

# Programme Specification: Post Graduate Taught For Academic Year 2026/27

## 1. Course Summary

<b>Names of programme and award title(s)</b>	PgCert Higher Education Practice
<b>Award type</b>	Postgraduate Certificate
<b>Mode of study</b>	Part-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 7
<b>Normal length of the programme</b>	1 year part-time
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	AdvanceHE HEA Fellowship on successful completion of PgCert HEP
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	The employer pays all course fees. Please see Section 16 for possible FHEA related fees.

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

## 2. Overview of the Programme

The Postgraduate Certificate in Higher Education Practice (PgCHEP) offers colleagues a way to develop their higher education practice and gain a Level 7 teaching qualification and Advance HE HEA Fellowship.

This holistic programme aims to develop the higher education practice of those teaching and supporting learning at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ); on HE Foundation Year programmes; pre-sessional English courses; CPD programmes for academic and learning support staff; and/or, professional CPD programmes that are designed to develop and extend existing graduate or postgraduate level skills, knowledge and understanding.

### About the programme

The one-year part-time PgCHEP has been designed for delivery in a work-based learning context, where assessments for each module of the programme provide opportunities for the student to apply the learning from the module back into their workplace context.

The two modules of the PgCHEP that form the core of the programme offer real opportunity to gain essential skills and knowledge of inclusive and equitable approaches to designing, developing, teaching, supporting and evaluating learning for effectiveness integrating the professional values and behaviours of a reflective and scholarly educator.

Fundamental to the programme is the philosophy of collaboration and sharing experiences of teaching and supporting learning in their own context with peers on programme, the teaching team, tutors, mentors and their students/learners and to make meaning of those through deep reflection and critical evaluation approaches. Those enrolled on programme will be equipped to take approaches that are peer-informed, making effective use of digital technologies and informed by international, national drivers and contexts relevant to their teaching and

supporting learning practice.

The programme is accredited by AdvanceHE and therefore students who successfully complete the PgCHEP are recognised through the award of Fellowship of the Higher Education Academy. Please note the award of FHEA is integrated into the assessment. It is not possible to be awarded credit or FHEA without the other. All elements of the assessment (including the Experiential Learning Handbook) must be successfully completed.

### 3. Aims of the programme

The broad aims of the programme are to:

- provide a theoretical and practical grounding in inclusive and equitable design, development, teaching and supporting learning approaches, assessment and evaluation for practice effectiveness appropriate to your context.
- align your practice to the national standards of the Advance HE Professional Standards Framework (PSF) 2023.
- develop a reflective and scholarly approach to the study and practice of teaching and supporting learning.
- develop the capacity to reflect on your practice and to embrace the notion of continued professional development to meet the existing and future needs of your role.

### 4. What you will learn

Students who successfully complete the programme will be able to:

1. Demonstrate expertise in the communication and promotion of their subject/discipline to a range of audiences, including students, the public and other stakeholders;
2. Select and deploy a range of innovative approaches and digital technologies that support HE teaching and original research in their subject/discipline;
3. Innovate, test and evaluate teaching and research ideas with due regard for professional, ethical standards and contemporary developments in teaching and/or the subject/ discipline;
4. Critically evaluate the roles of leadership, mentoring and collaborative relationships with students, peers and stakeholders in the deployment of teaching and/or supporting learning in a subject/discipline.
5. Use relevant professional development frameworks to underpin Higher Education practice and to inform Continuing Professional Development.

### [Keele Graduate attributes](#)

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

### 5. How is the programme taught?

The delivery of the programme is blended to include both face to face and online components to expose students to both class-based and online learning models and encourage meta-cognition about their own learning and reflection on ways of engaging diverse learners and stakeholders. The blended approach consists of in person full days at the start and end of modules; with the remainder of the scheduled taught session delivery online, Wednesdays 1-4pm and Wednesdays 1 hour tutorial on alternative weeks.

The scheduled taught sessions consist of an in-situ induction, online workshops, including a microteach and guest speakers, tutor group discussions, in-situ conferences and programme showcases. Assessment consists of formative activities throughout both PgCHEP modules, a summative Experiential Learning Handbook spanning both modules, and summative assignments which inclusive by design including a reflective portfolio, poster and critical evaluation.

Scheduled taught sessions require mandatory attendance which is agreed by participants' workplace line managers on application to the programme; this is monitored throughout the duration of the programme. Each scheduled taught session is accompanied by guided independent learning. The Programme teaching team have developed preparatory activities, linked to key reading material. Participants are expected to undertake independent study and group work with peers on the course .

These approaches mirror the expectations of professionals to be both independent and self-motivated and able

to work closely with a range of colleagues to achieve goals and results.

