

## Programme Specification for PG Certificate in Learning and Teaching in Higher Education (PG Cert LTHE)

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| <b>This document applies to Academic Year 2026/27 onwards</b> |
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Table 1 programme specification for PGCLTHE

|     |                                                                       |                                                                                                                             |
|-----|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1.  | <b>Awarding institution/body</b>                                      | University of Worcester                                                                                                     |
| 2.  | <b>Teaching institution</b>                                           | University of Worcester                                                                                                     |
| 3.  | <b>Programme accredited by</b>                                        | Higher Education Academy                                                                                                    |
| 4.  | <b>Final award or awards</b>                                          | PG Cert                                                                                                                     |
| 5.  | <b>Programme title</b>                                                | Postgraduate Certificate in Learning and Teaching in Higher Education (PGCLTHE)                                             |
| 6.  | <b>Pathways available</b>                                             | N/A                                                                                                                         |
| 7.  | <b>Mode and/or site of delivery</b>                                   | University of Worcester, work-based learning                                                                                |
| 8.  | <b>Mode of attendance</b>                                             | Part-Time                                                                                                                   |
| 9.  | <b>UCAS Code</b>                                                      | N/A                                                                                                                         |
| 10. | <b>Subject Benchmark statement and/or professional body statement</b> | <a href="#">Professional Standards Framework for teaching and supporting learning in higher education 2023   Advance HE</a> |
| 11. | <b>Date of Programme Specification preparation/ revision</b>          | Course reapproval April 2026<br>August 2026 – CL updates                                                                    |

### 12. Educational aims of the programme

The course aims to provide an opportunity for staff to engage in accredited initial and continuing professional development in teaching and support of learning in Higher Education (HE).

The course also provides students with opportunity to study and develop their skills at Level 7 in line with

#### [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)

This is achieved through reflective and cross-institutional dialogue; research-based practice and pedagogical approaches underpinned by professional values and knowledge about the scholarship of teaching and learning (SoTL) in order to enhance the student learning experience.

The Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) is a three-module part-time course, designed to support:

- HE lecturers with less than three years' full time equivalent experience, whether full or part-time, in their development as teachers and facilitators of student learning,
- More experienced HE lecturers who wish to reflect on and develop their practice,
- Anyone who works in a Higher Education context and whose role includes responsibility for supporting and facilitating student learning.

The PGCLTHE is accredited against the Professional Standards Framework for teaching and supporting learning in higher education 2023 and addressing these professional standards is fundamental to the course. The full PGCLTHE is accredited against Descriptor 2 of the standards and the module LTHE4441: Supporting Student Learning in Higher Education is accredited against Descriptor 1. This means that the PGCLTHE provides a route to Fellowship status of the Higher Education Academy and the single module (LTHE4441) Supporting Student Learning in Higher Education a route to Associate Fellowship.

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes and which module code/s they relate to*

| <b>Knowledge and Understanding</b> |                                                                                                                                                                                                  |                                  |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>LO no.</b>                      | On successful completion of the named award, students will be able to:                                                                                                                           | <b>Module Code/s</b>             |
| 1                                  | Critically evaluate the interrelationship between research, scholarship, and teaching, and apply disciplinary knowledge to design and implement inclusive, evidence-informed teaching practices. | LTHE 4441, LTHE 4442 & LTHE 4443 |
| 2                                  | Apply and evaluate learning and teaching approaches informed by wider policy, strategic priorities, and quality frameworks.                                                                      | LTHE 4441, LTHE 4442 & LTHE 4443 |

*Table 3 cognitive and intellectual skills outcomes for module code/s*

| <b>Cognitive and Intellectual skills</b> |                                                                                                                                                                                                                              |                                  |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>LO no.</b>                            | On successful completion of the named award, students will be able to:                                                                                                                                                       | <b>Module Code/s</b>             |
| 3                                        | Design, deliver, and critically evaluate inclusive and effective learning experiences with originality and autonomy, adapting to diverse student needs and complex learning environments.                                    | LTHE 4441, LTHE 4442 & LTHE 4443 |
| 4                                        | Apply and evaluate a range of inclusive and authentic assessment methods to support learning, enabling students to monitor progress and engage meaningfully with feedback.                                                   | LTHE 4441 & LTHE 4442            |
| 5                                        | Critically reflect on teaching and learning practices using self, peer, and student evaluation, synthesising evidence to inform professional development.                                                                    | LTHE 4441, LTHE 4442 & LTHE 4443 |
| 6                                        | Critically reflect upon inclusive learning and teaching practices within your discipline, addressing the needs of a diverse student body and promoting equitable educational outcomes through scholarly-informed approaches. | LTHE 4441 & LTHE 4442            |

