



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Postgraduate Certificate

Teaching in Higher Education Induction

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Background

- Developed by collaborative provision - Bangor, Swansea, Cardiff Met, Aberystwyth.
- Available in both Welsh and English.
- 140 hours teaching - 2 years to complete.
- Assessed by portfolio – two 30 credit modules, level 7.
- Accredited by Advance HE – mod1 Associate status, (AFHEA) both modules Fellow status (FHEA)
- Module 1 must be completed in one year
- Pass mark 50% - Merit and Distinction possible
- Costs normally borne by Schools/individuals in the case of teaching staff on hourly contracts

Summary of programme outcomes

- **Design, plan and critically evaluate effective** learning opportunities and resources
- Critically **apply an extensive range of teaching and learning methods** to support and enhance learning
- Display an increased range of **self, peer and student monitoring and evaluation** techniques to improve practice
- Critically apply a variety of **assessment techniques** and provide constructive feedback
- Combine **scholarship, research and professional activities** with teaching and learning support
- Analyse and **critically reflect** on the effects of your teaching using a variety of monitoring techniques.
- **Reflect** in an informed way on your personal and professional practice and assess future development needs.

Module 1

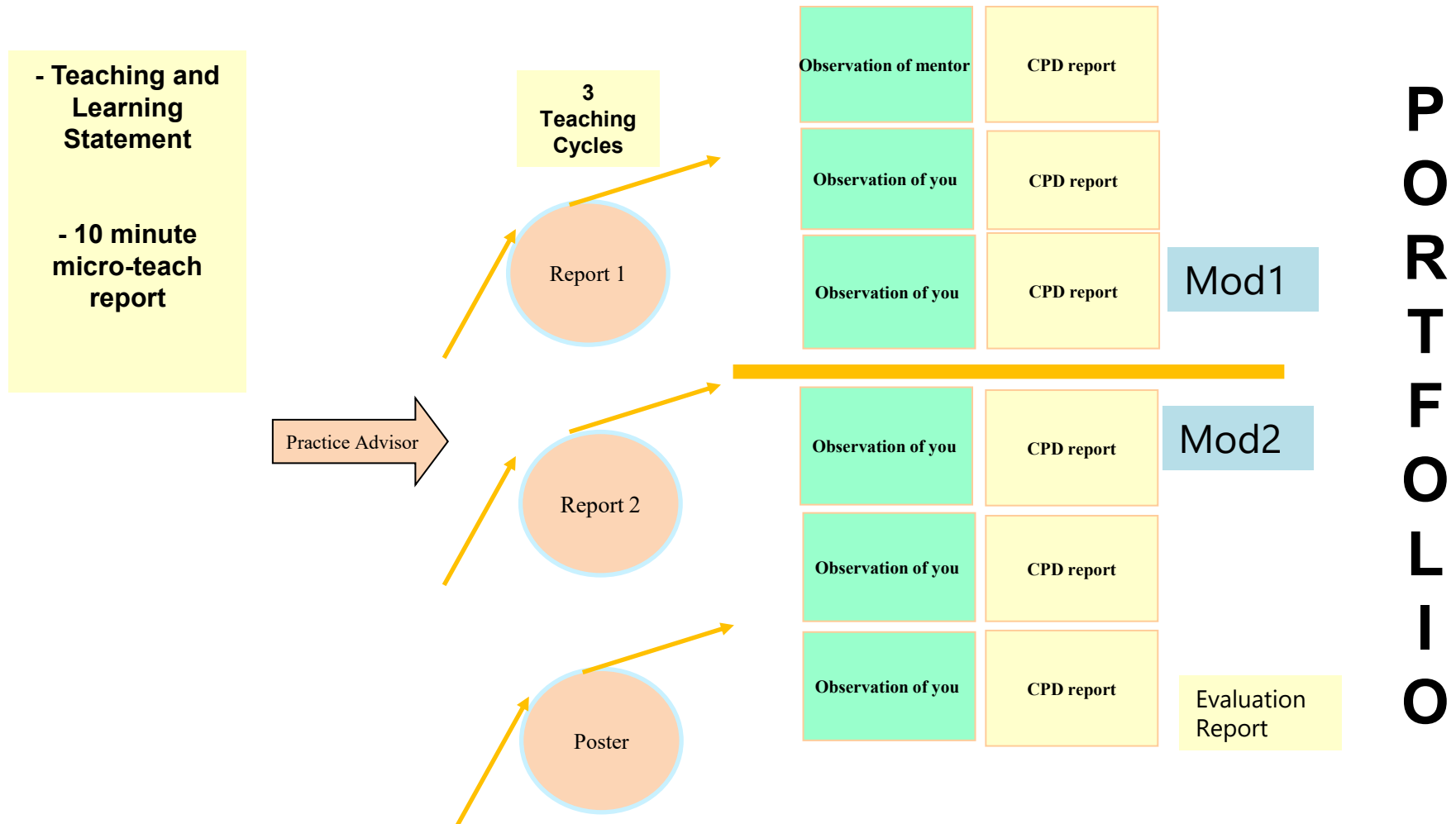
Portfolio of 5,250

- **Statement** on Teaching and Learning (750 words)
- Micro-teaching session with **reflection** (250 words) – **mapped against the PSF 2023**
- **Reflective report** of a teaching intervention cycle (3,250 words) - **aligned to the PSF 2023 throughout**
- **3 Observations** – 1 **by** you and 2 **of** you (500 words each) – **aligned to the PSF 2023**
- **3 CPD events** – reflections (500 words each) – **showing how you have contributed to your development relevant to the PSF 2023**
- 40 hours of teaching

Module 2

- Portfolio of 8,000 words
- **One teaching intervention cycle** in the form of a reflective report (4,000 words) - aligned to the **PSF 2023 throughout**
- **One teaching intervention cycle** in the form of a poster (approx 500 words) - aligned to the **PSF 2023 throughout**
- Reports of **three teaching observations** (500 words x 3) - aligned to the **PSF 2023 throughout**
- **Reflective evaluations** of three CPD events (500 words x 3) – **showing how they have contributed to your development relevant to the PSF 2023**
- **A brief assessment of your professional development** throughout the programme together with an analysis of future developmental needs (500 words in total) – **mapped against the PSF 2023**
- 100 Hours Teaching

PGCert tHE: Overview

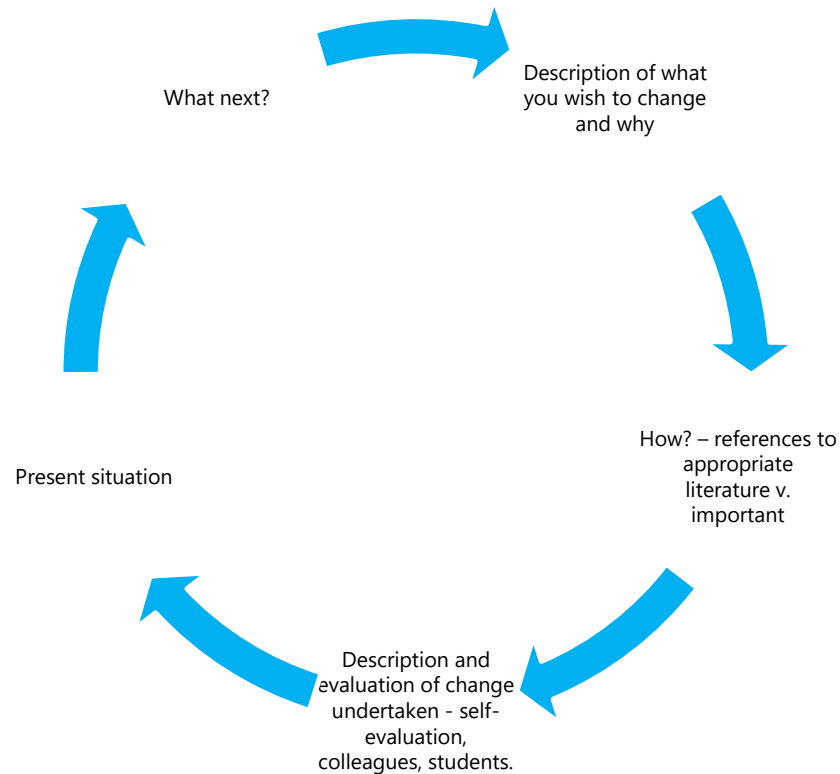


The Teaching cycles

Teaching cycle 1 – module 1 (3,250 words report.)