## 6. Teaching Staff

The programme is led and delivered by a core teaching team. The current team has complementary strengths including, for example, specialisms in reflective practice, inclusive teaching, digital technologies, internationalisation of the curriculum, assessment and feedback, wellbeing in the curriculum, learning experience design and gamification.

All Module Leads and tutors are Fellows of the Higher Education Academy.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 7. What is the structure of the programme?

All participants take the following two modules over the course of two semesters.

**Module 1: Teaching Reflectively in Higher Education (30 credits)**, comprising an in-situ induction, six online workshops, tutor group discussions, and an in-situ conference - runs February to June .

**Module 2: Design and Development in Higher Education (30 credits)**, comprising seven online workshops, tutor group discussions, and an in-situ end-of-programme showcase - runs September to January .

This is a holistic programme with themes and assessments that overlap between modules. **As such Recognition of Prior Learning (RPL) is currently not possible for individual modules.** However, you are welcome to draw on any previous relevant experience in your reflections.

Year	Compulsory	Optional	
		Min	Max
Level 7	60	0	0

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## Module Lists

### *Level 7*

There are two compulsory Level 7 30 credit modules to study as part of the PgCHEP programme. The programme spans over two academic years, as currently Module 1 Teaching Reflectively in Higher Education (EDU-40128) runs in semester 2 and Module 2 Design and Development in Higher Education (EDU-40129) runs in semester 1 of the next academic year.

Compulsory modules	Module Code	Credits	Period
Design and Development in Higher Education	EDU-40129	30	Semester 1
Teaching Reflectively in Higher Education	EDU-40128	30	Semester 2

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## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### *Level 7*

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Demonstrate expertise in the communication and promotion of their subject/discipline to a range of audiences, including students, the public and other stakeholders	<p>Module 1 EDU-40128: M1ILO3: Critically reflect on their design, planning, teaching and/or supporting learning, assessment and feedback related decisions based on an understanding of how students learn M1ILO4: Demonstrate, through critically reflective discussion and dissemination of their teaching, their commitment and effectiveness of equitable, inclusive and diverse practice</p> <p>Module 2 EDU-40129: M2ILO3: Explain how a discipline-specific approach to pedagogy has informed your design and practice of teaching and assessment. M2ILO4: Constructively discuss the implications of quality assurance and policy contexts for learning and teaching.</p>
Select and deploy a range of innovative approaches and digital technologies that support HE teaching and original research in their subject/discipline	<p>Module 1 EDU-40128: M1ILO2: Critically evaluate their approach to developing an effective learning environment and giving feedback to learners based on an understanding of how students learn, their own assumptions and personal practice</p> <p>Module 2 EDU-40129: M2ILO3: Explain how a discipline-specific approach to pedagogy has informed your design and practice of teaching and assessment</p>
Innovate, test and evaluate teaching and research ideas with due regard for professional, ethical standards and contemporary developments in teaching and/or the subject/ discipline	<p>Module 1 EDU-40128: M1ILO2: Critically evaluate their approach to developing an effective learning environment and giving feedback to learners based on an understanding of how students learn, their own assumptions and personal practice M1ILO4: Demonstrate, through critically reflective discussion and dissemination of their teaching, their commitment and effectiveness of equitable, inclusive and diverse practice</p> <p>Module 2 EDU-40129: M2ILO1: Critically evaluate your design of modules and/or programmes based on an understanding of relevant policy and theory. M2ILO2: Critically evaluate your assessment-related decisions based on an understanding of relevant policy and theory.</p>
Critically evaluate the roles of leadership, mentoring and collaborative relationships with students, peers and stakeholders in the deployment of teaching and/or supporting learning in a subject/discipline	<p>Module 1 EDU-40128: M1ILO1 Critically evaluate their own teaching including use of feedback from learners and peers to develop appropriate approaches, use of digital technologies, methods and theory</p> <p>Module 2 EDU-40129: M2ILO5: Constructively use a range of methods and rationales to evaluate and develop your teaching.</p>
Use relevant professional development frameworks to underpin Higher Education practice and to inform Continuing Professional Development	<p>Module 1 EDU-40128: M1ILO5 Demonstrate a values-driven approach to teaching and supporting learning, including those values listed in the PSF 2023</p>

## 8. Final and intermediate awards

<b>Postgraduate Certificate in Higher Education Practice</b>	60 credits at Level 7 (D2 PSF 2023 (Fellow))
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## 9. How is the Programme Assessed?

There are a diverse range of inclusive assessment approaches including the Experiential Learning Handbook, poster and critical evaluation. Reflective writing is at the core of our assessment strategy, but this is complemented by opportunities to share work through the conferences and showcases, micro teach session and online discussion based platforms.