*Table 4 learning skills and capabilities related to employability outcomes for module code/s*

| <b>Skills and capabilities related to employability</b> |                                                                        |                      |
|---------------------------------------------------------|------------------------------------------------------------------------|----------------------|
| <b>LO no.</b>                                           | On successful completion of the named award, students will be able to: | <b>Module Code/s</b> |

|   |                                                                                                                                                                                                                                                                                                     |                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 7 | Evidence meeting the Dimensions in Descriptors 1 and 2 of the PSF2023.                                                                                                                                                                                                                              | LTHE<br>4441<br>(D1)<br>LTHE<br>4442<br>and<br>LTHE<br>4443<br>(D2) |
| 8 | Select and critically evaluate appropriate learning technologies to enhance learning materials, environments, and support systems, demonstrating originality and ethical awareness in response to diverse learner needs and evolving educational contexts.                                          | LTHE<br>4441 &<br>LTHE<br>4442                                      |
| 9 | Engage in structured personal and professional development planning with autonomy and critical reflection, identifying opportunities for growth and fostering transformational learning and teaching practices that contribute to inclusive, resilient, and values-driven educational environments. | LTHE<br>4441,<br>LTHE<br>4442 &<br>LTHE<br>4443                     |

*Table 5 transferable/key skills outcomes for module code/s*

| <b>Transferable/key skills</b> |                                                                                                                                                                                    |                                                 |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>LO no.</b>                  | On successful completion of the named award, students will be able to:                                                                                                             | <b>Module Code/s</b>                            |
| 10                             | Elicit and respond appropriately to feedback to critically reflect on, develop and improve own learning and personal and professional development                                  | LTHE<br>4441,<br>LTHE<br>4442 &<br>LTHE<br>4443 |
| 11                             | Demonstrate a critical understanding of their wider role in learning and teaching in Higher Education including the importance of effective communication and interpersonal skills | LTHE<br>4441<br>LTHE<br>4442<br>LTHE<br>4443    |

## **Learning, teaching and assessment**

### **Teaching**

Interactive sessions promote active engagement with pedagogic theory and practice. Drawing on examples from their own contexts, students explore real-world teaching challenges and collaborate to deepen their understanding.

Structured reflection models (e.g. Kolb, Gibbs) support critical engagement with practice, enabling students to connect theoretical frameworks with lived teaching experiences.

The scholarship of teaching and learning in higher education is embedded throughout the course, with expert speakers sharing insights into inclusive, evidence-informed practice.

PGCert Educational Supervisor and peer observations provide opportunities for students to experiment with teaching strategies and receive formative feedback. Trust and collegiality are fostered through structured dialogue and developmental conversations.

Asynchronous formative tasks promote digital fluency and integrate with ongoing aspects of professional life in higher education.

Students design a negotiated small-scale project to develop academic research skills and contribute to the enhancement of their own teaching practice.

### **Contact time**

In a typical semester, participants will have around 18-20 contact hours of in-person teaching. The precise contact hours will depend on the course calendar.

Typically, class contact time will be structured around content that may include some of the following (not all in a single session):

- Expert-led content
- Group discussions
- Short activities
- Discussions
- Reflection on academic literature
- Case studies
- Reflection

### **Independent self-study**

In addition to contact time, participants are expected to undertake around 10 hours of personal self-study per week. Typically, this will involve engaging with pre-session tasks, directed study tasks and activities, and independent reading.

There is also a requirement for participants to develop as critically reflective practitioners through reflections on their learning and formative tasks, including teaching observations (two by a PGCert Educational Supervisor and one by a peer). These reflections will be recorded in their Pebble Pad Portfolio.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching Staff**

Students are taught by a teaching team with expertise in the scholarship of teaching and learning and a proven track record of excellent teaching. The core team will be supplemented by visiting experts with specific expertise to enhance provision and introduce the students to key members of the University.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Key elements of the summative assessment process will be for the participant to:

- Critically evaluate their knowledge, understanding and skills development, through personal reflection on their experience and consideration of complex issues to draw personally relevant (and critical) conclusions about their own strengths and needs in their work in HE, relating to PSF2023.
- Create a collaborative module specification using knowledge and understanding of curriculum design, policy and practice reflected in an individual essay.
- Develop a small-scale negotiated research project, applying scholarship and ethical principles into a report that is displayed at a Public Showcase
- Demonstrate Fellowship of the HEA through written commentary and a professional conversation, identifying impact and further opportunities for development.

