



**Lincoln Bishop
University**

Faculty of Education

Postgraduate Certificate in Professional Learning and Instructional Design (Part-time Blended)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	Senate approval – date and outcome of last approval	22 July 2026
2	Next Scheduled Review Date: [Month/Year]	July 2031
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2026
4	Version Number	1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
Postgraduate Certificate in Professional Learning and Instructional Design	
1a	Programme Code
PLIDB_1.0	
2	Brief Summary (for Marketing Purposes)
The part-time, blended <i>Postgraduate Certificate in Professional Learning and Instructional Design</i> is a dynamic one-year programme created for education professionals seeking to advance their pedagogical expertise and strengthen their practice in contemporary teaching and learning environments. Designed with flexibility in mind, the programme combines flexible online learning with dedicated in-person workshop days, enabling you to balance professional commitments while engaging meaningfully with peers and expert practitioners. Across four carefully designed modules, you will explore the core pillars of effective learning and instructional design. You will examine what drives meaningful learner engagement, deepen your understanding of pedagogical theory and practice, and develop creative, innovative approaches to designing learning experiences. Alongside this, you will strengthen your ability to draw on research to inform and enhance teaching. Throughout the programme, you will also benefit from online mentoring and guided reflective journaling, supporting your development as a reflective, research informed practitioner. Whether you are new to an instructional role or looking to update and sharpen your teaching practice, this programme equips you with practical strategies, robust pedagogical tools, and insights grounded in leading research and our long-established expertise in teacher education. On completion, you will have strengthened your professional identity, enhanced the impact of your teaching, and opened pathways for further postgraduate study, particularly progression to our <i>MA Education</i> programme.	

3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	Full-Time N/A	Part-Time 1 year	
3b	Mode(s) of Study	Part-time		
3c	Mode(s) of Delivery	Blended (synchronous and asynchronous)		
4	Home Academic Faculty Portfolio	Faculty of Education		
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS/CAH2 100459/CAH22-01-01	ITT N/A	UCAS code N/A
6	Framework for HE Qualifications position of final award(s)	Masters (Level 7)		
7	Alignment with University Credit Framework	Postgraduate Certificate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications (Chapter XI, Postgraduate Certificates and Diplomas)		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Postgraduate Certificate in Professional Learning and Instructional Design
10a	Exit or Fall back Award title(s)	N/A
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12a	Available for delivery by a collaborative partner	NO	
12b	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	As a postgraduate certificate delivered at Level 7, this programme supports learners in demonstrating Master's-level knowledge, skills, and professional judgement within a focused, practice-based curriculum. Specifically, Benchmark Statements have been aligned to QAA's Subject Benchmark Statement for Education Studies and the programme is awarded to learners who have demonstrated: 1. A systematic and critical understanding of knowledge relevant to education and professional learning, including awareness of current challenges, emerging insights, and practice-based developments within educational and organisational contexts. 2. A comprehensive understanding of approaches to inquiry, reflection, and evidence-informed practice, applicable to professional learning, instructional design, and workplace-based contexts. 3. Originality in the application of knowledge, together with a practical understanding of how research, inquiry, and reflective approaches can be used to inform, enhance, and evaluate professional practice. 4. A level of conceptual understanding that enables learners to: a) critically evaluate research, scholarship, and practice-based evidence relevant to education and professional learning; b) examine and apply appropriate approaches to inquiry, reflection, and improvement within their own professional context. Typically, holders of the qualification will be able to: 1. Address complex educational and professional issues systematically and creatively, exercising sound judgement in situations characterised by uncertainty, and communicating conclusions clearly to both specialist and non-specialist audiences. 2. Demonstrate self-direction, originality, and professional autonomy in planning, implementing, and evaluating tasks at an advanced level within educational or organisational settings. 3. Continue to develop knowledge, understanding, and professional skills, demonstrating a commitment to reflective practice and ongoing professional learning. Holders will also possess transferable skills appropriate for professional practice, including: 1. The exercise of initiative and personal responsibility in educational and professional contexts. 2. Effective decision-making in complex and unpredictable situations, informed by evidence, reflection, and professional judgement. 3. Independent learning capabilities that support continuing professional development and adaptability within changing educational and organisational environments.

