to staff development for teaching and learning in higher education.

Since then, an emphasis on excellence in teaching, and supporting teaching-related professional development, has been a feature of both the University's Education Strategy and the Human Resources Strategy. For example, among the strategic actions for the Education Strategy (2011-2016) is to "provide staff development for initial and continuing development needs of all those involved in teaching students, with content covering the breadth of learning and teaching practice".

This commitment to the professional development of academic and academic-related staff in their teaching roles can be seen also in the programme of events run by the Centre for Educational Development, by the University Teaching Awards Scheme and the support given to applicants for National Teaching Awards.

Since 2011, passing the PGCHET became a requirement for passing the three-year probationary period that most lecturers appointed to Queen's must complete.

To support staff to successfully complete the course, Heads of School/Personnel are requested to (1) ensure that staff normally enrol on the PGCHET at the entry point closest to their start date; and (2) ensure that School's Workload Allocation Models allow participants 250 hours to complete the course within a year.

#### **5. How does the PGCHET relate to the UK Professional Standards Framework for teaching and learning in higher education?**

The PGCHET aligns with the UK Professional Standards Framework (UKPSF) at Descriptor 2. The UKPSF was developed by the Higher Education Academy on behalf of the sector as a whole and provides a general description of the main dimensions of the roles for teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education. Its central purpose is to help those seeking to enhance the learning experience of their students, by improving the quality of their teaching and learning support.

The PGCHET has recently been re-accredited as mapping on to Descriptor 2 of the Standards Framework which means that, on successful completion of the course, you as a participant are automatically eligible to become a Fellow of the Academy. The expectation is that those who become Fellows of the Academy remain in 'good standing' through seeking continuous improvement in their academic practice throughout their teaching careers.

The areas of activity, core knowledge and professional values of the UKPS, Descriptor 2 are listed below:

| <b>UK Professional Standards Framework Descriptor 2</b>   |   |  |
|---|---|--|
| <b>Areas of Activity</b>  | <b>Core Knowledge</b>   | <b>Professional Values</b>   |
| A1 Design and plan learning activities and/or programmes of study   | K1 The subject material   | V1 Respect individual learners and diverse learning communities  |
| A2 Teach and/or support learning  | K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme                  | V2 Promote participation in higher education and equality of opportunity for learners                                      |
| A3 Assess and give feedback to learners   | K3 How students learn, both generally and within their subject/ disciplinary area(s)  | V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development    |
| A4 Develop effective learning environments and approaches to student support and guidance   | K4 The use and value of appropriate learning technologies   | V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |
| A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices | K5 Methods for evaluating the effectiveness of teaching   |  |
|   | K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  |

You should note that the HEA awards fellowships at different UKPSF Descriptor levels – Associate Fellow (Descriptor 1), Fellow (Descriptor 2), Senior Fellow (Descriptor 3), and Principal Fellow (Descriptor 4).

## **6. What is the underpinning philosophy and design of the PGCHET?**

The course philosophy is fully attuned to the UK Professional Standards Framework for teaching and learning in higher education, at Descriptor 2. For example, the programme is intended for lecturers in the early stage of their careers and for those who may not be familiar with teaching in UK universities (Descriptor 2 UKPSF).

Underpinning the course is the philosophy of reflective practice and peer learning by which participants can develop and improve their teaching through conscious reflection

on their practice, stimulated through course activities, through feedback from peers, and through the knowledge gained from reading both the generic and disciplinary specific educational research literature in teaching and learning in higher education (A5, K2, V3 – the numbers refer to the UKPSF dimensions above).

The opportunity for participants to reflect and continuously improve on their own teaching and learning support activities is integral to the course, both in the workshop sessions and in the assignments. Micro teaching, journaling on their own teaching, reflection on assessment and peer observation of teaching are all methods used to develop the habit of reflection (K5, A5). Participants are required to use the relevant educational research literature as it applies to their teaching context and must demonstrate their ability to do so through the module assignments (A5).

Disciplinary perspectives in teaching and learning have been expanded in this newly revised version of the programme, supported through disciplinary-specific peer learning groups and through guidance from disciplinary school-based mentors (A1, K2, K3)

Thus, the course is designed to develop the knowledge, skills, professional competence and understanding that staff with a teaching role within the University need to develop excellence in higher education teaching and supporting student learning. The course places emphasis on innovative methods of teaching and enhancing learning, as well as the more traditional ones. Participants explore the uses of educational technology for enhancing teaching and learning, and see case studies of its application in the University (K4, A4). Emphasis is also placed on helping staff to understand diversity issues in the student population (background, gender, disability and international) and on the likely career destinations and employability skills of their students (K3, A4, V1) The course also aims to keep participants abreast of important national and international initiatives in relation to learning and teaching in higher education, with specific reference to the UKPSF (K6, A5, V4)

## **7. Who is eligible to apply for the PGCHET?**

The Certificate is primarily targeted at new or relatively new Queen's academic staff on probation. However, more experienced staff and other staff (e.g. research staff) with teaching responsibilities can be admitted if there are sufficient places on the programme.

