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Quick Guide for Line Managers

Postgraduate Certificate in Teaching for Higher Education (PGCert tHE)

PSF23 version

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Information for line managers-supporting your team member

This guide is for Line Managers, and provides information on the PG Cert tHE Programme.

What is the PG Cert THE?

The qualification was developed in collaboration with several other Welsh universities to meet the specific needs of providing a teaching qualification for those teaching or supporting students in higher education. The award is completed over two years and consists of two modules at level 7 at 30 credits each. It is accredited by Advance HE.

Who are the typical students?

Students of the qualification are members of staff who have a professional profile and prior experience in a gained prior to joining either university who need a teaching qualification. In addition, past students have included support staff who have completed one module.

What are the benefits and reasons why staff should compete for the award?

When completing the Programme successful students are awarded the PG Cert tHE, a recognised qualification. They may then apply for Advance HE accreditation (Associate or Fellow).

What is the difference between this award and the PCET?

The PCET offers a more structured Programme, with regular scheduled classes and attendance. The PCET is a more generic qualification for those teaching in the post compulsory sector. In contrast the PG Cert THE, as a distance learning Programme offers flexibility around current work commitments at the university.

What is covered in the curriculum/syllabus?

The PG Cert tHE syllabus reflects both the needs of the university assessment and the accreditation requirements of Advance HE. Therefore, the syllabus is based on the PSF23 professional standards. This includes topics such as the design of learning, the delivery of learning and evaluation and assessment of learning as well as other aspects such as digital technology supporting education. It also explores the wider context of higher education. The student is encouraged to develop essential skills such as reflexivity and critical analysis. The portfolio building and studies are close to practice and the focus of the study is very much on the practice. Students must show that they are able to critically explore learning theory and apply it to practice , and provide evidence teaching or supporting students effectively at university. Details are provide below .

Programme Summary

Summary of Learning Outcomes:

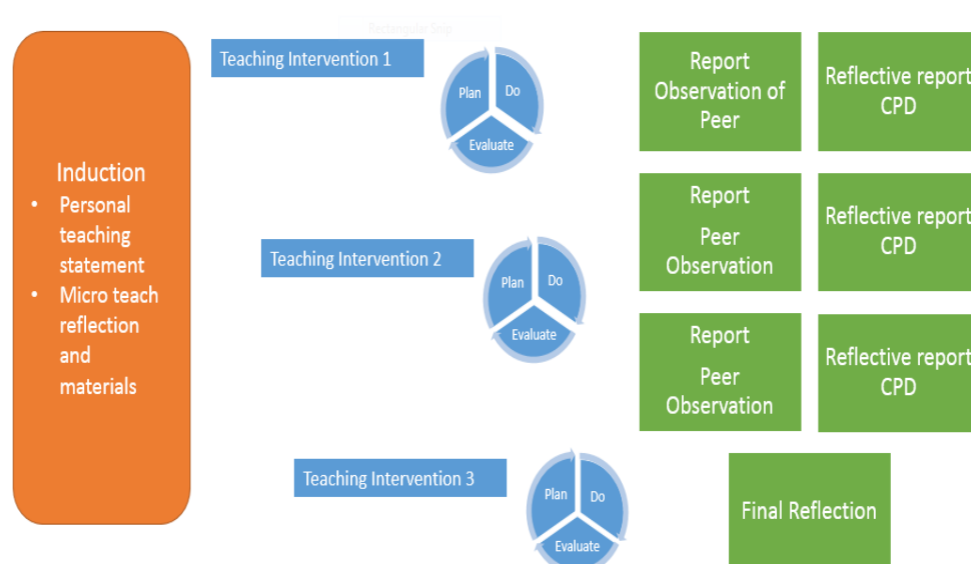
- Design, plan and critically evaluate effective learning opportunities and resources
- Critically apply an extensive range of teaching and learning methods to support and enhance learning

- 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.

