UNIVERSITY OF CAMBRIDGE
INSTITUTE OF CONTINUING EDUCATION AND
CENTRE FOR TEACHING AND LEARNING

Postgraduate Certificate in Teaching and Learning in Higher Education

2017-2018

Course code: 1718PCB701

COURSE SPECIFICATION
Welcome to the **Postgraduate Certificate in Teaching and Learning in Higher Education**, a University of Cambridge award offered by the Institute of Continuing Education (ICE) in collaboration with the Centre for Teaching and Learning. The Postgraduate Certificate is taught and awarded at FHEQ level 7 and attracts 60 credits. For further information about academic credit please see our website [http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer](http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer).

The course offers three units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course aims to enable participants to:
1. extend their understanding of how students learn;
2. extend their repertoire of teaching, learning and assessment methods;
3. develop a cogent personal philosophy of higher education drawing on understanding, use and critical awareness of educational research methods and reflective practice.

In doing so, the course aims to provide opportunities for its participants to address educational challenges and contribute to improvements in the education of students at Cambridge and at tertiary level more broadly. The course is also designed to facilitate cross-disciplinary discussion of teaching, learning and assessment.

All participants design a practitioner research project, which provides an opportunity to integrate learning and practice during the course. Assessment is through a portfolio (10,000 words). Participants will be supported appropriately during the course in determining which model they select for their portfolio (see course structure, below).
The overarching learning outcomes for the Postgraduate Certificate in Teaching and Learning in Higher Education are:

**Knowledge and understanding**

- how students learn, both generally and within their subject/disciplinary areas;
- appropriate methods for teaching, learning and assessment in the subject area and at the level of the course;
- practical understanding of how research and enquiry are used to create and interpret knowledge in higher education;
- appropriate personal qualities and professional attitudes, including empathy and collegiality.

**Intellectual skills**

- ability to critically evaluate current research and advanced scholarship in higher education theory and practice;
- ability to reflect critically on individual continuing professional development needs within teaching and independently to identify ways of fulfilling those needs;
- ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data.

**Practical skills**

- wide variety of practical teaching skills, including small and large-group teaching skills, assessment design;
- evaluation, reflection and practitioner research skills in order to develop own practice;
- clear communication of ideas both in written and oral presentations, to specialist and non-specialist audiences.

**Teaching staff**

**Course Director/Tutor**

**Dr Meg Tait:** Meg leads on educational development at the Cambridge Centre for Teaching and Learning, which supports teaching and learning staff; encourages and funds innovation; and provides a strategic focus for institutional, national and international priorities. She leads a team which supports the development of early-career academics, postdoctoral research staff and doctoral students as they take on new responsibilities in the fundamental activities of the University: education, research and academic service. Meg is Official Fellow in Academic Development at Queens’ College.

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**Administrative staff**

**Academic Programme Manager:** Victoria Steenkamp, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760861, vg239@ice.cam.ac.uk

**Programme Administrator:** Julie Neeves, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746236, julie.neeves@ice.cam.ac.uk
**Venue**

The workshop element of the course is taught in Queens’ College, Cambridge. Queens’ supports a large, diverse and thriving community of undergraduates, graduates and academics. The College has been in the heart of Cambridge for more than five centuries, staff are committed to encouraging students to pursue their interests and achieve their full potential.

Full directions may be found on the College website [www.queens.cam.ac.uk/life-at-queens/about-the-college/travel-information](http://www.queens.cam.ac.uk/life-at-queens/about-the-college/travel-information).

The online element will be accessible via the University’s Virtual Learning Environment (VLE).

