

PROGRAMME SPECIFICATION

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Please check the Programme Directory for the most up to date version:

UG Programme Directory

PG Programme Directory

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	Tystysgrif Ôl-raddedig Dysgu ac Addysgu mewn Addysg Uwch
Final award and programme title (English)	PG Cert in Learning and Teaching in Higher Education
Exit awards and titles	N/A
Credit requirements	PG Cert: 60 credits consisting of two modules at 30 credits each (Level 7)
Does the programme offer Foundation Year route?	N/A
Placement / Work based learning	<ul style="list-style-type: none"> Compulsory Work Placement – mandatory placements embedded within the programme, which must be completed to pass the module or programme. These may range from one day to a week or a few months and can be delivered as day release or in blocks. All participants must be working in Higher Education to gain the qualification
Length and level of the placement	Minimum of 100 hours of teaching practice in Higher Education
Faculty / Department	Faculty of Social and Life Sciences Education Department
HECoS Code	100461
Intake Points	September
Mode of Attendance	Part time
Normal Programme Length	Participants will study across two semesters and will complete a 30-credit module during each Semester. Therefore, completing the Postgraduate Certificate over one academic year.
Mode of Study and Location of delivery	Campus Based - Wrexham Campus
Language of delivery	English
Welsh Medium Provision	<p>The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.</p> <p>In 2025/26 EDS745 Academic Practice in Higher Education will have bilingual content available on the Moodle VLE (Semester Two)</p> <p>In 2026/27 EDS746 – Learning, Teaching and Assessment will have bilingual content available on the Moodle VLE (Semester One). Therefore by 26/27 both modules on the PG Cert will have bilingual content on the Moodle VLE.</p>

Professional, Statutory or Regulatory Body (PSRB) accreditation	<p>On completion of the Postgraduate Certificate in Learning and Teaching in Higher Education, participants are eligible to gain professional recognition with Advance HE as a Fellow of Advance HE.</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p>
External reference points	<p><u>QAA Subject Benchmark Statements (add subject name)</u> <u>QAA Characteristics Statements</u> <u>Higher Education Credit Framework</u> <u>CQFW</u></p> <p><u>PSRB accreditation guidelines</u> <u>Professional Standards Framework for teaching and supporting learning in higher education 2023</u></p> <p><u>Fframwaith Safonau Proffesiynol ar gyfer addysgu a chefnogi dysgu mewn addysg uwch 2023</u></p>
Entry Requirements	<p>To be eligible for admittance to this programme a candidate shall:</p> <p>I. Have qualified for an initial degree awarded by an approved degree awarding body or hold another qualification which is recognised by the University as being of graduate equivalence.</p> <p>AND</p> <p>II. Have access to a practice-based or related environment (teaching and supporting student learning in an HE context) to which learning may be applied. For an external applicant, a letter of support from the applicants' manager or a log detailing their role in supporting learning will be required to support their application. This is required to demonstrate the applicant is in a suitable practice-based setting.</p>
Record of Prior (Experiential) learning	<p>Any requests for RPL will be dealt with in line with existing University procedures. All applicants are interviewed prior to enrolment. The interview provides a method for checking with the participants that they will be able to fulfil the requirements of the Professional Standards Framework (PSF, 2023) at Descriptor 2 (Fellow of Advance HE).</p>
Is DBS check required on entry?	No
Does the Suitability for Practice Procedure apply to the programme?	Yes
Derogation to Academic Regulations	<p>Students on the PG Cert are required to pass all elements of assessment as the modules are aligned to the PSF (2023). This required for professional recognition claims.</p>
Date of Approval	Mar 2025
Date and type of Revision	<i>To be completed by Q&R</i>

Section 2 Programme Details

Aims of the programme

The Postgraduate Certificate in Learning and Teaching in Higher Education aims to:

- Ensure that participants have demonstrated the development of effective teaching, learning, assessment and evaluation practices through critically applying theoretical conceptual frameworks within the context of the higher education sector;
- Promote autonomous learning within the ethical and practical boundaries (Descriptor 2, UKPSF) of professional practice;
- Promote critical and effective reflective practice by engaging higher education lecturers in professional development and critical reviews of learning, teaching, assessment and evaluative procedures and processes;
- Encourage critical scrutiny and broaden understanding of the institutional, national and international contextual developments impacting upon higher education;
- Support the development of the scholarship of learning and teaching;
- Facilitate participants' professional recognition as Fellow (FHEA) of the Higher Education Academy.