#### 14. Assessment strategy

Assessment within the PGCLTHE is designed to be meaningful, authentic, inclusive, and transformative. Rooted in the philosophy of the reflective practitioner, the 100% coursework model invites participants to critically engage with their own teaching experiences, using assessment not only as a tool for accreditation but as a catalyst for professional growth. A diverse range of flexible assessment methods—including reflective portfolios, authentic tasks, collaborative projects, professional conversations, and pedagogic inquiry—encourage participants to showcase their evolving practice in ways that are relevant and empowering. Formative and summative assessments are closely interwoven, with early tasks intentionally scaffolding the final submissions in each module. Peer feedback is embedded throughout, fostering a vibrant learning community where dialogue, trust, and shared insight drive collective development.

The assessment strategy for the course is underpinned by assessment for learning where participants on the course play an active role in assessing their own learning through critical reflection and continuous dialogue with their peers, module tutors, and educational supervisors.

Modules are constructively aligned, with formative tasks enabling reflection on core aspects of practice exemplified by expert input. All module assessment aligns with PSF 2023.

The focus on formative assessment links with the [University Assessment Policy](#)

#### 15. Programme structures and requirements

|                      |                                                      | Status<br>Mandatory (M)<br>or Optional (O) |
|----------------------|------------------------------------------------------|--------------------------------------------|
| Module Code          | Module Title                                         | Credits<br>(Number)                        |
| LTHE4441             | Supporting Student Learning in Higher Education      | 15 (M)                                     |
| LTHE4442             | Learning Teaching and Assessment in Higher Education | 15 (M)                                     |
| LTHE4443             | Introduction to Academic Practice                    | 30 (M)                                     |
| <b>Total Credits</b> |                                                      | 60                                         |

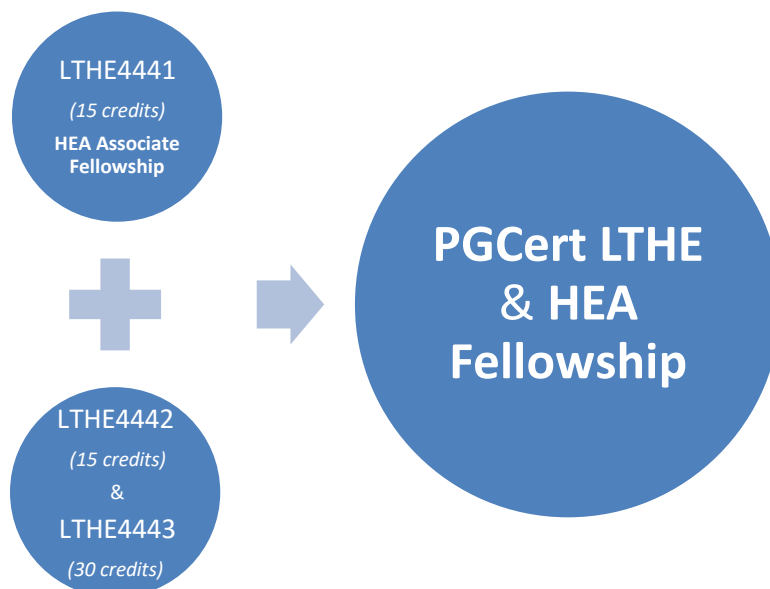
#### PG Certificate Requirements

Students undertaking the PGCLTHE must successfully complete all three modules listed, amounting to 60 credits in total.

## HEA Fellowship Requirements

Students must successfully complete all three modules in order to gain Fellowship status with the HEA. Those who opt to only complete LTHE4441, will be eligible for Associate Fellowship status with the HEA. This is illustrated in figure 1 below:

*Figure 1 – PGCLTHE structure*



### 16. QAA and professional academic standards and quality

The programme is informed by the [UK Quality Code](#). This award is located at Level 7 of the [Sector-recognised standards](#) and the following sources have been used in the development of this programme:

<https://www.advance-he.ac.uk/teaching-learning/professional-standards-framework>

### 17. Support for students

Staff believe the practice of inclusion on the course is a continuing and evolving element. Therefore, the course team regularly reviews this, particularly in light of student outcomes, to ensure all students have the same experiences and opportunities to be successful. It is important for participants, who are also staff, to feel that they are well supported and have a sense of community. At the start of every taught session, an affective and interactive starter is used, to model best practice and to allow participants to share their experiences and any observations that they have had. To support their continuing development on the course and as professionals, participants can meet with their module tutor, their Personal Academic Tutor (PAT) (who is the Course Leader), and their Educational Supervisor.

