POST GRADUATE DIPLOMA IN HIGHER EDUCATION AND TRAINING (PGDHET)

Course Guide 2011

Teaching and Learning Centre

1. Purpose of the course

The purpose of the Post-Graduate Diploma in Higher Education & Training (PGDHET) is to:

- facilitate the professional development of lecturers in higher education by developing their knowledge of Higher Education (HE) as a field of study.
- assist them to enhance their ability to facilitate, manage and assess learners' learning.
- provide professional accreditation for HE practitioners.

2. PGDHET and the NQF/HEQF

The diploma is registered at Level 7 on the National Qualifications Framework (NQF) which shall be Level 8 on the new Higher Education Qualifications Framework (HEQF) and is equivalent to 120 credits.

Participants are required to fulfil the outcomes of **four compulsory modules** and **one elective module**.

Compulsory modules

The four compulsory modules, devised by the Teaching and Learning Centre, incorporate the seven core unit standards specified by the Standards Generating Body (SGB) for educators in Higher Education and Training (HET) as well as the *Moderate Assessment* unit standard. The compulsory modules will cover the following areas:

1. The Nature of Learning
2. Curriculum Development
3. Assessment and Moderation of Student Learning
4. Evaluation as Action Research in the Higher Education & Training context

Elective modules

The four elective modules below correspond with the elective unit standards specified by the SGB for educators in HET. Participants need to choose ONE elective in order to satisfy the requirements for the qualification.

5. Design and develop Web- based Learning.
6. Design and structure Experiential Learning in the workplace.
7. Supervision of Research in Higher Education.
8. Management of HET Learning Programmes.

3. Nature of the course

In developing the programme, the concern has been to:

- focus on work-based learning, i.e. the lecturers' everyday practice.
- allow the teaching portfolio to be used as a means of assessing participants' attainment of the learning outcomes set for the course.
- allow prior learning to be accredited.
- recognise the capacity of participants to work as independent and mature learners.

Some of the key features in the programme are:

- critical engagement with the role and practice of the lecturer in their teaching context rather than "teaching" them a set of generic skills or techniques;
- developing contexts in which lecturers meet to draw upon the insights that their different disciplines offer to questions of teaching and learning;
- helping lecturers to consider not only disciplinary knowledge but also students' learning processes in constructing that knowledge;
- helping lecturers to develop strategies for encouraging active learning;
- encouraging reflection on the process that takes place in the PGDHET group and the way this may provide a model for lecturers' work with their learners.

4. Time commitment

Participants will be divided into groups. Each group will meet for a two hour session per week. Participants will be required to complete tasks and set readings before sessions. The readings and the tasks are designed to help them to meet the programme outcomes. In addition, participants will be asked to keep a journal in which they reflect on the processes that occur during the sessions and in which they assess the way in which their learning influences their practice. The ratio of contact time to independent learning has been estimated as 1:8. Much of this independent learning would, however, be required as part of a lecturer's normal workload.

5. Assessment of the course

Each module will be assessed by means of an integrated portfolio. The portfolio will be subject to internal, as well as external, examination. Appendix 1 contains a list of criteria that are appropriate to the purpose, exit level outcomes and NQF level of the PGDHET qualification. In order for the participants to qualify for the full PGDHET, they also need to submit an additional portfolio which integrates all the learning they have acquired in all the modules they have chosen.

During each module PGDHET participants will be required to complete one or two assignments to be marked by the facilitators. The objective of the assignments is to provide formative assessment to support the participants in the building of a Portfolio and meeting the outcomes of the qualification.

6. Entrance level requirements

Lecturers wishing to register for this qualification should:
- have prior or concurrent Higher Education teaching experience.
- have a discipline-related qualification at NQF Level 6/HEQF Level 7 or have a discipline related qualification at NQF Level 5/HEQF Level 6 **and** appropriate work experience.

7. Recognition of prior learning (RPL)

Since the focus of PGDHET is the ability of participants to demonstrate outcomes, lecturers with previous experience could elect to prepare a teaching portfolio without following the formal programme. This portfolio could then be submitted for assessment and the certificate awarded if assessment criteria are met. Portfolios submitted for certificate purposes would be subject to external, as well as internal, examination. An oral defence of the portfolio may be required.