1. Overview:

- 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.
- Accredited by HEA – module 1 only Associate status, (AFHEA) both modules Fellow status (FHEA)
- Module 1 must be completed in one calendar year
- Pass mark 50% - Merit and Distinction possible
- Costs normally born by Schools/individuals in the case of teaching staff on hourly contracts

A visual representation of the award



PG Cert tHE [Overview]

How is it assessed?

The award is assessed through submission of a portfolio of evidence, which includes components such as a report on teaching interventions, evidence of continuous professional development, teaching observations, reflections of micro teach and other written parts. All the work is signposted to the professional standards PSF23, and therefore is assessed for both the university standards and Advance HE. Details are provided below.

Assessment Strategy

Module 1: Portfolio of 5,250

1.	Statement on Teaching and Learning (750 words) Evidence of 40 hours of teaching	☐
2	10 Minute Micro-teaching session with reflection (250 words) – mapped against the PSF23	☐
3	Reflective report of a teaching intervention cycle (3,250 words) - aligned to the PSF23 throughout	☐
4	3 Observations – 1 by you and 2 of you (500 words each) – aligned to the PSF23	☐
5	3 CPD events – reflections (500 words each) – showing how they have contributed to your development relevant to the PSF23	
6	Evidence of 40 hours of teaching	☐

There is an option to exit on completion of Module 1, with a unit credit and AHEA status.

Module 2: Portfolio of 8,000 words

1.	One teaching intervention cycle in the form of a reflective report (4,000 words) - aligned to the PSF23 throughout	☐
2	Reports of three teaching observations (500 words x 3) - aligned to the PSF23 throughout	☐
3	Reflective evaluations of three CPD events (500 words x 3) – showing how they have contributed to your development relevant to the PSF23	☐
4	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 PSF23	☐
5	Evidence of 100 hours of teaching	☐

What evidence must they gather?

The work in the portfolio is mapped against the PSF 23, and all activity is focused on providing evidence of performance, activity knowledge and values that meet professional standards and university grading criteria.

What commitment does it involve time?

- **Study (Taken from the existing module directory)**

Year 1. Module 1 - UNHE 7007

For one year's study, the following commitments is expected.

- 270 Hours Independent study
- 30 Hours Scheduled study

Independent study [270 hours]

The commitment to independent study equates to approximately 27 hours per month which averages out at 6-7 hours per week. However, since the Programme is self-directed, this is an indicative allocation and that it may be according to the peaks and flows of academic workloads, that students may choose to concentrate on the PG Cert tHE at specific periods in the academic year.

Scheduled study [30 hours]

The scheduled learning consists of **15 hours** attending professional development sessions, of which the induction session mandatory (2 hours) the remainder are scheduled live sessions – which are recorded, and which can be viewed later flexible to student's needs. An additional **15 hours** of learning is available of Moodle that can be accessed to suit learners needs.

The above provides an illustration of the commitment to the qualification and is not prescriptive. Distance learning offers flexibility to students to manage their own workload and commitment.

If completing two modules, then the above then applies to the subsequent year.

Teaching hours

Students are required to provide evidence of 40 hours of teaching in the first year and a further 100 in the second year, totalling 140 hours teaching practice over the two years. For support staff completing module one then the expectation is that they provide evidence of 40 hours of support to students in the form of one to ones and other activities.

How are students supported?

Since this is a distance learning Programme students are expected, with the advice of an allocated Tutor to plan their own studies, it is important to understand that there is a requirement for a high degree of self-motivated study, to access reading and support materials and Tutor feedback on a regular basis.

What is a Practice Advisor?

At the beginning of the Programme students are asked to identify Practice Advisors who will act as mentors for them in completing the award. The Practice Advisors must be a qualified teacher and preferably have accreditation with advance HE. They are there to act as a confidential sounding board for advice in completing the portfolio and gathering evidence. The Practice Advisors has a specific role in completing teaching observations and providing formative feedback. Training is often given to practice advisors.

How can they apply?

In the first instance they must have a discussion with the line manager and seek permission and support then apply for staff development support, then to apply as an ordinary student through registry. They will then be invited to interview to discuss the suitability of the Programme on an individual basis.

Please note there are two intakes per year February and October

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