18	Programme Aim
	The Postgraduate Certificate in Professional Learning and Instructional Design is designed for those involved in delivering professional learning within organisational contexts. Informed by current scholarship and best practice, the programme provides an opportunity for learners to develop advanced knowledge and practical skills in designing and delivering effective training for adult learners. It supports professional growth through critical engagement with pedagogical principles, creative approaches, and research informed practice. The aim of the Postgraduate Certificate in Professional Learning and Instructional Design is to develop postgraduates who can: • Apply systematic knowledge and understanding of key principles and contemporary approaches to design effective, engaging learning experiences that meet the needs of diverse learners. • Develop and articulate specialist expertise within professional learning and instructional design, enabling them to make informed, evidence-based decisions in their organisational context. • Critically evaluate literature, research, and examples of best practice in order to refine and enhance their own training design, delivery, and professional judgement. • Apply pedagogical principles and creative, innovative strategies to plan and deliver inclusive and impactful training that improves learner engagement and strengthens workplace learning outcomes.
19	Programme Specific Outcomes
	(a) <u>Final Award Learning Outcomes</u> On successful completion of Postgraduate Certificate in Professional Learning and Instructional Design, learners will be able to: Knowledge and Understanding (KU) KU1: Apply systematic knowledge and understanding of key principles and contemporary approaches in professional learning and instructional design. KU2: Articulate and extend systematic knowledge and understanding within a specialist area of professional learning and instructional design, situated in the current educational and organisational context. Subject-specific and Professional Skills (SPS) SPS1: Show critical awareness of how research and reflective practice inform and enhance professional learning and instructional design, including addressing current challenges and emerging insights. SPS2: Make meaningful connections between pedagogical theory and practical application in professional learning and instructional design across diverse learner cohorts.

Intellectual Skills (IS)

IS1: Use conceptual understanding to critically evaluate a wide range of literature relevant to professional learning and instructional design.

IS2: Apply knowledge with originality to address complex issues in professional learning and instructional design systematically and creatively.

Transferable Skills (TS)

TS1: Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

TS2: Exercise independent learning skills required for continuing professional development.

20**Exit Award Learning Outcomes**

N/A

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 7 – 60 credits

Trimester 1 (Sep – Nov)	Trimesters 1& 2 (Dec – Feb)	Trimester 2 (Mar – May)	Trimester 3 (Jun – Aug)
Designing Engaging Learning Experiences 15 credits	Pedagogy for Professional Practice 15 credits	Creativity & Innovation in Learning Design 15 credits	Research Informed Practice & Professional Inquiry 15 credits

21b	Module Structure
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Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EDU707B_1.0	Mandatory	Designing Engaging Learning Experiences	1	15
EDU708B_1.0	Mandatory	Pedagogy for Professional Practice	1&2	15
EDU709B_1.0	Mandatory	Creativity & Innovation in Learning Design	2	15
EDU710B_1.0	Mandatory	Research Informed Practice & Professional Inquiry	3	15

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	The curriculum of the Postgraduate Certificate in Professional Learning and Instructional Design is intended to provide a focused and meaningful professional development opportunity for those involved in delivering training and learning within a relevant professional context [see Annex for a specific example]. Learners will be encouraged to reflect on their own practice and integrate insights from research and best practice, developing expertise in instructional design and becoming more informed, adaptable practitioners. Through four interconnected modules, learners will explore principles of learner engagement, apply pedagogical approaches to professional learning, and experiment with creative and innovative strategies to enhance training design and delivery. They will also develop skills in research informed enquiry, using action research to refine practice and support ongoing professional development. The PG Cert is aimed at practitioners working within a single organisational context but teaching diverse cohorts of adult learners. Delivered part-time and through a blended format, the programme combines flexible online learning with in-person workshops, enabling learners to balance study with professional responsibilities. All assessments are designed to be practice-focused, allowing learners to apply concepts and strategies directly to their own professional setting. Being a part-time, 60-credit programme, the PG Cert takes 12 months to complete. Learners will undertake four 15-credit modules, spending approximately three months on each. <u>The modules</u> The suite of modules is specifically designed to cover various aspects of professional learning and instructional design that are relevant for the learners' context. More specifically: Designing Engaging Learning Experiences This module examines how to design learning experiences that promote active participation and sustained engagement among diverse cohorts. Learners will explore principles of engagement for adult learning and consider how awareness of student needs can inform inclusive, responsive instructional design. Practical strategies will be introduced to create purposeful and interactive training sessions. Pedagogy for Professional Practice This module focuses on applying pedagogical principles to professional learning contexts. Learners will explore practical strategies and tools that support clear communication, active participation, and effective knowledge transfer. Drawing on examples of best practice, the module encourages reflection and adaptation to develop structured, engaging approaches informed by sound pedagogical foundations. Creativity & Innovation in Learning Design This module explores creative and innovative approaches to enhance professional learning. Learners will consider strategies for introducing new ideas and imaginative solutions that make

training dynamic and relevant. Emphasis is placed on applying innovative thinking to design and delivery, ensuring learning experiences remain adaptable and forward-thinking in evolving contexts.

