

**Postgraduate Certificate in Higher Education
(PGCHE)**

[Centre for the Study of Higher Education](#)

**University of Kent
Canterbury
Kent
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Meet the Team.

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Fran Beaton

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Where can you find us?

CSHE staff are mostly working from home, but when we are on site you can find us at the address below.

The Centre for the Study of Higher Education is based in the Unit for the Enhancement of Learning and Teaching (UFLT) building next to the Santander bank. The full address is: Unit for the Enhancement of Learning and Teaching, University of Kent, Canterbury, CT2 7NQ

Quick Reference Guide

The Basics

You are / will be registered as a ***part-time taught postgraduate student*** for the ***Postgraduate Certificate in Higher Education*** (PGCHE) – a 2-year, 60 credit programme.

What should I do first?

Please complete the application process via the University's website [here](#). For the duration of your PGCHE, you will be a student as well as a member of staff.

Then What

Attend the modules you have chosen and ***make contact*** with your PGCHE tutor and School mentor to arrange your ***teaching observations***.

Remember you ***must*** have ***one of your two observations*** done by your ***PGCHE tutor***. ***Submit your coursework*** by the deadlines given in the module guide.

What if I need help?

If you have any concerns or need advice with your studies, please ***contact your PGCHE tutor or the Programme Administrator as soon as possible***.

We are here to support and guide you and the sooner we know that there is a problem, the sooner we can help.

You can apply for an ***extension*** to your coursework deadline based on circumstances which could not reasonably have been foreseen, such as illness. All relevant forms are on [Moodle](#).

I want to get more involved, what can I do?

Become a ***Student Representative*** and voice your views and opinions at our Staff/Student Liaison Committee meetings. Join us at ***networking events*** to catch up with other students and forge future collaborations.

What happens at the end?

A nationally recognised, transferable ***qualification*** accredited by the Higher Education Academy (HEA) and the opportunity to apply for HEA Fellowship. University of Kent ***Certificate*** for PGCHE

Opportunities and Events?

Sign up to cshe@kent.ac.uk for lectures and seminars run by our Centre for the Study of Higher Education.

Introduction and Overview

Introduction

Welcome to the programme, this is run by the Centre for the Study of Higher Education (CSHE). We are based in the UELT building on the Canterbury campus. The PGCHE programme is intended to support you if you are a full-time member of academic staff.

Our aim is to help you develop your knowledge and skills as a teacher and researcher. The programme comprises modules which aim to enhance your understanding of the principles of effective teaching and research in higher education, applying those principles to the development of your practical teaching and research skills and making links between principles and practice. Taught modules draw on theories of teaching and learning, and on educational research, bringing these to bear on your own work and experience. The work which you do for the programme should therefore provide an added dimension to your own work in teaching, research and administration.

The PGCHE programme is worth 60 credits, 15 credits at 'H' level and 45 at 'M' level. It consists of two core modules and a choice of option modules, of which you normally take two to complete the programme. It is structured to take account of different levels of previous experience, to enable you to choose modules relevant to your work and interests and to offer some flexibility in the order in which you take these modules.

Who is it for?

The PGCHE is only available to staff who have to complete it as part of their probation. It is not available to Hourly Paid Lecturers, Postdoctoral staff or Lab Technicians etc.

How long does it take?

The normal PGCHE registration period is two years, part-time.

If you have already completed parts of a similar programme elsewhere or if you have previous experience of teaching in Higher Education, you may be eligible to apply for [exemption](#) from parts of the PGCHE programme and complete more quickly (See APECL policy).

The maximum registration period for a Postgraduate Certificate is four years. You must complete it within this timeframe. If you do not, the Centre will have to seek special dispensation from the Credit Framework, and there is no guarantee you will be able to complete.

What does it involve?

Our modules run mainly in five-week blocks, although some are offered in intensive mode and others involve taught sessions at intervals throughout the academic year.