Formative assessment opportunities are afforded on all modules. Students are assigned a tutor who is available to provide formative developmental feedback.

## 10. Accreditation

The Postgraduate Certificate in Higher Education Practice (PgCHEP) programme is accredited by AdvanceHE (<https://advance-he.ac.uk/>).

Participants that successfully complete the PgCHEP are recognised through the award of Fellowship of the Higher Education Academy (HEA).

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

The programme is for those employed in teaching and supporting learning at HE level 4 or above of the Framework for Higher Education Qualifications (FHEQ); on HE Foundation Year programmes; pre-sessional English courses; CPD programmes for academic and learning support staff; and/or, professional CPD programmes that are designed to develop and extend existing graduate or postgraduate level skills, knowledge and understanding.

To engage effectively with this Level 7 programme it is advisable that participants have an undergraduate degree award or equivalent. Participants are also required to have a minimum requirement of 'student direct contact' supporting teaching and learning related workload of around 40 hours per module (two module programme so 80 hours in total) whilst on the programme, however many of our enrolled participants on programme exceed this total in addition to undertaking other activities such as designing, planning, marking and evaluation activities. Applicants must also be able to follow the progress of learners and to provide formal or informal assessment and feedback.

It is a condition of the professional accreditation by AdvanceHE that students are sufficiently actively engaged in the five areas of teaching activity throughout the full programme, as follows:

- A1 design and plan learning activities and/or programmes
- A2 teach and/or support learning through appropriate approaches and environments
- A3 assess and give feedback for learning
- A4 support and guide learners
- A5 enhance practice through own continuing professional development

Applicants for the PgCHEP must have a **specialist subject mentor**. Your Line Manager will need to allocate a mentor: a named colleague, from your broad discipline area, who will support and advise you during the programme, and who will observe your teaching on at least two occasions and provide feedback. Mentors should hold a minimum of FHEA, although where this is not the case, mentors should have at least 3-5 years' experience of teaching and supporting learning in HE.

## 13. How are students supported on the programme?

## Support for participants on programme

### Programme leader

The Programme Leader oversees the student journey from registration through to graduation, is responsible for the University administrative expectations, including ensuring Student Voice is heard, convening the programme boards and the provision of information for students and employers (including workplace mentors.) They are the first point of call for questions around content, structure, assessment and other programme related queries. The Programme Lead also has oversight of academic mentoring through tutors, Exceptional Circumstances (EC) and Leave of Absence (LoA) requests, and management of complaints as well as the design, content and delivery of the programme.

### Module leader Teaching Reflectively in Higher Education EDU-40128

The Module Leader for Teaching Reflectively in HE is there to support you through completion of the taught content and assessment. Planned and unplanned absences and extensions on assessment should be directed in the first instance to the Module Leader.

### Module leader Design and Development in Higher Education EDU-40129

Module Leadership for Design and Development in HE is shared between two core teaching team members. The module leads are there to support you through completion of the taught content and assessment. Planned and unplanned absences and extensions on assessment should be directed in the first instance to the Module Leader.

### Projects administrator

The Projects Administrator in KIITE administers the PgCHEP programme. Any general queries about the programme can be directed to [kiite@keele.ac.uk](mailto:kiite@keele.ac.uk)

### Tutors

You will be assigned a tutor from the Programme teaching team at induction. Your tutor will hold regular tutorials with you, provide formative feedback on your academic work (submitted in advance of publicised deadlines) and mark your summative assessments across the two modules. They will support you pastorally and academically throughout your time on the programme. All tutors have at least D2 (Fellow) recognition against the PSF (2023). A key element of their role is to support you in your journey authentically using the PSF (2023) and the Descriptor 2 (Fellow) in particular. Your tutors will mark your academic assignments. Pastoral support is provided by your tutor who also acts as an Academic Mentor.

### Mentors

Overall, your mentor plays a pivotal role in guiding and supporting you through your learning journey. They ideally need to be from your broad discipline area and serve as critical peers who:

- observe teaching sessions
- provide feedback
- facilitate professional growth aligned with Fellowship recognition

and have experienced the demands of the role of the programme.

Your mentor is usually allocated prior to commencing the PgCHEP programme. Your mentor will ideally have Fellowship of the Higher Education Academy - Fellow or Senior Fellow and will be a peer practitioner - someone who works within your own subject discipline or related field. If this is not possible, the Programme Lead will have a conversation with your line manager and department and consent to a mentor with 3-5 years teaching. In a small number of cases, the Programme Lead has agreed to the line manager and mentor being the same staff member (although this does on occasions present a conflict of interest).