Priority is given to applicants based on the following categories:

- Probationary academic staff: permanent contract
- Probationary academic staff: temporary contract
- Academic staff not on probation: permanent contract
- Academic staff not on probation: temporary contact
- Research staff with a teaching role
- Teaching assistants and other staff with a teaching support role

The programme also accepts applications from external applicants who may be teaching in other institutions of higher education **but only if places are available.**

In order to complete the assignments, all staff admitted to the course must be teaching during the academic year in which they undertake the course, because module assessments are based on aspects of their current teaching. Participants are also required to have access to a school-based mentor located in their work context in order to fulfil the programme requirements for teaching observations.

Queen's staff will normally receive 100% exemption of fees for the course, subject to meeting the relevant criteria and to the availability of funds. (This may not apply to Teaching Assistants.)

To register an interest in the course, staff should contact the School of Education. Application forms are usually sent out in late Spring to all new academic staff on probation, and to other staff who have expressed an interest in the course, normally to be returned by early June.

### **8. Does the PGCHET have procedures to recognise Prior Learning?**

The University operates a Recognition of Prior Learning (RPL) scheme which includes both recognition of relevant prior assessed and certified learning for credit purposes (RPCL) as well as recognition of experiential learning (RPEL). For further information, please refer to the website <http://www.qub.ac.uk/directorates/AcademicAffairs/ProceduresforRecognitionofPriorLearningRPL/>

In the context of PGCHET, if you are appointed to Queen's and you are on probation, then you are required to successfully "complete the PGCHET or equivalent, or, if experienced, be a Fellow of the HEA". The most frequent request for recognition of prior learning is for recognition of certified prior learning. Full exemption is given if: (1) you can demonstrate that you have completed an equivalent certificate that provides eligibility for HEA Fellowship; (2) you can demonstrate that you are an existing Fellow of the HEA, by whatever route; (3) you have a teaching qualification, e.g., PGCE, though that does not confer HEA Fellowship eligibility (many in this category do enrol for the PGCHET or seek HEA Fellowship through the individual route).

Partial exemption can be at the level of a full module (attendance and assessment) or assessment only, and is given if you can demonstrate that: (1) you have completed a certificate that provides eligibility for HEA Associate Fellow; (2) you can demonstrate that you are an existing Associate Fellow of the HEA by whatever route; (3) you have begun an certificate that provides eligibility for HEA Fellowship and need to complete it (e.g., you may have changed institutions); or (4) you may have a novel combination of circumstances that will need to be specifically considered by the course team.