Taught modules

Each module is convened by CSHE academic staff members and encourages students to share their experiences and to explore new ideas and methods.

As they are cross-disciplinary they will enable you to reflect on similarities and differences between teaching and research in different disciplines.

Personal study

You will be asked to undertake preparatory and follow-up reading for many of the module sessions, undertake investigations relevant to your own subject area and spend time reading more widely during your period of registration on the programme. Articles and shorter texts will be available through Moodle. The Templeman and Drill Hall Libraries carry a large range of periodicals and books, many of which can be accessed online.

How is it taught?

Most of our modules combine a lecture-style element with seminar-type discussions and in some cases workshop activity, others are project based and supported by individual tutorials.

What support is available?

Tutorial support: Each student on the programme is assigned a personal tutor from the PGCHE team for the duration of the programme. A high level of support for those new to HE teaching is a particular feature of the first core module *UN819: An Introduction to Learning, Teaching and the Academic Environment*, and your tutor will give you developmental feedback on your teaching as preparation for summative assessment.

You normally meet your PGCHE tutor several times throughout the course, and full details of how to contact your tutor will be provided at the Induction Day.

School mentor: Your School will appoint a mentor who will help you to relate the programme to your own specialist discipline. She/he is normally an experienced member of staff who can offer support and guidance on teaching and related School matters. This mentor will in many cases be a PGCHE graduate themselves. Many mentors also give informal advice on other aspects of your work, including research, and help you understand institutional practices and the administrative structure of the university.

It is important that you meet with your mentor as soon as possible so that you can discuss how you are going to work together, how often you will meet and what support you need from her/him. It is your responsibility to arrange an early meeting with your mentor. If you are not sure who your Academic practice mentor is, please contact the [Programme Administrator](#). If

you are not sure who your School-based mentor is then you need to speak with your Director of Division.

It is essential that you contact your tutor and your mentor as early as possible in the term in which you join the programme to arrange teaching observations.

A record of two teaching observations is a programme requirement and you cannot complete the programme without them.

Exemption

The exemption committee meets twice per year (September and January) before the start of the programme. You can find the application form and supporting documentation on our website [here](#). The learning outcomes for our modules can be found [here](#).

Accreditation of Prior Certificated Learning (APCL)

If you have relevant qualification(s), you can apply for exemption from up to 50% (30 credits) of the programme. It is your responsibility to complete the application form to adequately demonstrate your qualifications have met the learning outcomes for the module(s) you are applying for. If your application form is inadequate, your request will not be successful. In this case, you will either register on the module(s) or must wait until the next exemption board to re-submit your application. You can send your draft application form to [Edd Pitt](#) for feedback. **Please note that a decision will not be made ahead of the committee.**

PLEASE MAKE SURE TO RETURN THE COMPLETED APPLICATION FORM, A COPY OF YOUR QUALIFICATION AND AN UP-TO-DATE CV BY THE DEADLINE TO HEPROGSADMIN@KENT.AC.UK.

Accreditation of Prior Experiential Learning (APEL)

If you have sufficient Higher Education teaching experience, you can apply for exemption from up to 50% (30 credits) of the programme. It is your responsibility to complete the application form to adequately demonstrate your previous experience meets the learning outcomes for the module(s) you are applying for. If your application form is inadequate, your request will not be successful. In this case, you will either register on the module(s) or must wait until the next exemption board to re-submit your application. You can send your draft application form to [Edd Pitt](#) for feedback. **Please note that a decision will not be made ahead of the committee.**

PLEASE MAKE SURE TO RETURN THE COMPLETED APPLICATION FORM AND AN UP-TO-DATE CV BY THE DEADLINE TO HEPROGSADMIN@KENT.AC.UK

Resources

Library

You will find many resources such as journal articles and book chapters on Moodle. However, there are obviously many more resources available that may be relevant to your work, such as a growing collection of publications in the Education section of the Templeman and Drill Hall libraries. You will find these shelved under Education (beginning in classmark LA11). If a publication is not available at Medway, you can arrange for books to be delivered from the Canterbury campus.