Research Informed Practice & Professional Inquiry

This module develops learners' ability to use action research to refine and improve professional practice. Key principles of planning, implementing, and evaluating interventions will be explored, alongside approaches for critically appraising evidence. The module supports learners in achieving independent professional development through research informed strategies that drive meaningful change in organisational learning.

Graduate attributes

As well as the four core pillars of effective learning and instructional design, the PG Cert is designed to help learners develop all six areas of the Graduate Attributes:

1. **Academic literacies:** Learners are enabled to develop academic literacy through engagement with a range of research and learning materials during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support students in developing their academic competency, e.g. tasks that require critical and in-depth reflection.
2. **Global citizenship:** Learners will have the opportunity to examine a range of contemporary educational issues pertinent to a range of domestic and international contexts and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.
3. **Information literacy:** Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through a range of generic and specialised search engines and tools. Engagement with student support services will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each student to successfully complete their assignments.
4. **Digital fluency:** Assessments are designed to support learners in developing digital fluency through a range of assignment tasks, including a practice log based on learners' online journal and a presentation with visual elements. As this is a blended programme, learners will be required to complete a range of online activities during each module. The teaching team will also model the use of digital technology where appropriate to facilitate communication of ideas and practices.
5. **Employability:** Learners are enabled to develop their professional practice through academic study and work-based learning throughout the programme. For example, they will be required to reflect on their professional experience and consider how they can apply effective pedagogical tools in the workplace, while at the same time, using current academic research to inform their practice. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.

6. **Being enterprising:** This programme puts a strong emphasis on helping learners to address practical issues related to their own practice, leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be encouraged to put forward proposals and reflect on their own experiences, thereby developing their entrepreneurial competencies.

23 Learning and Teaching Strategies

With the blended design, learners undertaking the Postgraduate Certificate in Professional Learning and Instructional Design utilise three distinct learning modes: ‘in-person/online’, ‘asynchronous activities’ and ‘independent’, to help develop their understanding and skills in areas that interest them professionally. Throughout the course, learners progress through each module based on a standard framework, in which they rotate between the three modes [see Appendix A]. In essence, learners attend a workshop day in person at the start of each module (five hours of teaching), where they explore a range of relevant topics and become familiar with the module requirements. These will either take place at the learners’ workplace, or on the University’s campus – a suggested schedule for the workshop day has been included as Appendix B. Following the workshop day, learners are set asynchronous and independent tasks, such as online journaling, to complete in their own time/pace within given timeframes. To meet the intended learning outcomes, learners are required to complete other independent learning activities as well, such as module reading.

In addition, learners will attend a series of synchronous online sessions. Typically, this will include two tutorials and two mentor sessions per module. Whilst the tutorials are to help learners develop their assignment ideas as well as to discuss any feedback received for their draft submission, the mentor sessions are designed for module tutors to disseminate their expert knowledge to support learners’ development of their teaching practice. Learners are expected to reflect on their professional practice as part of their learning throughout the programme. This experiential learning is used to inform the asynchronous activities set as well as module assignment tasks.

To ensure a good understanding of the assignment tasks and learning outcomes, learners will also be asked to engage with a webinar during each module. To complement these sessions, a range of learning resources will be made available on the University’s virtual learning environment (VLE), these may include:

- Module handbook
- Visual presentation
- Pre-recorded learning materials
- Specially designed prompt questions and activity sheets
- Suggested reading of key sources relevant to the programme
- Extended reading lists covering a diverse range of sources relevant to module topics

The programme team will work closely with staff with expertise in distance learning, such as Digital Learning developers, to ensure consistency of materials in terms of length, visual appearance and content to provide an easy-to-follow, predictable learning experience that promotes confidence for learners. All materials will be checked regularly to ensure that there are no technical issues such as broken links or display issues.