8. Structure of the course

COMPULSORY MODULES	EQUIVALENT UNIT STANDARD	CREDITS
1. Evaluation as Action Research in the HET context	HET01; HET05;HET07.3	15
2. The Nature of Learning	HET03; HET04; HET07.1; 07.2;07.3	45
3. Curriculum Development	HET06; HET03.4; HET07.1	20
4. Assessment and Moderation of Student Learning	HET02; ASSMT02	30
	SUBTOTAL:	**110**
ELECTIVE MODULES (Choose 1)		
5. Design and develop Web-based Learning	HET09	10
6. Design and structure Experiential Learning in a workplace	HET10	10
7. Supervision of Research in HE	HET11	10
8. Management of Learning Programmes	HET08	10
	TOTAL:	**120**

PLEASE NOTE: The Unit Standard numbers which include a decimal point, refer to the Specific Outcome number "x" of the relevant Unit Standard (e.g. HET7.1 refers to the Outcome 1 in the Unit Standard HET7). In such cases the PGDHET module includes the specific outcome noted, rather than the entire Unit Standard.

The list of the SAQA critical cross-field education and training outcomes appears in Appendix 2. Below each specific outcome the relevant critical outcomes are referred to by using the numbers which appear in Appendix 2,.

Module 1: Evaluation as Action Research in the Higher Education and Training Context

Purpose

The purpose of this module is to give participants the background knowledge to enable them to understand and critically analyse and reflect on the global, national, regional and institutional contexts in which they operate. It is also to engage with the principles of evaluation in tertiary education thus enabling participants to evaluate their own practice as educators in an on-going/action research manner.

Credits: 15

Exit Level Outcomes

Participants will be able to:

1. critically analyse and evaluate the implications of the different HET contexts for own practice.
2. critically analyse and evaluate the implications of relevant South African legislation and institutional policies on teaching and learning for own practice.
3. articulate and apply the principles of action research and reflective practice.
4. implement and document evaluation processes in a way that is accessible to others.

Embedded knowledge

Historical development trends in HET (internationally, nationally and institutionally)
Essence of legislation relevant to HET in South Africa.
Knowledge of the principles of action research and reflective practice.
Knowledge of the relationship between the paradigms and methods for evaluating teaching, learning and courses.

Module 2 : The Nature of Learning

Purpose

The purpose of this module is to deepen participants' theoretical understanding of the nature of learning through reflection and critical practice. In addition, it is aimed at helping participants to gain a practical understanding of ways in which to facilitate learners' access to learning in the various disciplines at tertiary level.

Credits: 45

Exit Level Outcomes

Participants will be able to:

1. articulate their philosophy of education.
2. mediate and facilitate the initiation of learners into HET.
3. recognise and respond to diversity of learners.
4. use interactive teaching methods to encourage active learning.
5. use multiple resources to mediate and facilitate learning successfully.

6. facilitate the holistic development of learners.
7. integrate educator roles and align with national and institutional values, strategic goals and plans.

Embedded knowledge

Paradigms of knowledge production
Selected theories of learning
Guidelines for the mediation and facilitation of learning
Trends in HET

Module 3: Curriculum Development

Purpose

The purpose of this module is to deepen learners' theoretical understanding of the different approaches to curriculum development at tertiary level and to enable them to design and/or interprete learning programmes within an Outcomes Based Education (OBE) framework.

Credits: 20

Exit Level Outcomes

Participants will be able to:

1. critically analyse and evaluate the approach to curriculum development used in own practice.
2. conduct a situational analysis and synthesize information to inform course/module design.
3. design courses/modules that are outcomes based.

Embedded knowledge

Knowledge of theories of curriculum development
Knowledge of OBE
Knowledge of relevant legislation, educational principles and institutional policies
Principles of course design

Module 4: Assessment and Moderation of Student Learning

Purpose

The purpose of this module is to develop participants' theoretical understanding of assessment and to enable the informed implementation of assessment principles and processes into their practice.

Credit: 30

Exit Level Outcomes

Participants will be able to:

1. align their assessment practices with specific outcomes set for the course.
2. use assessment to make valid and reliable judgements about learners' performance and respond appropriately to diversity.
3. use continuous assessment in a manner which promotes learning.
4. use a range of appropriate methods of assessment (for example, projects, portfolios, self and peer assessment).
5. use Computer Assisted Assessment (CAA), where appropriate, to enhance assessment procedures.
6. plan and implement assessment and moderation processes informed by the principles of equity, transparency and accountability.