**Contact details of ICE**

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*Information correct as at 24/02/2017*
Unit 1: Developing as an enquiring university teacher

Start date 30 August 2017  End date 28 September 2018

Day-school dates
- Wed 6 September 2017  14.00-17.00
- Wed 27 September 2017  10.00-16.00
- Wed 4 July 2018  10.00-16.00

Venue Queens’ College, Cambridge

Tutors Dr Meg Tait,
Dr Fran Riga

Aims
The unit introduces participants to the Postgraduate Certificate as a whole, to selected practitioner research methods and to theoretical perspectives on how students learn. This unit will address:

- distinct perspectives on teachers’ professional expertise;
- reflective and reflexive practice;
- selected practitioner research methods and methodologies;
- how to prepare a literature review for a practitioner research project;
- the ethical dimension of practitioner research.

Content
University teachers are experts in their subjects. In this unit, we consider what might constitute expertise in teaching in higher education. We draw on theorising and studies of expertise and professionalism of teaching, both in higher education and school teaching, to explore the role played by teachers’ experience, personal values and beliefs. We also encounter debates concerning the contribution made by education research to how teachers teach. We consider the notion of ‘reflective practice’, which has come to be a dominant term in professional education programmes, and the distinction between ‘reflective’ and ‘reflexive’ practice. The Postgraduate Certificate is designed to encourage an enquiring approach to teaching and learning in higher education, and we explore the idea of teachers as researchers, as well as considering selected practitioner research methodologies and methods, ethical dimensions and the contribution of the literature review to developing and defining a practitioner research project.

Presentation of the unit
The unit frames the course as a whole and will be delivered through; three day-school elements comprising 15 hours of teaching and learning; defined periods of online study through the VLE and; individual tutorial and supported small-group interactions.

Teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, plenary and small-group debate and constructive critique with guided reading and structured activities and tasks to be undertaken individually by students outside the unit sessions. Participants will give and receive guided feedback with a small number of peer participants, using a developmental...
formative assessment framework, as part of the preparation process for the first assignment. The assignment and engagement with peer feedback are formatively assessed by the participant’s tutor.

Students are expected to participate actively in both face-to-face sessions at the day-schools and to fully engage in learning opportunities available on the VLE, expecting to spend around 20 hours in total on online activities.

Course Structure

**Day-school 1: Orientation** (Wed 6 September 2017)
Introduction to the aims and structure of the Postgraduate Certificate in Teaching and Learning in Higher Education and to the device of the learning journal as a device for developing reflective and reflexive practice. Participants will maintain their own learning journals throughout the course.

**VLE**
Before we come to the first full-day workshop for the unit, we will use the VLE to introduce theoretical perspectives on teachers’ professional expertise and reflective and reflexive practice; selected practitioner research methods and methodologies; how to prepare a literature review for a practitioner research project. Readings and structured activities will be available on the VLE from 30 August.

**Day-school 2:** (Wed 27 September 2017)
During the day, we review and reflect on personal orientations to expertise and professionalism, drawing on theoretical perspectives which we encountered on the VLE. We consider potential lines of enquiry for practitioner research projects, using example questions provided by the course team; and discuss research methodologies and methods and the place of ethics in practitioner research. Participants form small peer-learning groups which will provide collegial learning and support during the remainder of the course.

**VLE**
Prepare for your individual tutorial by engaging with a range of activities to structure learning reflections and approaches to the practitioner research proposal.

**Individual tutorial**
Participants will discuss their aims and intentions for their practitioner research proposals with their tutor. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 30 October and 10 November, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Monday 11 December.

**VLE**
Before we reconvene for the final plenary day, readings and structured activities support participants in preparing personal reflections on particularly significant aspects of personal development during the course. These presentations, and constructive peer and tutor feedback and debate during the final day school, form the basis for the reflective accounts of learning (1,000 words) which are included in the portfolio for summative assessment at the end of the course.

**Day-school 5:** (Wed 4 July 2018)
This unit, ‘Developing as an enquiring university teacher’, frames the Postgraduate Certificate as a whole. At this final day-school, participants will give short presentations in which they explore particularly significant aspects of their own development during the course. Constructive feedback on
presentations is facilitated by the course tutors and participants prepare individual plans for completing the portfolio which is submitted for summative assessment at the end of the course. We will also consider further directions in professional learning.

