

PGRs & the PGCert HE
Rosanna Robinson (Programme Director)

What is the PG Cert HE?

- level 7 qualification, composed of two stages.
- Aims to enhance the quality & effectiveness of teaching and supporting learning in HE

Benefits to PGRs

- Provides recognition of role in teaching
- Confers HEA Fellowship (or Associate Fellowship) status: FHEA or AFHEA
- Enhances employability

The Higher Education Academy

- benchmarks teaching expectations across all disciplines in HE
- Promotes the scholarship of teaching and learning
- Assures students of the teaching quality provided in an institute
- Contributes to league tables and published data to impact on public confidence

Four categories of HEA Fellowship [Associate/Fellow/Senior Fellow/Principal Fellow]
–aligned with the UK Professional Standards Framework (UKPSF)

The Aber-Bangor Joint CPD Framework provides 2 routes to HEA Fellowship:

- a) New PGCert programme started in September 2017, with all Learning outcomes aligned to the UKPSF
- b) Individual route for experienced practitioners (submit an application form with of evidence of teaching excellence).

What is involved in each stage of the PGCertHE?

Stage 1: Confers Associate Fellowship status [Module XVE4008]	Stage 2: confers full HEA Fellowship status [Module XVE4008]
<ul style="list-style-type: none"> • 1 academic year (starts September) • Assessment by portfolio (100%): evidencing of teaching experience + peer observations + minimum 10 workshops • Designed to support & evidence existing teaching Approximately 100 hours teaching (including preparation, marking, delivery etc.) • Graded pass/fail 	<ul style="list-style-type: none"> • 1 year academic year (max 2 yrs) • Assessment (100%) is by independent research -one academic paper in the style of pedagogic journal • Designed to encourage scholarship, explore new innovations & develop practice • Graded pass/fail

Stage 1 is most appropriate for early career researchers with some teaching responsibilities.

The 2 stages of the PGCertHE are aligned with the dimensions of the UKPSF as follows:

Areas of Activity [any 2 for stage 1; All for stage 2]
A1: Design and plan learning activities and/or programmes of study
A2: Teach and/or support learning
A3: Assess and give feedback to learners
A4: Develop effective learning environments & approaches to student support & guidance
A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship, and the evaluation of professional practices
Core Knowledge [at least K1 & 2 for stage 1; All for stage 2]
K1: The subject material
K2: Appropriate methods for 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 [Commitment to all values as appropriate for both stages]
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

Conclusion

There are benefits to PG students doing stage 1 of the PGCert, but it makes significant demands on their time, and it also requires some degree of control over their teaching activities. For enthusiastic students, this would probably be best undertaken in the 2nd year of their PhD, after they have established their research project, and gained some insights into teaching and supporting learning.

Currently, registrations for the PGCertHE require the PhD supervisor's signature.