The University subscribes to a growing number of education journals and e-books, such as *Teaching in Higher Education*, which can be consulted in the Library or accessed through the Library website. Full details are available in our Education Subject guide, downloadable from the Library portal. Please consult Library staff in the first instance if you have any queries about where to look.

Moodle

The University of Kent's virtual learning environment, Moodle, is used to support face-to-face provision and to offer some modules in "blended learning" format.

We use Moodle for:

- Administrative: The PGCHE programme folder contains general administrative information, for example the forms required to request concessions.
- Individual module folders include module information such as the module guide and assessment guidelines.

Reading materials

Most reading materials will be posted on the site. It is therefore necessary that you regularly log in to the site to check for any updated information and essential reading materials. Although specific readings for individual classes are specified in the module guide, we add resources to the site throughout the academic year.

Assignment Hand-in

You will need to submit one copy of each piece of assessed work via Moodle. Note that this links to the Turnitin software and that many of your assignments will be marked online using Grademark.

Please note that you will need to enrol online as a student on the PGCHE programme in order to access these Moodle materials; it is not possible for you to use any other login or password for this purpose.

Administrative advice

The PGCHE programme team is supported by a fulltime Programme Administrator, who is your first point of contact for administrative queries; contact by email (heprogsadmin@kent.ac.uk) or phone: 01227 824013.

External Recognition

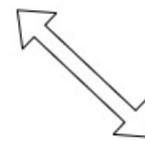
The PGCHE is accredited nationally by *Advance HE* (formally the Higher Education Academy) and is underpinned by the UK Professional Standards Framework (UKPSF) a comprehensive set of professional standards and guidelines for HE practitioners and leaders. The UKPSF clearly outlines the Dimensions of Professional Practice within HE teaching and learning support as:

- Areas of activity undertaken by teachers and support staff.
- Core knowledge needed to carry out those activities at the appropriate level.
- Professional values that individuals performing these activities should exemplify.

AdvanceHE (HEA) Descriptors

Areas of Activity

- A1 - Design and plan learning activities and/or programmes of studies.
- A2 - teach and/or support learning.
- A3 - Assess and give feedback to learners.
- A4 - Develop effective learning environments and approaches to student support and guidance.
- A5 - Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.



Core Knowledge

- K1 - The subject material.
- K2 - Appropriate methods of teaching, learning and assessing in the subject area and at the level of the academic programme.
- K3 - How students learn, both generally and within their subject/disciplinary area(s).
- K4 - The use and value of appropriate learning technologies.
- K5 - Methods for evaluating the effectiveness of teaching.
- K6- The implications of quality assurance and quality enhancement for academic and professional practice, with a particular focus on teaching.



Professional Values

- V1 - Respect individual learners and diverse learning communities.
- V2 - Promote participation in Higher Education and equality of opportunity for learners.
- V3 - Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- V4 - Acknowledge the wider context in which Higher Education operates recognising the implications for professional practice.

National Recognition

Because the programme is recognised nationally, successful completion of the PGCHE means that you are eligible for Fellowship of the AdvanceHE.

Further study

Our Centre for the Study of Higher Education also offers opportunities for further study once you have completed the PGCHE. We offer a taught PG Diploma in Higher Education with two pathways (teaching-focused and research-focused), an MA in Higher Education and a PhD in Higher Education.

Please contact either your PGCHE personal tutor or email cshe@kent.ac.uk if you would like further details.

Structure of the Programme

The PGCHE is a flexible programme consisting of two compulsory core modules and normally two option modules. Modules are worth 15 or 30 credits, chiefly at Master's level, and you will need to choose your modules so that the core module(s) and option modules together add up to 60 credits. The combination of modules which you take depends on the extent of your previous teaching experience, on the nature of your work at the university and on your own interests. We cannot guarantee to offer all option modules each year. However, we aim to run all option modules at some point in the two-year period of registration on the programme, subject to sufficient demand. All modules within the PGCHE are mapped to the UKPSF (please see each individual module description within this handbook for details).