Teaching cycles 2 & 3 - module 2 (4,500 words in total.)

The three interventions must be separate from one another and be appropriately underpinned with literature



What to evaluate?

- Clarity of learning outcomes/ assessment criteria
- Development of skills – critical thinking, reading, synthesis
- Quality/ clarity/ usefulness of feedback
- Relevance/ appropriateness of assessment
- Quality/ clarity/ relevance/ variety/ success of delivery of curriculum
- Administrative arrangements/ physical environment

Starting point for teaching cycle:

- How can I improve what I am doing?
- Is what I am doing really working?
- What do I want to investigate/ develop?
- What can I do that is realistic and worthwhile ?

Why?

What evidence is out there to support investigating this?

- Who can I consult with?

Questions to consider

- How would this improve student learning? / Students' learning experience?
- Who are your students? Why is the existing provision not fit for purpose?
- How feasible is this intervention/ teaching cycle?
- What would you personally gain from this?
- What effect would this have on others teaching in the team?
- What flow on effects might there be?

More questions to consider

- What other stakeholders are involved?
- What specifically are the key questions you would wish to answer?
- What data would you collect?
- How would you collect it?
- What skills do you need to do this?
- Are there ethical issues involved here?
- What problems do you anticipate?

Observations

- **Teaching Observations:**
- There are three module one and three in module 2.
- They must be in report format (equivalent to 3,000 words).

CPD sessions

- CPD sessions: Three for each module
- Written evaluations of sessions attended to be included in the portfolio
- Important to attend enough CPD sessions and reflect on them in the portfolio

PG Cert tHE –Induction

SOME USEFUL CONCEPTS

Gibbs' reflective cycle



<https://reflection.ed.ac.uk/reflection-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

Kimber (1997)