Given the target audience, the blended approach affords significant flexibility, meeting the needs of those who may have a full-time role or other commitments when studying with us. Whilst the programme is designed to offer learners flexibility to work at their own pace, recommended duration for activities and specific formative assessment deadlines will be set to help learners manage their learning effectively and prepare them for their summative tasks. Learners will be informed about the key tasks at the beginning of each module, and this will allow them to plan ahead and work flexibly. In accordance with the University's Attendance Policy, learners are required to attend all the scheduled workshop day sessions, as well as their tutorials and mentor sessions. With the PG Cert being a blended programme, learners are required to engage with asynchronous online activities such as directed online journaling, as all of these form part of the learning hours stated in the module specifications. The programme team will work closely with the University to identify any attendance and/or engagement-related issues and put in place appropriate interventions to help resolve them.

24 Assessment Strategies

The Postgraduate Certificate in Professional Learning and Instructional Design provides a mixture of assessment methods, offering learners more than one way to demonstrate their skills, knowledge and understanding. Each module consists of two related tasks, allowing learners to demonstrate how they have met the learning outcomes, whilst getting the opportunity to develop a range of relevant skills. For example, during the 'Pedagogy for Professional Practice' module, all learners will be asked to deliver a microteach live online, followed by a presentation about their pedagogical approach. All the assignment tasks and descriptions can be found in the assignment briefs provided.

With many of the prospective learners likely to be working full-time or have other substantial commitments, this part-time programme offers learners opportunities where their 'work in-progress' can be discussed with their tutor formatively and receive developmental feedback, e.g. during tutorials. The deadline for summative assessments will take place at the end of each module [see Appendix A].

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EDU707B_1.0	Designing Engaging Learning Experiences	15	1	-	-	100
EDU708B_1.0	Pedagogy for Professional Practice	15	1	-	100	-
EDU709B_1.0	Creativity & Innovation in Learning Design	15	1	-	-	100
EDU710B_1.0	Research Informed Practice & Professional Inquiry	15	1	-	-	100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EDU707B_1.0	Designing Engaging Learning Experiences	15	Portfolio 100%	3,000 words	November
EDU708B_1.0	Pedagogy for Professional Practice	15	Presentation 100%	15 minutes	February
EDU709B_1.0	Creativity & Innovation in Learning Design	15	Portfolio 100%	3,000 words	May
EDU710B_1.0	Research Informed Practice & Professional Inquiry	15	Portfolio 100%	3,000 words	August

25 Inclusive Practice and Personal Development Planning

The University is committed to widening participation and adheres to a strict policy of non-discrimination. Learners will be supported throughout their programme and given full access to a range of services offered by the Hub and the Students' Union. This PG Cert adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced learning opportunities that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme. Learners will be signposted to the relevant services and policies through weblinks and introductory videos during their induction and via personal tutors.

The curriculum of the PG Cert has been specifically designed to support learners in the enhancement of their professional practice and career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. As explained in Section 23, the blended and part-time delivery mode is also inclusive by design, taking into account the needs of our prospective learners. Furthermore, all learners will be assigned a personal tutor when they begin the course. With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).

Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities. Using the VLE or well-signposted weblinks, learners can book online appointments to receive career advice.

26 Technology Enhanced Learning

Being a blended course that features both in-person teaching and distance learning, this PG Cert will make use of the University's VLE, as well as a suitable video conferencing platform. The distance learning element of the programme is designed to complement the in-person teaching. For this reason, learners will be expected to have suitable IT and internet access. All online learning content will be accessed through dedicated module pages on the VLE and will be well-signposted and structured in a way that is easy for learners to navigate. Informative multimodal resources

such as visual presentations, and videos will be made available, alongside links to other external materials e.g. web-based articles. Module reading lists, hosted by the Library, will also be available via the VLE with direct links to the Library's catalogue. The Library has an extensive range of online resources related to the subject, such as electronic journals and e-books. To optimise learner experience, an electronic module handbook will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study.

27 Work-related Learning

Learners must hold an instructor role or equivalent within their professional environment for the duration of the course. In order to link theory and practice, learners will use their 'work-related learning hours', as directed by the set learning tasks, to consider how the topics they study are reflected in their professional experience. During some parts of the programme, learners may also be required to carry out specific activities in their workplace to inform their module work, e.g. professional conversation with a colleague. This learning based on engaging with professional practice will be monitored by module tutors working on the programme through learners' online journal entries and mentor sessions.