Core modules:

- UN819 An Introduction to Learning, Teaching and the Academic Environment
- UN831 Contextualising Higher Education Teaching and Learning

Option modules (subject to availability - not all modules run every academic year):

- UN812 Developing as a Researcher in Higher Education
- UN815 Technology in the Academic Environment
- UN821 Assessment and Feedback in Higher Education
- UN822 Individual Investigation in Higher Education
- UN824 Interrogating Higher Education Research
- UN825 Educational Research Methods
- UN826 Internationalisation and Higher Education
- UN829 Reflection and Reflexivity in Higher Education
- UN832 Understanding Student Learning Experiences

We ask you to make your **option module choices** after successfully completing UN819 and UN831. If you are in any doubt about which modules to choose, we recommend you discuss this with your Personal Tutor or the Programme Director. Please note module choices are on

a first come first served basis. You will be sent a link to the online module registration form when it is time for you to pick your options.

Students are expected to attend **ALL** seminars. If you miss more than two seminars for an individual module you will be required to de-register from that module and take it when it is next offered.

Students successfully passing all four modules (including APEL/APCL exemptions) and completing two teaching observations (along with uploading the forms to Moodle) will be considered for Fellowship of AdvanceHE.

PGCHE Assessment

As in any academic programme, the processes of assessment include both formative and summative assessment.

Formative assessment is the process whereby you can evaluate your own performance and learn from experience. Important components of this are:

Self-assessment: *We encourage you to engage in a cycle of reflective practice, whereby you reflect on and evaluate your work as a teacher and researcher, identify changes which need to be made, experiment with the changes and assess how successful they have been.*

Peer assessment: Previous students on the PGCHE programme have found that one of its most valuable features has been the opportunity to share ideas and experiences with fellow participants. We encourage you to work with one another; experience has shown that arranging to observe one another's teaching and providing informal feedback is especially valuable.

Assessment by your tutor and your mentor: One of the responsibilities of your PGCHE tutor and your School mentor is to observe you teaching and give you feedback on it. You should also make full use of the opportunities to raise problems with, and ask for advice from, your PGCHE tutor and your School mentor. Don't wait to be invited. It is your responsibility to make early contact with your PGCHE tutor and your School mentor to arrange dates for your teaching observations. It is also your responsibility to ensure that a copy of each teaching observation is sent to UELT for your record.

Summative assessment is the process of determining whether you have successfully completed the programme and can be awarded the PGCHE.

Completing the Programme

Part 1

To complete the programme, you will need to have passed the two core modules *UN819 An Introduction to Learning, Teaching and the Academic Environment* and *UN831 Contextualising Higher Education Teaching and Learning* (These together comprise 30 credits and along with two teaching observations, lead to Associate Fellowship)¹.

Part 2

You will need to pass a further 30 credits of option modules, bringing your credit total to 60¹. You will also need to provide evidence that you have been observed teaching twice, once by a member for the PGCHE team (usually your tutor) and once by your School mentor².

Please note:

1. Each piece of assessed work has a word limit, and you will be asked to state the word count on the assignment cover sheet for each piece of work you hand in. We will accept work which is **up to 10% below or above the limit specified**.
2. If you fail either or both of the core modules, either because you have not submitted on time or because the work is below the required standard, we reserve the right to suspend your registration on optional modules until you have successfully resubmitted and passed.

The expectation is that you will successfully complete all elements of the programme within the normal two-year (PGCHE) registration period. If you consider there are circumstances which may affect this, you should contact your tutor or the Programme Administrator as soon as possible.

NB: The maximum part-time registration period for any University postgraduate certificate is four years. Extensions will require an application for Special Dispensation from the Credit Framework.