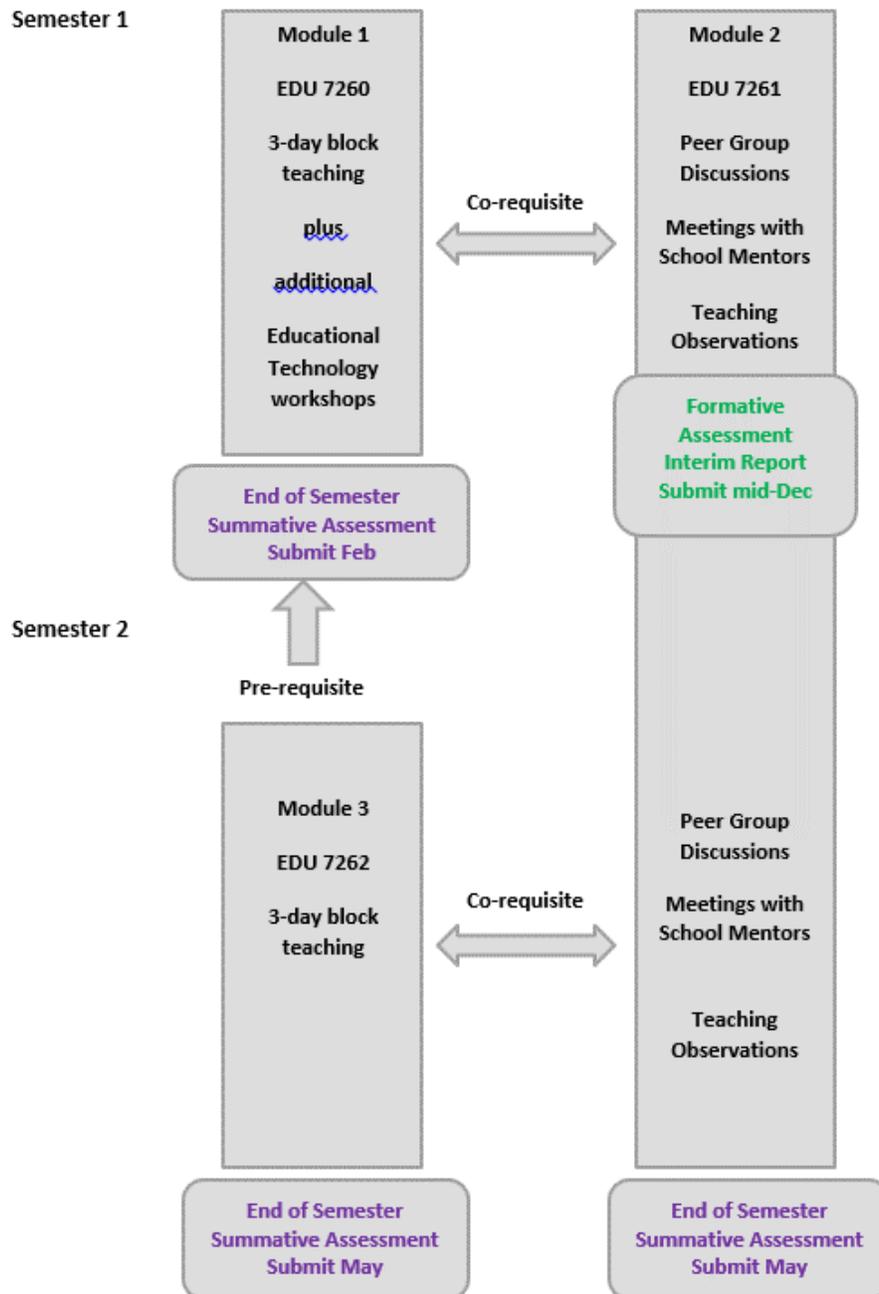
There is a section in the PGCHET application form that asks questions about possible credit transfer, and if requested by the applicant (or by Personnel, if the issue has come up as a condition of employment), then the RPL application form is completed, and forwarded to the course team who make the decision, taking into account both the content, currency, and level of the prior certification, and whether or not it was assessed. This information is reported as appropriate to Boards of Examiners.

### **9. How is the PGCHET structured and taught?**

The course consists of three modules (60 contact hours in total). Each module is worth 20 M level credits. The PGCHET can be completed over one academic year and the maximum completion time for the course is three years. The diagram below shows how the modules are related to one another over the course of the academic year.

## 10. PGCHET Module and Semester Structure

(Assumes a Cohort beginning in September)



**Foundation Module - An introduction to teaching, learning and assessment in higher education (Module 1):** The first module is characterised as foundational because it essentially introduces some core concepts about curriculum/module design and assessment, some standard methods of teaching such as lectures and small group

teaching and provides participants with opportunities to receive feedback about their teaching in a standard lecture format (through microteaching sessions).

The Module consists of three days block teaching in September (cohort 1) or three days in January (cohort 2) (9.30 - 5.00) and one session from the Centre for Educational Development's courses on using technology in learning and teaching (or equivalent), chosen by participants according to their specific needs.

**Teaching, Learning and Assessment in Disciplinary, Multidisciplinary and University Contexts (Module 2):** Module 2 is considered a 'long thin module' and extends over both Semesters. Participants are grouped into three/four cognate disciplinary peer groups (e.g., Humanities and Social Sciences, Science, Maths and Engineering, Clinical and Health Sciences). This newly designed module seeks to embed the participants' learning thoroughly within a disciplinary perspective as well as to link the participants' learning activities within their ongoing school-related academic practices.

The Module consists of one half day of teaching in September (cohort 1) or one half day of teaching in January (cohort 2) (9.30 - 1.00pm) to launch the module. Participants then attend three disciplinary/cognate disciplinary-specific discussion meetings over two semesters and have four meetings with their school-based tutor that includes two teaching observations.

**Student Learning and Student Support (Module 3):** In this third module the perspective shifts from teaching to student learning and the module explores theories of student learning and motivation and the different approaches and styles that students may adopt to their learning. Participants work to enhance their skills in promoting students' deeper approaches to learning and critical thinking, as well as the development of their key skills.

The Module consists of three days block teaching in January (cohort 1) or three days block teaching in September (cohort 2) (9.30 - 5.00).

## **11. What are the course requirements for the PGCHET?**

In order to fulfil the requirements and complete the PGCHET, participants must normally attend all sessions and have no less than 75% attendance for each module. Exceptions are only made in special circumstances, which must be documented appropriately. Attendance on Module 1 is normally a prerequisite for enrolment on Module 3. Modules 1 and 3 are co-requisites for Module 2.

The assessment for the PGCHET takes the form of three coursework assignments, which are graded on a pass/fail basis. Participants whose coursework does not meet the criteria for a pass are allowed to resubmit once. In order to be awarded the PGCHET, participants must pass all three assignments. As the assignments are based around participants' own teaching, it is crucial that they have teaching responsibilities concurrent with the course. They must also have a school-based mentor (or equivalent) to fulfil the requirements for teaching observations.