Outcomes
As a result of the unit, within the constraints of the time available, students should be able to:

- recognise distinct perspectives on teachers’ professional expertise;
- distinguish between reflective and reflexive practice and identify applications in their own development;
- compare and contrast selected practitioner research methods and methodologies;
- demonstrate a critical evaluation of relevant research by developing a literature review;
- define their own practitioner research proposal, relating methods to methodology and justifying the ethical dimensions of the proposal.

Student assignment: Formative assignment 1:
Participants are required to write a 3,000 word proposal for a practitioner research project that includes the following:

- a practitioner research question devised by the participant;
- a literature review;
- a justification of practitioner research method(s);
- an exploration of the ethical dimensions of the project.

Participants indicate the intention to either:
- A. pursue the project and prepare a report, or
- B. refine the proposal.

The final summative assignment end-of-course portfolio includes either: A; a report on the completed practitioner research project (6,000 words) or B; a developed version of this proposal (3,000 words).

Closing date for submission of assignments: Monday 11 December 2017 by 12.00 (noon)
UTC/GMT *Co-ordinated Universal Time/Greenwich Mean Time

Reading and resource list

Teachers’ professional expertise and reflective / reflexive practice


**Practitioner research**


**Conceptualising a framework for a literature review**


**Approaches to educational research**


**Journals**

Assessment and Evaluation in Higher Education
British Educational Research Journal
Educational Researcher
Higher Education
Studies in Higher Education
Teaching in Higher Education
Course Syllabus

Unit 2: Teaching and learning strategies and techniques

Start date 11 December 2017  End date Tues 27 March 2018

Day-school date Wed 10 January 2018  10.00-16.00

Venue Queens’ College, Cambridge

Tutors Dr Meg Tait
Dr Fran Riga

Aims
In this unit, we:

• introduce selected theories of learning;
• consider the strengths and limitations of a range of teaching and learning formats;
• explore the implications of selected theories of learning for teaching practice;
• introduce research into factors influencing students’ and teachers’ conceptions of feedback;
• introduce selected evaluation methods.

Content
Teachers aspire for their students to learn. In this unit, we encounter selected, influential theories and theoretical perspectives on what happens when we learn: psychological theories, originating in a conception of learning as an individual process, and perspectives which foreground social interactions. We also explore the influence of social and economic contexts and consider the implications of behaviourist and constructivist theories of learning. We then turn to explore research into teaching and learning formats, in particular lectures and large- and small-group teaching, and the opportunities presented by teaching and learning technologies, in order to develop critical appreciations of the strengths and limitations of each. Recognising the frameworks that shape higher education, such as the Quality Assurance Agency, and acknowledging that university teachers generally have to work within parameters set by their institutions and the expectations of students and colleagues, we also explore practical approaches to make lectures, large-group and small-group teaching more effective. We also investigate students’ and teachers’ conceptions of feedback, which, research suggests, is often regarded by students and teachers as problematic and yet which can be a major factor in improving student learning. In keeping with the Postgraduate Certificate’s focus on enquiry, we consider ways in which teachers can devise and implement evaluation approaches which develop understanding and practice.

Presentation of the unit
The unit is taught through defined periods of online study through the VLE; one full-day workshop; and individual tutorial and supported small group interactions.

Course Structure

VLE
Before we convene for the full-day workshop for this unit, we use the VLE to introduce influential psychological theories of learning, theoretical perspectives that foreground the social dimensions of learning, and the distinct traditions of behaviourism and constructivism. We then review research
into the challenges and efficacy of lectures and large- and small-group teaching formats. Finally, we explore studies of peer observation of teaching and consider a range of approaches that teachers may use to evaluate aspects of teaching and learning in order to develop both understanding and practice. Readings and structured activities will be available on the VLE from 11 December.

**Day-school 3: Wed 10 January 2018**

During the day, we explore ways of making lectures, large-group and small-group teaching more effective and appraise the strengths, limitations and practicalities of a selection of approaches to evaluating teaching and learning in order to develop understanding and practice.