If a learner temporarily loses access to their work setting during a module, in some circumstances, they may continue with their study, as long as they are still able to complete the summative assessment tasks and meet the intended learning outcomes. If this is not possible, Support for Study or a break in study may be offered to allow the learner some flexibility for regaining access to their work setting. For those leaving their organisation or teaching role, they may be offered an opportunity to transfer onto another suitable postgraduate programme, such as the MA Education.

28 Employability

There has been significant consultation about the curriculum design. This has focused on the skills and areas covered in the programme to ensure that the learning is relevant and capable of upskilling instructors working within their specific context.

In addition to having access to the support and guidance made available by the Hub throughout the course, as explained in Section 22, learners will also have the opportunity to develop all six areas of the Graduate Attributes, in turn enhancing their future employability.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	The entry requirements for Postgraduate Certificate in Professional Learning and Instructional Design consider the backgrounds of prospective students and the professional experiences they bring. It is recognised that some practitioners will not have studied a relevant first degree but may have demonstrated the capacity to successfully study at postgraduate level. As this programme is designed to provide bespoke professional development to meet the needs of different organisations, admission requirements may be tailored to specific organisational contexts, while remaining aligned with sector expectations. A detailed example is provided in the Annex. Due to the blended nature of the course, all learners must also have regular and reliable internet access.
30	Programme Specific Management Arrangements
	This programme is managed through the Faculty of Education, led by its Programme Leader, who reports to the relevant Dean of Faculty and is supported by the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader. The programme will be taught by academic staff from within the Faculty who are typically qualified to master's level and above. Guest lecturers and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Provost and Chief Academic Officer. Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learner and staff feedback, External Examiners' comments and the University's Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery. The programme team will work alongside the Hub to ensure that the online nature of the programme is successful, and that learners can access all materials.
31	Staff Responsibilities
	Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards. Module leader/tutors: planning, administration, delivery, marking and moderation at module level. Module tutors will act as academic and, in some cases, personal tutors to learners on the programme.
32	Programme Specific Academic Student Support

For learners who enrol onto the PG Cert, it may have been a significant period of time since they previously engaged in academic study. For this reason, learners are made aware of the support offered by the Hub from the outset. Close engagement with the wider professional services as part of the student experience will be embedded within the programme via a dedicated area on the VLE for the Hub. Using the appointment system accessible via the VLE, learners will be able to book an appointment with professional services such as Learning Development at a time that suits them (subject to availability). In addition, learners will have access to all the online materials shared by these professional services. Meanwhile, learners studying this PG Cert can also benefit from the support made available by the Students' Union.

All learners will be allocated a personal tutor to provide pastoral and academic support shortly after their enrolment. They will also receive a comprehensive induction from the programme team, introducing them to the learning platform, the structure of the programme and how the learning should be completed. A module handbook will be used at the start of each module to help learners commence their study and there will be multiple opportunities such as the assignment webinar and tutorials to ensure that they are on track. Learners will have opportunities to receive formative feedback by submitting the allowed proportion of their assignments, as drafts, to their tutor (see Appendix A to see what the learning journey looks like).

The Programme Leader will work regularly with the programme team as well as the Faculty Administration Office to provide personalised support where appropriate, e.g. by using a specific Support for Study plan. Moreover, learners will have full access to the Library's catalogue and can book one-to-one online appointments with the relevant Librarian at a time that suits them (subject to availability). The programme team will ensure that all core sources required for the programme will be available in the University's library catalogue and that links provided on the VLE for online resources are in working order.

Given the blended nature of the course, it is important to establish and maintain a positive learning community and this has been taken into account during the programme design stage. For more information, please see Sections 22 and 23. Furthermore, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.

Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) to provide wider programme-level feedback.

Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	SPS1	SPS2	IS1	IS2	TS1	TS2
Designing Engaging Learning Experiences		X	X		X		X	
Pedagogy for Professional Practice	X			X	X		X	
Creativity & Innovation in Learning Design	X			X		X	X	X
Research Informed Practice & Professional Inquiry		X	X			X	X	X

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	SPS1	SPS2	IS1	IS2	TS1	TS2
Academic Literacies		X	X		X			
Global Citizenship	X	X		X				
Information Literacy			X		X			X
Digital Fluency				X			X	X
Employability	X			X		X		X
Being Enterprising			X			X		X

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications: [Graduate Attributes | Lincoln Bishop University](#)

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Annex

The Postgraduate Certificate in Professional Learning and Instructional Design has been developed with organisations such as the Ministry of Defence (MoD) in mind. The programme design and structure are intentionally flexible, enabling the provision of bespoke, focused, and meaningful professional development for those involved in delivering training and learning within a specific organisational context.

This built-in flexibility allows the programme to be adapted to organisational requirements and constraints. In particular, the programme is not dependent on the use of specific features within the University's virtual learning environment. This is important where access-related restrictions may apply, for example where the University's standard distance-learning template for online provision cannot be used.

To illustrate this adaptability, the programme team worked closely with the MoD during the development phase to ensure the curriculum structure and module focus aligned with their expectations and training needs. As a result, the content and delivery model have been deemed appropriate for MoD instructors and the professional learning context in which they operate.

In recognition that prospective MoD applicants may have demonstrated the capability to study successfully at postgraduate level without holding a relevant first degree, alternative admissions criteria, aligned with practice across other higher education institutions delivering postgraduate provision for MoD personnel, have been adopted.

Applicants employed by the MoD are required to be Single Service or Defence-qualified instructors undertaking a role that includes teaching and assessing learners, with a minimum of 10 hours of teaching per month. Eligibility must be supported by a reference from an Officer Commanding, Line Manager, or Single Service education officer or adviser. Applicants should also hold a Level 5 qualification or above, or have successfully completed the SNCO Army Leadership Development Programme (ALDP), Command Leadership Management (CLM), RAF Intermediate Management Leadership Course (IMLC), or an equivalent Navy qualification.

Appendix A

Academic Year 2026-2027

Week	Period 1 Sep-Nov	Period 2 Nov-Feb	Period 3 Mar-May	Period 4 Jun-Aug
1	WC 7/9/2026 Workshop Day	WC 23/11/2026 Workshop Day	WC 1/3/2027 Workshop Day	WC 31/5/2027 Workshop Day
2	WC 14/9/2026 Online Journal	WC 30/11/2026 Online Journal	WC 8/3/2027 Online Journal	WC 7/6/2027 Online Journal
3	WC 21/9/2026 Mentor Session 1	WC 7/12/2026 Mentor Session 1	WC 15/3/2027 Mentor Session 1	WC 14/6/2027 Mentor Session 1
4	WC 28/9/2026 Module Webinar	WC 14/12/2026 Module Webinar	WC 22/3/2027 Module Webinar	WC 21/6/2027 Module Webinar
5	WC 5/10/2026 Tutorial 1	WC 11/1/2027 Tutorial 1	WC 12/4/2027 Tutorial 1	WC 28/6/2027 Tutorial 1
6	WC 12/10/2026 Online Journal	WC 18/1/2027 Online Journal	WC 19/4/2027 Online Journal	WC 5/7/2027 Online Journal
7	WC 19/10/2026 Mentor Session 2	WC 25/1/2027 Mentor Session 2	WC 26/4/2027 Mentor Session 2	WC 12/7/2027 Mentor Session 2
8	WC 26/10/2026 Assignment draft	WC 1/2/2027 Assignment draft	WC 3/5/2027 Assignment draft	WC 19/7/2027 Assignment draft
9	WC 2/11/2026 Tutorial 2	WC 8/2/2027 Tutorial 2	WC 10/5/2027 Tutorial 2	WC 26/7/2027 Tutorial 2
10	WC 9/11/2026 Finalise assignment	WC 15/2/2027 Finalise assignment	WC 17/5/2027 Finalise assignment	WC 2/8/2027 Finalise assignment
11	WC 16/11/2026 Submission	WC 22/2/2027 Submission	WC 24/5/2027 Submission	WC 9/8/2027 Submission

Per module:

Workshop day x 1
Mentor session x 2
Webinar x 1
Tutorial x 2

Appendix B

Example of a workshop day

Module: **Designing Engaging Learning Experiences**

Scheduled workshop day (9:30 – 15:30)

1. **Workshop 1** (2 hrs)
2. *Lunch* (1 hr)
3. **Workshop 2** (2 hrs)
4. Module bootcamp: Getting familiarised with the module and what to expect (1 hr)