Assignments must be submitted by the dates outlined in the module specific handbooks. Extensions can only be granted in special circumstances. Requests for extensions should be submitted in advance of the deadline by e-mail to the programme secretary, Ruth McKittrick at the School of Education [r.mckittrick@qub.ac.uk](mailto:r.mckittrick@qub.ac.uk) . Applications for extensions must be submitted by the dates outlined in the module handbooks. Resubmissions must be accompanied by the original feedback form. Anyone who does not submit on the due date without having negotiated an extension will be contacted by post advising them of this breach of the regulations. A third breach will result in a letter advising that withdrawal from the programme has been implemented. The relevant contact in the School of Education is Dr W. McCune, Director of Education, [W.McClune@qub.ac.uk](mailto:W.McClune@qub.ac.uk);

## **12. What kinds of teaching methods and learning experiences can you expect on the PGCHET?**

The programme is delivered through a variety of teaching methods and organisation of sessions. It recognises that the participants who enrol on the programme will be highly qualified academics and researchers in their own field, albeit at an earlier stage of their professional development with regard to teaching. An adult pedagogical approach will be expected as well as a high level of self-directed learning.

**Teaching Sessions:** Lectures, small-group discussions, workshop activities, micro teaching sessions, ICT practical sessions and peer observation of teaching by colleagues, and individual tutorials with school-based colleagues are used in the PGCHET. From previous module reviews, the course team are aware that there are likely to be differing viewpoints between participants about their preferred mode of teaching. For example, some participants favour small group discussion, with time for practical activities and reflection, while others prefer teaching sessions to be 'led from the front' and less time to be given to discussion. For these reasons, deliberate efforts are made by the course team to vary the methods of teaching, especially during block teaching.

**Peer Learning:** There is an expectation, confirmed by previous experience with the programme that a good deal of the learning occurs from interactions between colleagues, both within and across the disciplines. While previously, the focus was on opportunities for cross-disciplinary learning, for the new PGCHET, one of the modules is organised around disciplinary or cognate disciplinary learning. The teaching here will be led by a more experienced colleague with a specific area of expertise. The expectation is that these more focussed discussions between like-minded colleagues will deepen participants' pedagogical expertise and enable them to support students' learning more effectively in their disciplinary contexts.

**Embedding Learning in School Contexts:** Individual tutorials with school-based mentors are designed to help participants apply their learning to their immediate contexts and make links between theory and practice. Particularly, school-based mentors will observe participants teaching and be in a position to give formative feedback from a disciplinary perspective. These meetings will also enable experienced colleagues across the university to be more in contact with the demands and

expectations of the PGCHET thus creating a general dialogue about enhancing the learning environment (one of the general aims of the programme).

**Microteaching and Peer Observation of Teaching Sessions:** Two very specific forms of teaching are core elements of programme – microteaching sessions, based on 7-10 minute teaching performances within the block teaching sessions and peer observations of teaching full lecture/small group sessions as they naturally happen in the course of the participant's teaching duties. Microteaching is carried out in small groups of five or six participants and one member of the course team in both Module 1 and Module 3. As part of the joining instructions for the module, **you will be** asked to prepare a short mini-lecture (about 8 minutes). When all the sessions have been videoed, each mini-lecture is then analysed by the group. This process starts with **your own** self-evaluation, feedback from the other participants and then feedback from the staff member. The video is used to stimulate reflection. After the first micro teaching session there is a plenary session in which all the groups are brought together to reflect on what they have learned. In Module 3, participants are asked to undertake group facilitation tasks in small groups and given peer feedback on the process.

Three peer observations of the participants' teaching sessions are now required for Module 2. Each participant will be observed by their school-based mentor (twice) and by a colleague from the course and will receive feedback from both. There will also be opportunities to observe and give feedback to other colleagues, and to learn from these observations. Your ability to respond to peer observation feedback, as well as to student feedback, and how you use the feedback to improve your teaching, will be assessed in Module 2.

### **Use of Educational Technology:**

Technology Participants will be asked to consider the pedagogical implications of educational technology in a variety of ways, both as a means of teaching/learning course materials and as a means of assessment. For example, some on-line learning materials will be included as course materials (e.g., the Epigeum materials for which the University has a subscription); there will be opportunities to participate in on-line discussion groups and to create on-line knowledge repositories; and personal response systems will be demonstrated as a means of gaining immediate feedback from students. In addition, you are required to attend one of the educational technology workshops that are available across the university, reflect on your learning and in particular how this learning is to be included in your teaching. Participants' own assignments will be submitted through QOL, and they will receive feedback and marks electronically.