**Small-group review**

During this unit, participants will review with their tutor whether they intend to develop their practitioner research proposal (3,000 words) into a practitioner research report (6,000 words) for inclusion in their summatively assessed portfolios. Discussions are guided using a framework which ensures they are consistent across the course and that all participants understand how to develop their final portfolio so that it addresses the required learning outcomes.

**Individual tutorial**

Participants will discuss their aims and intentions for their assignment with their tutors. Tutorials are arranged for times of mutual convenience between participants and tutors and are normally held for this unit between 29 January and 9 February, to allow time for participants to continue to develop their proposals and to submit them for formative assessment by Tuesday 27 March.

**Outcomes**

As a result of the unit, within the constraints of the time available, students should be able to:

- describe the tenets of selected theories of learning;
- appraise the strengths and limitations of a range of teaching and learning formats;
- critically evaluate own teaching practice with reference to a selected theory of learning;
- identify factors influencing students’ and teachers’ conceptions of feedback;
- make informed decisions concerning devising, implementing selected evaluation methods and identify implications for developing understanding and / or practice.

**Student assignment: Formative assignment 2:**

Participants may choose one of two models for the portfolios that they submit for summative assessment at the end of the Postgraduate Certificate.

**Model A:** Participants intending to submit a practitioner research report (6,000 words in the final portfolio) provide a draft, as appropriate to the progress of the practitioner research project.

**Or**

**Model B:** Participants intending to include an assignment on this module as part of their portfolio prepare a 3,000-word assignment on an aspect of teaching and learning strategies and techniques as defined by the participant. The particular focus of the assignment is determined by the participant, with support from the tutor and from peers. The final assignment title and format must be agreed with the tutor.

The final summative assignment end-of-course portfolio includes either: A. a report on the completed practitioner research project (6,000 words) or B. a developed version of the assignment on an aspect of teaching and learning strategies and techniques (3,000 words).

**Closing date for submission of assignments: Tuesday 27 March 2018 by 12.00 (noon) BST (11.00 UTC) *British Summer Time**
Reading and resource list

Theories of learning


Approaches to teaching and learning


Peer observation


**Evaluation**


**Journals**

Assessment and Evaluation in Higher Education
British Educational Research Journal
Educational Researcher
Higher Education
Studies in Higher Education
Teaching in Higher Education
Unit 3: Designing teaching, learning and assessment

Start date  Wed 28 March 2018  End date  29 June 2018
Day-school date  Wed 18 April 2018  10.00-16.00
Venue  Queens’ College, Cambridge
Tutors  Dr Meg Tait
        Dr Fran Riga

Aims
To investigate theoretical perspectives on curriculum and course design and to consider their implications for teaching, learning and assessment. In this unit, we:

- consider different perspectives on the nature and purpose of higher education;
- draw connections between personal conceptions of ‘the curriculum’ and selected theoretical perspectives;
- explore the influence of assessment on student learning;
- introduce the notions of reliability and validity in assessment;
- identify methods for evaluating and improving course designs.

Content
Much has been written and said about the aims of higher education, by theorists, policy makers, teachers and students. In recent decades, policy makers have positioned universities as engines of social mobility; the impact of higher education is discussed in terms of contribution to the national economy and individual career prospects. The liberal tradition, by contrast, emphasises the pursuit of knowledge in its own right and the development of independently minded, critical and informed citizens. In this unit, we consider different perspectives on the nature and purpose of higher education, on the nature of ‘the curriculum’ and the ways in which the outcomes of higher study may be construed. We draw connections with theoretical perspectives on student learning and learning outcomes that we encountered in unit 1. We consider assessment both in terms of what ‘ought’ to be assessed and what makes assessment more or less valid and reliable. We explore implications for the design and practices of teaching, learning and assessment.