Mentors and your line managers are supported by the Programme Director through the provision of a handbook, in-year training and support to execute the role. A Teams Channel is accessible to all mentors and their line managers where they have access to a range of resources, chat and training materials. These training materials include asynchronous videos on effective mentoring practice and the Professional Standards Framework 2023 and D2 Fellow descriptor.

## 14. Learning Resources

Teaching on the programme typically takes place online and in classrooms, in fully accessible spaces, with lecture capture facility, hearing loop induction and large projection facilities. Supplementary learning materials and course information is shared online. The programme expects online submission of summative written work and provides electronic feedback on written work (aspects of feedback are also undertaken face to face for example on teaching observations and by meetings with course tutors.) Each module provides comprehensive and clear

leads into relevant literature through an electronic reading list with required or core reading indicated to students. The library holds an extensive range of paper and electronic materials, including journals, textbooks and grey literature on professional academic development as HE teachers, researchers, mentors and leaders allowing students to explore and focus their studies on their own priority interests and through exploring work relevant to their subject/discipline. The library is open 24/7 in term time.

## 15. Other Learning Opportunities

KIITE (Keele Institute of Innovation and Teaching Excellence) offers a wide variety of professional development opportunities, which complement the credit-bearing programme and students are encouraged to participate in these activities where appropriate to their learning needs. For example a summer CPD programme between semester 2 and the start of semester 1 is offered for those participants who wish to engage. Furthermore, all participants are invited to the annual Keele Education Conference.

## 16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

Certification for non-mandatory awards may require students to pay a fee.

### Advance HE HEA Fellowship recognition

An additional fee to AdvanceHE for HEA Fellowship recognition is NOT payable for Keele University staff but may be payable if the following apply:

*Staff from any of collaborative partner institutions; where Keele University validated courses are delivered.* If the institution is an Advance HE member then there is no fee due to Advance HE for HEA Fellowship awarded through their provision; if their institution is not a member then the 50% fee due to Advance HE will apply at the end of the programme - the individuals concerned will receive a request for a fee to be paid before fellowship is awarded.

*Work place educators* (e.g. clinical educators, industry-based professionals), working directly with an accredited member institution's HE students i.e. Keele University, whether paid or unpaid, may be classed as 'employed' by the institution for the purposes of Fellowship. However, *work place educators*, who complete an accredited programme, but who do not work directly with the HE students of a member institution, are eligible to gain fellowship but will not be classed as 'employed' by the institution and will therefore be liable for an additional fee to Advance HE at the point of recognition. The individual will be contacted by Advance HE to request the additional fee. On payment of the fee fellowship will be awarded.

**Postgraduate researchers** may have a role in teaching and supporting learning as part of their PhD studentship/bursary; these individuals are deemed to be employed by the institution as they are contracted to deliver teaching but may not necessarily be paid for their work.

Any **undergraduate students** able to make a successful claim for Fellowship are also covered by the institution's Advance HE membership when accreditation services are part of this membership.

Current Advance HE application fees for Fellowship can be found at <https://www.advance-he.ac.uk/fellowship#fees>

## 17. Quality management and enhancement

As a participant on the programme you will be invited to provide regular feedback on the quality of the modules and overall programme by the Programme Lead, Module Leads and teaching team.

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.

- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

To enhance individual, Faculty and institutional teaching practice, academic staff employed by Keele University on both Education & Research and Education & Scholarship contracts are required to complete the Academic Professional Apprenticeship (unless ineligible) and Keele Institute for Innovation and Teaching Excellence's (KIITE) Postgraduate Certificate in Higher Education Practice if they do not have an equivalent higher education teaching qualification, another relevant teaching qualification, or have been recognised in other ways for their teaching expertise i.e. HEA Fellowship. In exceptional circumstances, holders of comparable qualifications should discuss with their line manager and may seek an exemption from KIITE.

In addition to alignment with the University's strategy for teaching and learning at <https://www.keele.ac.uk/kiite/curriculumdesignframework/> the programme has been benchmarked to sector-wide practice. In particular, the two modules of the programme have been explicitly mapped to the Professional Standards Framework (PSF) 2023, and have AdvanceHE accreditation as part of Keele's institutional approach to CPD and therefore allow participants to claim Fellowship of the HEA on completion. As part of the programme, participants are offered progression routes such as the MA Education and Education (EdD) professional doctorate.

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

**b.** Office for Students (OfS) B Conditions (B1-B5): <https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/>

**c.** Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

**d.** Details of Advance HE Professional Standards Framework (PSF) 2023 can be found here: <https://www.advance-he.ac.uk/fellowship#psf2023>

## Version History

### This document

**Date Approved:** 16 June 2026

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2025/26	CLARE KELL	16 June 2026	
1	2024/25	SARAH RHODES	10 December 2024	