¹ Or been given partial exemption under APE/CL guidelines.

² Please see Moodle module UN888 for the up-to-date observation form.

General Information

Time Allocation

As a newly appointed member of staff your first two years are likely to be very busy and demanding, and you may be wondering how your participation in this programme can be fitted in along with everything else. The programme is designed to provide you with support and stimulate a process of reflection on all the other things which you will be doing as aspects of your job.

Nevertheless, some of your time will be devoted to attending taught sessions, reading in preparation for – and following on from – these sessions, meeting with your school mentor and your tutor, and working on the material for assessment. For this you will need to set aside some time each week. To support you in your work for the programme, if you are a probationary member of teaching staff, your School should give you a reduced teaching load in your first two years. This is normally a reduction of 50% of the normal teaching load for your School in the first year, and 25% of the normal load in your second year.

The Programme is run in the same way as any other University of Kent Programme of Study. You are therefore strongly recommended to meet the academic requirements of the programme.

Important note for Probationary staff: If you are a full-time member of staff whose University Contract requires you to take the PGCHE as a condition of probation please note that neither UELT nor staff teaching on the PGCHE have any influence on Contracts of Employment, including decisions about probation. If you wish to discuss this or any other aspect of your contract, please contact your Director of Division or Human Resources.

If you are on probation, it is your responsibility to ensure that you meet contractual requirements and that you keep your Head of School informed about your progress on the programme. The programme team will provide the University Probation Committee with a confidential copy of the final results transcript generated by the Student Data System, but we will not give information about your progress on the PGCHE to any other third party without first seeking your written permission.

Academic Management of the Programme

The programme is managed through the administrative structures of the Faculty of Social Sciences. Academic management of the programme is exercised by:

Staff/Student Liaison Committee: Chaired by a member of the Academic Practice Team and includes Associate Fellowship Scheme and PGCHE student representatives.

There will also be an open invitation to all registered students on our programmes to a face-to-face Summer SSLC. Your views matter.

Graduate Studies Committee for PGCHE and Academic Practice Programmes: Chaired by UELT's Director of Graduate Studies and includes representatives of all three Faculties,

the programme team, student representatives, and the Director of UELT. Decisions from this committee are confirmed by the Faculty Graduate School Committee and the Graduate School Board.

PGCHE Board of Examiners

Consists of the External Examiner, all internal examiners and is chaired by the Chief Examiner. The Board of Examiners meets in November and June to confirm the award of certificates and credits, and to review the progress of all students on the PGCHE. A letter will be sent to you if you have been awarded a certificate or credits, or are required to resubmit coursework. A copy of your transcript will be enclosed. Eligibility for AdvanceHE Fellowship is assessed by the Recognition Sub-Committee, a sub-committee of the Board of Examiners, which meets before each BoE and makes recommendations to the Board.

Submission of Coursework - Policy

It is your responsibility to ensure all coursework deadlines are met in order to fulfil the requirements of your Programme of Study.

Once you have submitted your work, we aim to mark and return it to you with feedback within three weeks. However, you should note that this does not necessarily apply to work handed in either before the deadline, or late – even when a concessionary case has been approved by the Concessions Committee. It is important to note that University vacation periods may impact upon the 3-week turnaround too.

Submission of Coursework: Procedure

Each piece of coursework should be submitted electronically via Moodle at <http://moodle.kent.ac.uk> by **4.30pm on the day of each deadline**.

If you feel that you will be unable to meet a coursework deadline due to circumstances which could not reasonably have been foreseen, you should submit an extension request **before the deadline**. You will be informed of the outcome by the Programme Administrator via email.

If your case is accepted, then the coursework will be passed on for marking as soon as practicable.

If you have medical or other factors preventing you from fulfilling the obligations of your Programme of Study, you should inform your tutor or Programme Director as early as possible so that appropriate support and guidance can be offered.