The Educational Supervisor supports participants with their formative assessments, summative assessments and teaching observations. Educational Supervisor are experienced, supportive colleagues from across the University who have received training to assess against the PSF 2023.

In addition to this, participants will have access to all University of Worcester student services which can be accessed online.

The [Student Services and the Disability and Dyslexia Service](#) provide further and specific support in reasonable adjustments. More information can be found via the links below:

firstpoint – Student Services – University of Worcester  
 Disability and Dyslexia – Student Services – University of Worcester  
[Services for students - University Of Worcester](#)

## 18. Admissions

### Admissions policy

Staff employed by the University on permanent teaching/lecturer contracts are expected to gain **Associate Fellowship (AFHEA) or Fellowship of the HEA (FHEA)** within three years of commencing employment at the University, via successful completion of the PGCLTHE if they have less than three years' full-time experience of teaching in higher education. Other individuals working in HE in a teaching or learning support capacity may also be eligible to apply for the course or the first module.

### Entry requirements

The course is open to graduates or the equivalent who are professionally engaged in Higher Education and have some responsibility for Higher Education teaching and/or learning support.

The course is based on a model of experiential, work-based learning so staff will be registered on a part time basis and will be expected to be concurrently undertaking work which directly supports student learning in HE. Participants should normally be engaged in a **minimum of 4 hours per week** of teaching and/or learning support in the semester in which they undertake the first module of the PGCLTHE and normally have a **contract for at least 50 hours in the academic year** if they are completing the whole PGCLTHE.

Individuals wishing to make enquiries about eligibility and registrations for the courses should contact the Registry Admissions Office (01905 855111) who may put them in touch with the Course Leader for an informal discussion.

### Recognition of Prior Learning

Given the assessment process for the PGCLTHE modules and their basis in experiential learning, prior and current experience is valued.

Those course members who have the equivalent of three years' full-time experience as a teacher or tutor in another educational setting - either in HE/one closely related to HE, such as adult or FE, or supported by a B.Ed., PGCE, or teaching certificate – can potentially claim Recognition of Prior Learning (RPL) against LTHE4441 Supporting Student Learning in HE towards the full certificate. This claim does not entitle the recipient to claim accreditation against Descriptor 1 of the UK professional standards or Associate Fellowship of the HE Academy on the basis of any RPL credits awarded but these credits can be used towards the full PG Cert, PSF2023 Descriptor 2 and HE Academy Fellowship.

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at [here](#)

## Admissions procedures

Applicants should apply directly to UW Registry and contact the Course Leader for informal discussion around eligibility.

## Admissions/selection criteria

Applications are considered by the Course Leader and decisions made on the basis of the candidate meeting the entry requirements outlined above.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#) (TCRF) but with an agreed variation where each assessment submission and the modules overall will be marked on a 'pass' or 'fail' basis.

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- In accordance with the agreed variation to the TCRF all assessments are marked on a pass/fail basis (the minimum pass mark being a 'pass' for each module).
- Participants are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit an assessment item that is marked on a Pass/Fail basis after the due date, will not have the work marked immediately
- The late work will be marked by the resubmission date

### Retrieval of failure

- Participants are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Participants are offered a tutorial to support them so that they can develop their work
- The resubmission is a reworking of the original submission
- If a participant is unsuccessful in the reassessment, they have the right to retake the module.
- A participant who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the course.
- A participant will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Awards

| Award   | Requirement                                                               |
|---------|---------------------------------------------------------------------------|
| PGCLTHE | Passed a minimum of 60 credits at level 7, as specified on the award map. |

## **20. Graduate destinations, employability, and links with employers**

Many participants who undertake the PGCLTHE are already employees of the University and completion of the award can be a condition of employment for academic staff appointed to full time posts at UW, who do not already have three years' experience of teaching in HE. The PGCLTHE is a nationally recognised teaching qualification in HE and gives graduates the ideal start in pursuing an academic career. Completion of the full PGCLTHE confers full Fellowship of the HEA.

Furthermore, staff who are members of service departments and involved in supporting student learning are also able to apply for a place on the course and, as a result, are eligible for Associate Fellowship of the HEA by successfully completing the first module (LTHE4441).

Note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical participant might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.