**Cultivating Professional Values:** In the programme, cultivating professional values is approached at three different levels; first, the modelling of these values by the course team; second, the presentation of an articulated code of professional values through the UKPSF; third, the opportunity for participants to examine their own value system with regard to teaching and learning and to develop it in line with the underpinning values of the programme.

### **13. What kind of assignments will you have to complete for the PGCHET?**

The assignments are designed to assess how well you are developing your competence and confidence as an academic practitioner through (1) critical reflection on your own practice; (2) engaging with relevant educational literature; and (3) learning through feedback from your peers and mentors. The contexts for the PGCHET assignments are embedded in your on-going and disciplinary specific teaching and assessment activities. The marking criteria for the assignments reflect the UKPSF Descriptor 2 dimensions.

**Foundation (Module 1):** The assignment for this module is a teaching portfolio, including a reflective commentary on:

- Two classes taught during the autumn (or spring) semester;
- A workshop on using educational technology;
- An assessment method in a module you have taught recently;
- An end-of-module review and evaluation of your progress, with reference to the UK Professional Standards Framework.

**Teaching, Learning and Assessment in Disciplinary, Multidisciplinary and University Contexts (Module 2):** The assignment for this module is a 'focus on the discipline' portfolio and includes

- A brief on-line commentary about what is distinctive about approaches to teaching and learning in your discipline;
- A short literature review in preparation for your action research project in Module 3;
- A reflection on the feedback you received from peer observations of your teaching, from observing colleagues teaching, and your plans for improving your own practice;
- A reflection on your progress, with reference to the UK Professional Standards Framework.

**Student Learning and Student Support (Module 3):** The themes of subject-specific teaching and reflection continue with the assignment for Module 3 and builds on the literature review from Module 2. The assignment consists of:

- Identifying a student learning/support issue in your own practice to be investigated;
- Conducting and reporting a mini action research project, using materials from your teaching context;
- A final reflection and evaluation of your progress on the PGCHET, with reference to the UK Professional Standards Framework.

Specific details of the assignments and the assessment criteria are given in the handbooks for each module. Assessed work will receive written feedback from the course tutors, based on criteria-based assignment attachment sheets. The word limit for all assignments is 3000 words.

#### **14. What kind of support and guidance can you expect on the PGCHET?**

**Registration:** Enrolment and registration is carried out using the current process whereby all students in the university enrol and register using the online 'Registration Wizard'. The registration process is facilitated by experienced members of staff of the School of Education, on the first day of the programme.

**Student Support and Communication on-line:** The Queen's Online Virtual Environment (QOL) is used as the main means of delivery for course materials as well as any supporting documents that the participants may require. Emails are sent to participants through their students' account as well as their staff mail accounts. Copies of the programme handbooks module handbooks, and assessment requirements are available as pdfs through QOL. Additionally, powerpoints from lectures and copies of core readings are available for downloading. Coursework assignments are submitted through QOL, and downloaded for marking. Tutors also upload the marked assignments with feedback sheets. The School of Education has experience of supporting both students and staff in this process, using video YouTube type demonstrations, e.g.

<http://www.youtube.com/watch?v=CEOiXDT04XM&feature=youtu.be>

**The PGCHET course team:** The course team is available to discuss issues that participants may have in relation to attendance and to the assignments. They may be conducted by e-mail and by requesting individual meetings. Requests for extensions should be submitted in advance of the deadline by e-mail to the programme secretary, Ruth McKittrick at the School of Education, [r.mckittrick@gub.ac.uk](mailto:r.mckittrick@gub.ac.uk).

Every year the course team receives a number of assignments, often the action research activity from Module 3, that are of a standard to be published. The course team are happy to advise on progressing this aspect, especially as pedagogical research can add value to an individual's research profile. It is hoped to establish a Higher Education research group across the University to develop pedagogical research to enhance teaching practice.

In the case of assignments that do not meet the criteria to pass on the first submission, course participants receive detailed feedback against the marking criteria which identifies the areas of weakness. They are invited to request a meeting with the appropriate course team member/module co-ordinator to discuss the feedback, and how they can act on it, before resubmitting the assignments.

**School-based Mentors:** An important new addition to the programme is the allocation of a school-based mentor to each participant who will guide participants through Module 2, and consequently throughout the programme as Module 2 stretches over both semesters. A school-based mentor is a more experienced colleague based in the participants' own school/academic unit, who can support them in their specific school-based context and, in particular, provide disciplinary-oriented feedback about their teaching through peer observation and feedback. School-based mentors should not be in a line management relationship with their mentees or a member of their Ad Hoc Probationary Committees. Ideally, school-based mentors will also have completed the previous PGCHET or a similar qualification and have experience of observing teaching

and giving feedback to early career academics, and be knowledgeable about the requirements of the UKPSF.