Embedded knowledge

Principles of assessment and assessment design
Factors affecting assessment design and implementation
Quality assurance requirements
National and institutional policies and guidelines on assessment
Integrated assessment systems
Ethics appropriate to the practitioner's field.

Module 5: Design and Develop Web-based Learning (Elective)

Purpose

The purpose of this module is to enable participants to design and develop web-based Learning resources (content and activities)

Credits: 10

Learning Assumptions

The unit standard on interpreting and designing learning programmes or equivalent competence is assumed.

Basic Computer Skills

Participants entering this module should have keyboard and mouse skills, be able to manage files, do word processing, communicate electronically (log onto a network, send a message, search and retrieve data from the Internet), have an elementary familiarity with HTML editors, have the ability to upload and download files from the Web, and to be able to manipulate graphics. **Note**: participants should have access to a computer connected to a network with access to the Internet.

Exit Level Outcomes

Participants will be able to:

1. contextualise WBL as a delivery mode within their own disciplines, departments and/or learning units.

2. design and develop effective Web-based learning resources (content and activities).
3. select and use appropriate tools of a learning management system (LMS).
4. evaluate processes and products of web-based Learning.

Module 6: Design and Structure of Experiential Learning in a Workplace (Elective)

Purpose

To enable participants to align and integrate their learners' workplace learning with learning based in a HE institution.

Credits: 10

Exit Level Outcomes

Participants will be able to:

1. analyse the outcomes for a specified course and identify those outcomes that can best be acquired in a workplace.
2. design, structure and implement an experiential learning event to facilitate the attainment of these outcomes.
3. collaborate with workplace mentors.
4. integrate values and ethics relevant to the workplace into the learning experience.
5. integrate experiential learning with classroom learning and monitor the integration on a continuous basis.

Embedded knowledge

Knowledge and understanding of teaching and learning within an experiential learning mode
An understanding of the notion of industry/workplace as a learning site

Module 7: Supervision of Research in HET (Elective)

Purpose

The purpose of this module is to enable participants to guide learners in the understanding, planning, management and writing up of research projects. Participants will also be enabled to assess research products.

Credits: 10

Exit Level Outcomes

Participants will be able to:

1. guide learners to acquire the knowledge and skills to conduct research.
2. guide learners to identify and plan a research project.

3. monitor the quality of the research process.
4. support the learner in the research process.
5. assess research projects.
6. evaluate their own supervision.

Embedded knowledge

Knowledge of research as a concept
Knowledge of research processes and methodology
Knowledge of research contexts
Knowledge of broad research traditions and the development thereof
Knowledge of broad research traditions and the development
Knowledge of scholarly and institutional requirements for quality research

Module 8: Management of HET Learning Programmes

Purpose

The purpose of this module is to enable practitioners to be competent in all aspects of managing and developing HET learning programmes

Credits: 15

Exit Level Outcomes

Participants will be able to:

1. develop strategies to disseminate a learning programme in an institution and/or inter-institutionally, e.g. by critically applying relevant dissemination models.
2. develop strategies for marketing a learning programme.
3. develop strategies for implementing a learning programme.
4. evaluate a learning programme.
5. develop strategies for managing programme development by integrating dissemination, implementation and evaluation.

Embedded knowledge

Knowledge of curriculum dissemination, implementation and evaluation; and models of curriculum development
Quality assurance
Development of learner support materials including basic principles of instructional design

Materials for the course

The facilitators will, for each module, provide participants with a few core readings (distributed electronically) as well as a reading list for additional information. The readings are provided in order to give the participants an opportunity for criticism, a perspective against which they can try out their own ideas, rather than a basic knowledge that the course aims to 'teach'.

Facilitators of the course

There are no 'best practices' in teaching; no fixed data of evidence. All is open to interpretation and re-interpretation as contexts shift and as we learn from further experience and reflection. This is why anyone committed to enquiring into their teaching will be suspicious of those claiming to bring solutions.

(Rowland 2000:98)

The course will be facilitated by members of the Teaching and Learning Centre on both the Alice and East London campuses of UFH. In consultation with participants, people from outside of the Teaching and Learning Centre may be invited to facilitate sessions. In addition, PGDHET participants themselves will be encouraged to take some responsibility for facilitating sessions.

Contact details

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Reference used in this guide

Rowland,S. (2000). *The Enquiring University Teacher*. The Society for Research into Higher Education & Open University Press: Buckingham.