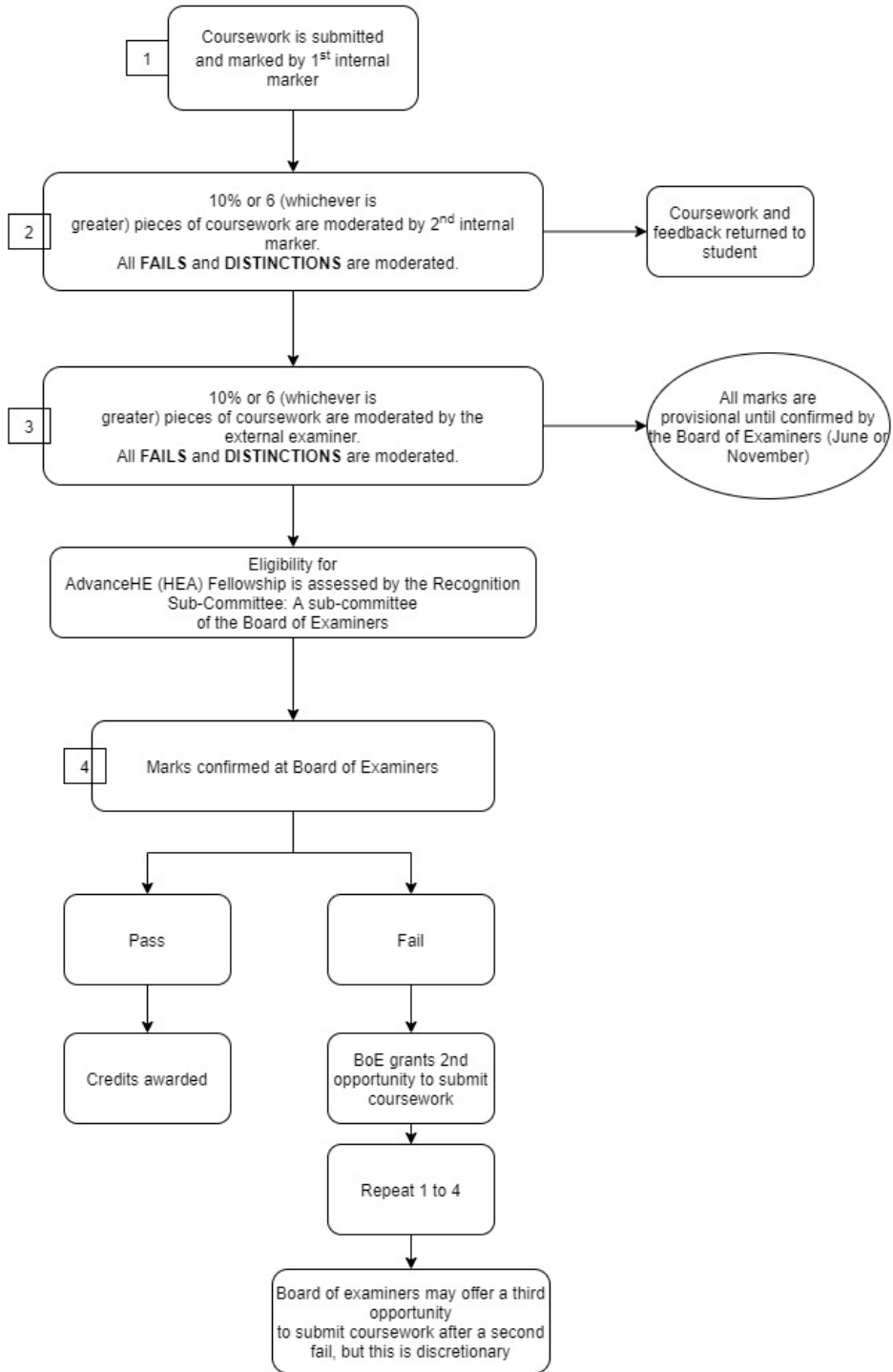
You are welcome to submit your coursework earlier than the set deadlines. However, work will still be processed by us within the usual timeframe.