**Library Resources:** Participants have Access to QUB electronic library resources and the existing strong catalogue of general education journals. In addition, there is the facility now to have a wide range of book chapters scanned and made available through QOL. The subject librarian for the course is Norma Menabney, email [n.menabney@qub.ac.uk](mailto:n.menabney@qub.ac.uk)

**Additional Electronic Resources:** The QUB Centre for Educational Development has a subscription to a range of high quality self-directed teaching resources created by Epigeum. They map very closely onto some of the core elements of the new PGCHET. They are available through QOL home pages, NOT through the QOL module materials. The course team will demonstrate how to find these during the Module 1 block teaching days.

**Participants with Disabilities:** In line with university policy on provision for disabled students, the Disability Officer with the School of Education will inform the appropriate members of the PGCHET teaching team of any requirements. The School has disability friendly facilities such as ramps for wheel chairs and the locations for teaching sessions can be shifted to the ground floor if needed. In the case of disabilities other than physical, reasonable adjustments will be made in line with University regulations. Students will be informed by the Disability Services of the relevant contacts within the University which include the Disability Officer and Advisor of Studies within the School of Education.

**Graduation:** Students will receive their parchments in person or in absentia at one of the two graduation ceremonies in the winter or the summer annually.

**Fellowship of the Higher Education Academy:** Staff from the School of Education are authorised by the HEA to load the names and contact details of successful graduates of the PGCHET directly onto the HEA website and this then prompts the HEA to issue the PGCHET graduates with their HEA fellowships.

## 15. How is the PGCHET assessed and quality assured?

The course tutors who mark PGCHET assignments will be familiar with: (1) the specific assessment criteria for each assignment; (2) the way in which the assessment criteria map onto the UKPSF; and (3) general M-level descriptors, as the general educational level for the modules is Master's level (Level 7).

Your assignments are assessed on a Pass / Fail basis against a notional pass mark of 50%. There is one assignment per Module. The three Modules must be successfully completed for the award of the final certificate and for recognition as a HEA Fellow. If you fail an assignment, you can resubmit it only once. You will receive extensive feedback on all assignments and, for failed assignments, you will be invited to meet with the relevant course team member before resubmitting the work.

**Assessment:** Assessment is moderated internally and externally following the procedures of the School of Education. Course tutors mark the work and double mark a selection of assignments. There is an internal moderation process and the external examiner reviews a sample of assessed work.

There are two dedicated Exam Board meetings for the PGCHET, normally held in November and June. All work graded as “resubmit” or considered “borderline resubmit” is read by the external examiner, as well as a range of other assignments.

A PGCHET participant who wishes to appeal against a decision of the Board of Examiners should refer to the guidelines below and contact the relevant PGCHET member of staff who will deal appropriately with any issues regarding appeals. The university website regarding appeals is

<http://www.qub.ac.uk/directorates/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicAppeals/CentralStudentAppealsCommittee/CentralStudentAppealsCommitteeC/SAC-AStudentGuide/>

**Course review:** The normal processes of QUB quality assurance, review and enhancement processes apply to the programme.

Each module is annually reviewed as well as an annual programme review that includes information from student evaluations, internal and external examiner reports, and peer observations from the course team. Modules are also subjected to review while being delivered, through minute papers and feedback from Staff Student Consultative Committees. This more immediate mode of feedback is particularly important for the programme as the new PGCHET gets bedded down. The standards for the students’ work submitted for assessment are monitored through internal and external examiner reports.

The normal requirement for a staff student consultative committee (SSCC) applies to the programme. During the teaching period for Module 1, nominations are sought for the SSCC committee. Two SSCC meetings are held during the year.

The programme was re-validated by the University in May, 2015 and re-accredited by the Higher Education Academy, as aligning with the UKPSF, Descriptor 2 (previously described).

In addition, a Course Advisory Team is being created, consisting of some Heads of Schools, Directors of Education, and other staff across the university who act as school-based mentors, to help with the roll-out of the new PGCHET, to provide feedback and generally act as a means of communication between the core programme team and the rest of the university.