Programme Structure Diagram, including delivery schedule

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study
7	EDS746	Learning, Teaching and Assessment in Higher Education	30	Core	1	Y1
7	EDS745	Academic Practice in Higher Education	30	Core	2	Y1

Programme Learning Outcomes

- *K* – Knowledge and understanding.
- *I* – Intellectual skills
- *S* – Subject skills
- *P* – Practical, professional and employability skills

No.	Learning Outcome	K	I	S	P	PG Cert	PG Dip	MA/MSc	Optional Ref (PSRB standards)
1	Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A1, A2, A3, K2, V1, V2
2	Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A1, A4, K3, V1, V2,
3	Critically reflect upon and share insights into the use of digital technologies and resources to support learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A3, K2, K4, V2
4	Critically evaluate own and others' approaches to learning and teaching, drawing upon principles of good practice, values and attitudes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A4, A5, K3, V1, V2, V5
5	Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A1, A2, K1, K2, V4
6	Provide a reasoned, scholarly and informed rationale for learning, teaching and assessment practice in the context of own subject discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A1, A2, A4, K1, K2, V3
7	Provide a considered statement of role as an academic within a HE context and more broadly in society	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A5, K3, V4,
8	Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on own practice to enhance the quality of teaching, learning and assessment and the student experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A2, A3, K5, V3, V4
9	Align pedagogical practice to subject specific and institutional strategic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A1, A2, A3, A4, K4, K5, V4,
10	Identify, share and promote good practice, including innovative approaches to subject-based pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A5, K3, V5

Learning and teaching strategy

The Learning and Teaching Strategy adopts a constructivist and experiential approach, ensuring participants critically engage with higher education (HE) pedagogy through active and inclusive learning methods. The programme is designed to encourage participants to think critically about learning, teaching, and assessment, linking educational theory to their own practice in a reflective manner. Reflective practice is embedded throughout, supporting participants in evaluating their pedagogical strategies in line with contemporary HE developments and institutional priorities.

Programme Structure and Delivery

The programme follows a blended learning model, aligning with Wrexham University's Active Learning Framework (ALF). It combines asynchronous content available on the Moodle Virtual Learning Environment (VLE) with synchronous on-campus or online sessions. Participants are also expected to engage in self-directed study and reading to further support their learning.

The two modules within the programme are delivered sequentially over the academic year. At the outset, participants are introduced to the modules and the connections between them. Learning and teaching then proceed through various aspects of the module content, facilitated via workshops and seminars. Throughout the programme, participants have access to tutorial support, ensuring sustained engagement and development.

Teaching and Learning Methods

A range of teaching strategies is adopted, including:

- Lectures and seminars – Providing opportunities for discussion, collaboration, and engagement with key concepts.
- Active learning workshops – Allowing participants to apply theoretical insights to real-world contexts, through individual and group work.
- Peer review – Encouraging constructive feedback and reflective dialogue.
- VLE forums and pre-recorded content – Supporting asynchronous learning and knowledge development.

A key feature of the programme is the critical discussion of these methods in relation to supporting student learning. This approach ensures participants experience various strategies as learners before evaluating their applicability to their own teaching practice.

Assessment and Scholarship

Assessment criteria are designed to ensure that participants critically analyse and evaluate their practice, informed by references to relevant literature and research. The programme fosters engagement with the Scholarship of Teaching and Learning (SoTL), supporting participants in developing research-informed approaches to learning, teaching, and assessment.

By the end of the programme, participants are expected to develop a holistic view of learning, teaching, assessment, and evaluation within the context of their subject disciplines. The combination of experiential learning, reflective practice, and research-informed teaching supports professional development and enhances pedagogical effectiveness in higher education.

Assessment strategy

The PG Cert in Learning and Teaching in Higher Education employs an assessment strategy that fosters reflective, research-informed, and practice-based academic practitioners. The Strategy for Supporting Student Learning and Achievement (SSSLA) (Section 3: Innovative Assessment) promotes innovative, flexible, and accessible assessment and feedback, leveraging digital tools to enhance student engagement and achievement in a healthy learning environment. Aligned with these principles, assessment includes formative opportunities and an authentic approach (Arnold, 2022) [link](#).

For example, in the Learning, Teaching and Assessment in Higher Education module, participants create a Moodle book resource addressing intended learning outcome 1. This resource, designed to support pre-session learning in their discipline, undergoes peer review, fostering collaboration and refining practice before final assessment. Participants will also demonstrate effective teaching approaches tailored to subject and level.

In addition, assessments align with the Professional Standards Framework (PSF, 2023) and focus on practical teaching, critical reflection, and scholarly engagement.

Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

Academic Regulations: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website <https://www.wrexhamglyndwrsu.org.uk/>