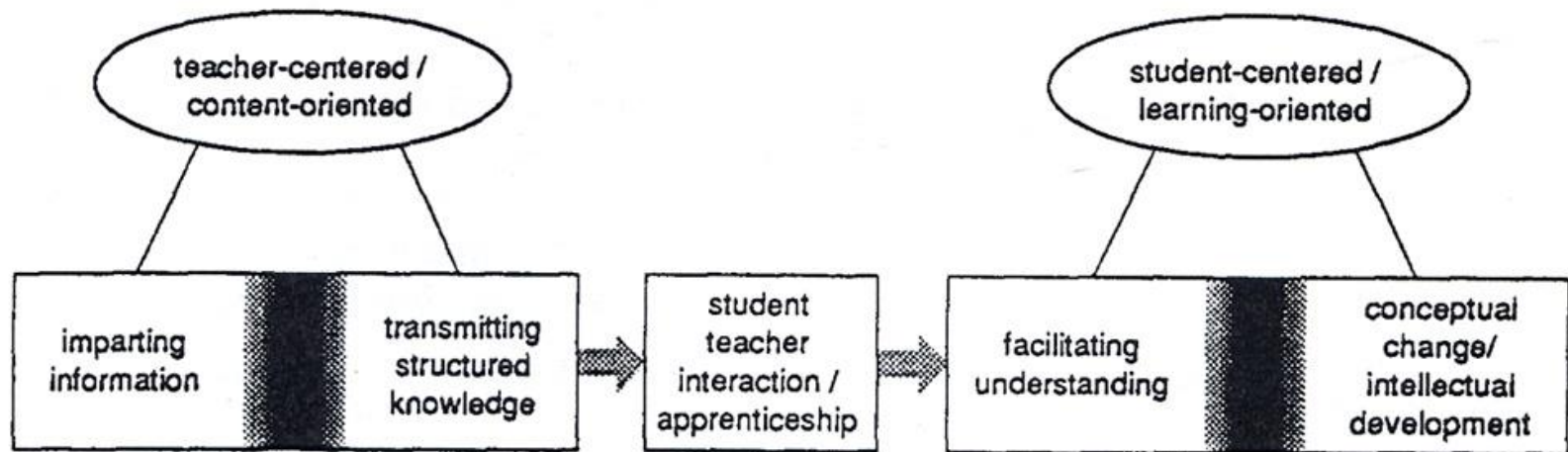
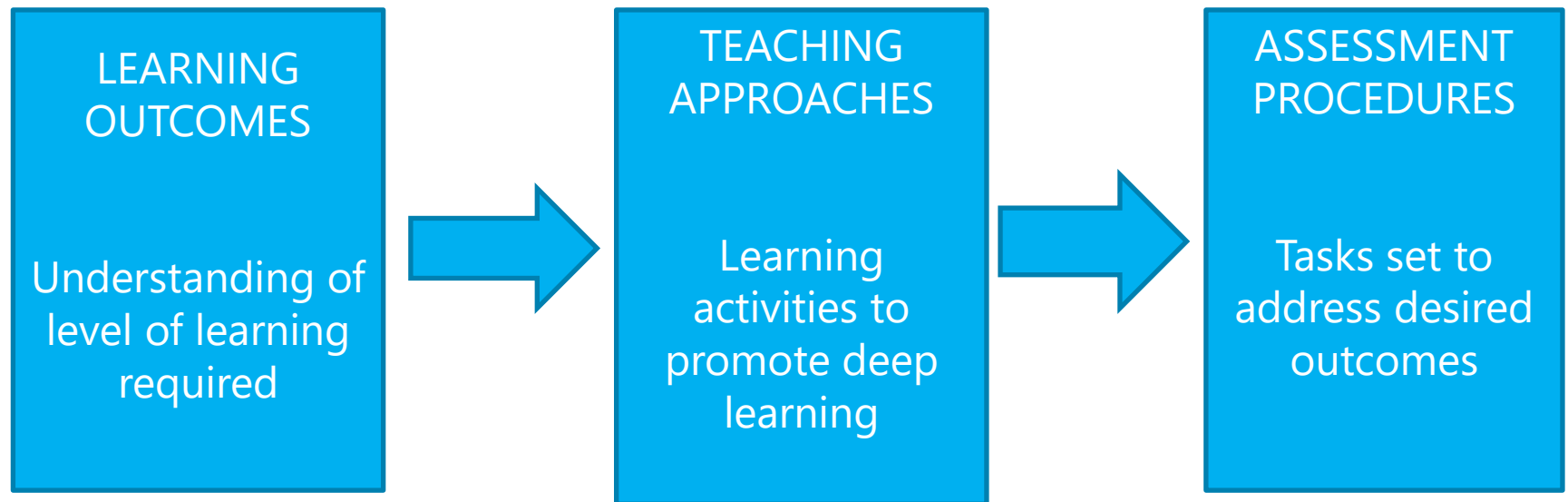


Figure 2. A multiple-level categorisation model of conceptions of teaching.

John Biggs (2003)

Principles of Alignment



Practice advisors

- Familiar with practice
- Have a teaching qualification
- Advance HE accreditation
- Critical friend
- Observation skills
- Will get a briefing from us
- You chose and let us know.

For our observations we need to consider:

- **What** to observe and For what **purpose**
- **What to Observe**
- We could consider:
 - Structure
 - Learning objectives
 - Teaching strategies / activities - appropriateness, effectiveness
 - Resources
 - Questioning techniques
 - Pace of lesson
 - Use of praise / encouragement / feedback
 - Monitoring understanding
 - Assessing achievement of Lo's
 - Enthusiasm for, interest in and knowledge of subject
 - Plenary.
- **For What Purpose**

To provide constructive feedback to aid reflection, development and improvement.

Microteach

- Early November

Programme arrangements

- Induction
- Tutorials
- Academic Development Programme in Teams
- Retreats
- Submission dates :
- 30 Jan 2026
- 30 April 2026

mark.flagg@uwtsd.ac.uk

K.Gardner@uwtads.ac.uk