## Appendix 1 Learning Outcomes Mapped to UK Professional Standards Framework

| <b>UK Professional Standards Framework<br/>Descriptor Level 2</b>  | <b>Learning Outcomes at<br/>Programme Level</b>  | <b>Learning Outcomes at<br/>Module Level</b><br><br><b>PGCHET Module 1</b><br><br><b>An Introduction to<br/>Teaching, Learning and<br/>Assessment in HE<br/>(20 credits)</b>   | <b>Learning Outcomes at<br/>Module Level</b><br><br><b>PGCHET Module 2<br/>(long thin module)</b><br><br><b>Teaching, Learning and<br/>Assessment in Disciplinary,<br/>Multidisciplinary, and<br/>University contexts (20<br/>credits)</b> | <b>Learning Outcomes at Module<br/>Level</b><br><br><b>PGCHET Module 3</b><br><br><b>Student Learning and Student<br/>Support in HE Teaching (20<br/>credits)</b> |
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| <b>Core Knowledge</b>  | <b>Core Knowledge</b>  | <b>Core Knowledge</b>  | <b>Core Knowledge</b>  | <b>Core Knowledge</b>   |
| K1 The subject material  | K1 The subject material  | K1 The subject material  | K1 The subject material  | K1 The subject material   |
| K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme | Use their knowledge of educational theory and evidence, and drawing on their own experience, critically evaluate and reflect on curriculum design, teaching, learning and assessment practices both generally and in their own specific disciplinary context | Drawing on the educational literature and their own experience, critically evaluate and reflect on models of curriculum design and development and how they relate to aims, learning outcomes, assessment, delivery and evaluation of HE Teaching.<br><br>Discuss a variety of methods and resources |  |   |

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|  | <p>Make connections between generic approaches to teaching, learning and assessment and more specific disciplinary approaches</p> | <p>available for effective teaching and learning (e.g., lecturing, small group teaching, use of educational technology, innovative approaches) and reflect on the relative merits of these for different learning contexts and purposes. Discuss and evaluate the most commonly used methods of assessment in HIM as well as emerging and innovative approaches.</p> <p>Discuss effective ways of providing written and oral feedback to students.</p> | <p>Drawing on the discipline specific educational literature and their own experience, analyse and reflect on any distinctive approaches to teaching, learning and assessment that are associated with their discipline or cognate disciplines.</p> <p>Make connections between what are called generic approaches and discipline orientated approaches (e.g., signature pedagogies), including the use of educational technology,</p> |  |
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| <b>Core Knowledge</b>   | <b>Core Knowledge</b>  | <b>Core Knowledge</b> | <b>Core Knowledge</b>   | <b>Core Knowledge</b>  |
|---|--|-----------------------|---|--|
| <p>K3 How students learn, both generally and within their subject/ disciplinary area(s)</p> | <p>Use their knowledge of theories of, and evidence related to, student learning and motivation to critically evaluate how they could be applied both generally and in their own specific disciplinary context</p> <p>Make connections between generic approaches to teaching, learning and assessment and more specific disciplinary approaches</p> |                       | <p>Share their understanding of what is distinctive with peers from cognate disciplines and discuss emerging issues related to teaching, student learning and assessment.</p> | <p>Articulate a variety of theories of student learning and motivation, critically evaluate and reflect on their relevance to their own teaching context, drawing on the educational literature and on their own experience.</p> <p>Demonstrate an awareness of the importance of teacher/student interaction for student learning.</p> <p>Analyse student difficulties with learning in the HE context with reference to their own students.</p> <p>Discuss different methods for enhancing students' skills, for example, critical thinking skills, study skills, writing skills, numerical skills, team work and general employability skills.</p> <p>Be aware of the changing profile of the student body and of diversity in higher education.</p> <p>Discuss some of the key issues in student support in HIM specifically in the Queen's context.</p> |

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| K4 The use and value of appropriate learning technologies   | Understand the role of different educational technologies in support teaching, learning and assessment   | Discuss a variety of methods and resources available for effective teaching and learning (e.g., lecturing, small group teaching, <i>use of educational technology</i> , innovative approaches) and reflect on the relative merits of these for different learning contexts and purposes. | Make connections between what are called generic approaches and discipline orientated approaches (e.g., signature pedagogies), including <i>the use of educational technology</i> ,  |   |
| K5 Methods for evaluating the effectiveness of teaching   | Examine methods for evaluating the effectiveness of teaching and how they might be used to improve their own teaching  |  | Consider the merits of different approaches to evaluating teaching and enhancing quality (e.g., peer observations, students' evaluation, external audit, accreditation visits) and how they apply in a specific school/disciplinary context.   |   |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching | Recognise the importance of evidence-based approaches, feedback from colleagues and students, and the role of reflection and self-evaluation for their own professional development, for quality assurance and quality enhancement<br><br>Recognise the role of the UKPSF in their own | Recognise the importance of evidence-based approaches, feedback from colleagues and students, and the role of reflection and self-evaluation for their own professional development, for quality assurance and quality enhancement<br><br>Recognise the role of the UKPSF in their own   | Recognise the importance of evidence-based approaches, feedback from colleagues and students, and the role of reflection and self-evaluation for their own professional development, for quality assurance and quality enhancement<br><br>Recognise the role of the UKPSF in their own | Recognise the importance of evidence-based approaches, feedback from colleagues and students, and the role of reflection and self-evaluation for their own professional development, for quality assurance and quality enhancement<br><br>Recognise the role of the UKPSF in their own professional development |