Classification

Your result will be classified as Distinction, Pass or Fail. You will be required to achieve a Pass in all your assessments (assignments and the observation of your teaching) in order to be awarded the PGCHE. Candidates whose work is judged not to have met the requirements of all or part of the programme will be given the opportunity to resubmit for the next Board of Examiners. Support and guidance will be offered in the form of formal assignment feedback and tutorials with relevant module convenors.

It is important that you keep the University informed of your current address at all times so that you receive any correspondence that we send. This is particularly important with regard to receiving your results and official University transcript.

Marking Flowchart



Preparing for Teaching Observations

Teaching observations are a requirement of the programme.

Before any observation takes place, you will need a thorough discussion with your observer about what kind of feedback you want. You should both be clear about your expectations with respect to teaching observations. We encourage you to arrange to observe one of your School mentor's teaching sessions before being observed yourself.

All students are required to undertake **TWO** teaching observations; **ONE** of these will normally be done by your **PGCHE tutor** from CSHE, and **ONE** by your **Division mentor**. We have found from experience that people new to teaching find early observation and feedback helpful in developing their confidence and skills, and it is, therefore, expected that students registered on core modules will arrange their teaching observations during the term in which the modules are taken.

The UKPSF requires that it is the responsibility of the student to make a claim for recognition based upon how they can evidence they have met the relevant dimensions of the UKPSF. This means that you will need to provide evidence through clearly showing on the mapping document/record form where in the modules you have evidence for the UKPSF.

The Teaching Observation form can be found in module UN888 on Moodle.

Style Guide

Each PGCHE module guide includes references to preparatory readings and a bibliography for further reading on each topic covered. The preparatory readings are normally tailored to specific taught sessions, and you should ensure you have read these in advance of each session, as indicated in the module guide. These readings comprise **the minimum** you will be expected to refer to when you are writing up assessed work for any given module. The PGCHE is a Masters-level programme, so you should show that you have read more extensively and provide evidence of this through direct quotations in your text and a bibliography. This bibliography normally includes some books or articles from the module guide, but you are **strongly encouraged** to include other reference sources, for example ones relating to your own discipline.

Referencing

The most common referencing system in Social Sciences disciplines, of which Education is one, is the Harvard Referencing System.

We advocate its use in your PGCHE work. If there is a different system in general use in your own academic discipline which you would prefer to continue using, that is also acceptable. However, we would like to draw all participants' attention to the following important points.

1. Whichever referencing system you are using, please make sure your citations are consistent.
2. If you are quoting directly from a published piece of work, all quotations should be clearly placed between quotation marks in the text: For example, if you are quoting from: Roger J (2002) *Adults Learning* Open University Press, the text reference is 'I learnt more in five days on an archaeological dig than I had in two terms of academic study.' (Rogers 2002:6) You should then cite the source in full in the bibliography.
3. If you are synthesising a number of sources without directly quoting from any of them, then you should still indicate the sources you have drawn on in the text "Hayes and Ecclestone's work over the last decade has explored the developments in the Further Education sector over the last 30 years, and the implications of major policy changes on that sector's traditional constituency and purpose. Indeed, Hayes (2007:2) contends that the language of current policy documents presents' A negative and diminished vision of young people [which is] by its very nature, difficult to express in policy documents except in terms of 'caring', 'protection' and 'safety'."
4. Please be aware that failure to indicate your sources is considered poor academic practice and may result in you being penalised for plagiarism. If you are uncertain about this, or any other aspect of academic writing, we encourage you to consult the [Academic Integrity](http://www.kent.ac.uk/uelt/ai/) website at <http://www.kent.ac.uk/uelt/ai/>. If you are still uncertain, please contact your PGCHE tutor or module convenor.