Presentation of the unit
The unit is taught through defined periods of online study through the VLE; one full-day workshop; and individual tutorial and supported small group interactions.

Course Structure

VLE
Before we convene for the full-day workshop for this unit, we use the VLE to explore a range of perspectives on the purpose of higher education, drawing on policy documents as well as research and theoretical literature. We consider different ways of conceptualising ‘the curriculum’ and the role that assessment plays in framing how students approach their studies, with a review of the notions of reliability and validity in assessment. The VLE includes readings and structured activities which are available from Wednesday 28 March.
Day-school 4: Wed 18 April 2018

During the day, we will interrogate the distinctions between assessment for learning and assessment of learning. Drawing on psychological and social theories, we investigate factors which promote and inhibit learning. We will evaluate what reliability and validity mean in practice and constructively critique the interrelations between assessment, teaching and learning in course designs.

Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- identify and critically evaluate selected conceptions of the nature and purpose of higher education;
- articulate and justify their own conception of ‘the curriculum’, with reference to a selected theoretical perspective;
- appreciate the influence of assessment on student learning and outcomes and the implications of reliability and validity for their own practice;
- make an informed evaluation of a course design and identify methods for evaluating and improving it.

Student assignment: Formative assignment 3:

Participants may choose one of two models for the portfolios that they submit for summative assessment at the end of the Postgraduate Certificate.

Model A: Participants intending to submit a practitioner research report (6,000 words in the final portfolio) provide a draft, as appropriate to the progress of the practitioner research project.

Model B: Participants intending to include an assignment on this module as part of their portfolio prepare a 3,000-word assignment on an aspect of designing teaching, learning and assessment as defined by the participant. The particular focus of the assignment is determined by the participant, with support from the tutor and from peers. The final assignment title and format must be agreed with the tutor.

The final summative assignment end-of-course portfolio includes either: A. a report on the completed practitioner research project (6,000 words) or B. a developed version the assignment on an aspect of designing teaching, learning and assessment (3,000 words).

Closing date for submission of assignments: Friday 29 June 2018 by 12.00 (noon) BST * (11.00 UTC) *British Summer Time

Student assignment: Summative

The summative assignment for the Postgraduate Certificate is a portfolio, which participants prepare following formative assessment on assignments submitted during the course. There are two models for the final portfolio. Participants discuss which model they intend to select with their tutors at a small-group review which is held during the second unit of the course. These two models are designed to enable those participants that wish to develop their practitioner research proposal into a project, and are able to do so throughout the course, to complete a practitioner research report (Portfolio Model A). It is understood that some participants may not be able to do so and/or may prefer to develop assignments for the second and third units of the Postgraduate Certificate (Portfolio Model B).
The Postgraduate Certificate has been designed such that participants may demonstrate that they have achieved the overarching learning outcomes, whichever Portfolio Model they select.

**Portfolio Model A: (10,000 words)**

- Practitioner research report (6,000 words)
- Assignment: EITHER an aspect of teaching and learning strategies and techniques OR an aspect of designing teaching, learning and assessment (title developed by participant and agreed with tutor; 3,000 words)
- Reflective account of learning (1,000 words)

**Portfolio Model B: (10,000 words)**

- Practitioner research proposal (3,000 words)
- Assignment: an aspect of teaching and learning strategies and techniques (title developed by participant and agreed with tutor; 3,000 words)
- Assignment: an aspect of designing teaching, learning and assessment (title developed by participant and agreed with tutor; 3,000 words)
- Reflective account of learning (1,000 words)

**Closing date for submission of assignments: Friday 28 September 2018 by 12.00 (noon)**

BST * (11.00 UTC) *British Summer Time

**Reading and resource list**

**The purpose of higher education**


**Policy documents**


**Course and curriculum design**


**Formative and summative assessment and learning**


**Journals**

Assessment and Evaluation in Higher Education
British Educational Research Journal
Educational Researcher
Higher Education
Studies in Higher Education
Teaching in Higher Education
TIMETABLE

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