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|  | professional development | professional development | professional development |  |
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| <b>Areas of Activity</b>  | <b>Areas of Activity</b>  | <b>Areas of Activity</b>  | <b>Areas of Activity</b> | <b>Areas of Activity</b> |
|---|---|---|--------------------------|--------------------------|
| A1 Design and plan learning activities and/or programmes of study | Design and plan learning activities and/or modules, using the principles of constructive alignment                                  | Apply the principles of constructive alignment to planning learning activities and or/modules in their own practice.  |                          |                          |
| A2 Teach and/or support learning                                  | Use a range of teaching methods, including interactive methods and the use of educational technology, to enhance students' learning | Use a range of teaching methods, including interactive methods and the use of educational technology to enhance student learning.   |                          |                          |
| A3 Assess and give feedback to learners                           | Consider a range of assessment and feedback methods and discuss their implications for students' learning                           | <p>Apply various methods of assessment in their own practise.</p> <p>Provide evidence of reflection and self-evaluation of their own assessment practices and how they could be improved.</p> <p>Experiment with and evaluate different methods of giving feedback to students.</p> |                          |                          |

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| <p>A4 Develop effective learning environments and approaches to student support and guidance</p>   | <p>Support student learning in a variety of contexts and contribute effectively to learner support systems</p>  |   | <p>Identify a significant student learning or student support issue that is particularly relevant in their disciplinary context at this time.</p> <p>Conduct a review of the relevant disciplinary educational literature associated with the above issue, with the purpose of identifying a research question for their action research project in Module 2</p> | <p>Explore ways of evaluating student learning, both formal and less formal, keeping in mind different student approaches to learning and the demands of different assessment tasks.</p> <p>Be alert to student difficulties with learning and devise a variety of ways to respond.</p> <p>Experiment with designing and/or enhancing learning activities with a focus on key skills.</p> <p>Become familiar with the profile of students who enrol on your specific programme/module, consider the implications for their learning and the kind of support they might need.</p> |
| <p>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> | <p>Draw on a range of educational literature in order to provide an educational rationale for choices in curriculum design, teaching methods and assessment</p> <p>Be able to evaluate and take steps to improve their own practices drawing on the</p> | <p>Suggest changes and developments in their own teaching based on feedback from colleagues (e.g., microteaching sessions), student feedback (e.g., student evaluation forms, minute papers, quick post-its, focus groups, Personal Response System PRS), self-evaluation and through</p> | <p>Reflect on the feedback they have received from peer observation sessions conducted with different colleagues (e.g., mentor or colleague on the PGCHET) and how they can use it, or have used it, to improve their practice.</p> <p>Provide written and oral feedback to a colleague on the</p>   | <p>Conduct an action research project and reflect on its role as a means to improve the quality of their own teaching, to generate new understandings of their students' learning, and to deepen their own pedagogical knowledge.</p> <p>Reflect on changes and developments in their teaching and</p>   |

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|  | <p>educational literature (both generic and discipline specific), feedback from colleagues and students, and their own reflective evaluations</p> <p>Be able to assess their professional development against the UKPSF Descriptor Level 2</p> | <p>their reading of educational literature.</p> <p>Reflect on changes and developments in their teaching and evaluate their progress against the UKPSF Descriptor Level 2</p> | <p>strengths and weaknesses of a teaching session in the context of a peer observation.</p> <p>Reflect on the process of peer observation, the pros and cons of this approach to evaluating teaching, comparing it with other sources of evaluation such as student evaluation of teaching.</p> <p>Reflect on changes and developments in their teaching and evaluate their progress against the UKPSF Descriptor Level 2</p> | <p>evaluate their progress against the UKPSF Descriptor Level 2</p> |
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| <b>Professional Values</b>   | <b>Professional Values</b>   | <b>Professional Values</b>   | <b>Professional Values</b>   | <b>Professional Values</b>   |
|--|--|--|--|--|
| V1 Respect individual learners and diverse learning communities  | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  |
| V2 Promote participation in higher education and equality of opportunity for learners                                      | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  | A respect for individual learners and for their development and empowerment  |
| V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development    | A commitment to continued reflection and evaluation, and consequent improvement of their own academic practice   | A commitment to continued reflection and evaluation, and consequent improvement of their own academic practice   | A commitment to continued reflection and evaluation, and consequent improvement of their own academic practice   | A commitment to continued reflection and evaluation, and consequent improvement of their own academic practice   |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice | A commitment to work with and learn from colleagues<br><br>Recognise the importance of external benchmarks and standards frameworks to their own academic practice | A commitment to work with and learn from colleagues<br><br>Recognise the importance of external benchmarks and standards frameworks to their own academic practice | A commitment to work with and learn from colleagues<br><br>Recognise the importance of external benchmarks and standards frameworks to their own academic practice | A commitment to work with and learn from colleagues<br><br>Recognise the importance of external benchmarks and standards frameworks to their own academic practice |