1. Programme title(s) and code(s)

Postgraduate Certificate in Academic and Professional Practice (PGCAPP)

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Flexible/blended learning

4. Registration periods

The normal period of registration for the PGCAPP is 18 months

The maximum period of registration for the PGCAPP is 36 months

5. Typical entry requirements

The programme is for staff who teach 30 hours or more per academic year and undertake all the five Areas of Activity of the UK Professional Standards Framework (UKPSF). These are:

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

6. Accreditation of Prior Learning

Staff who have achieved HEA Associate Fellowship will be able to have this certified learning accredited against the first module of the programme. Applicants will be required to provide the following information.

- Proof of HEA Associate Fellowship
- Evidence of a teaching observation or a referee statement Successful applications will be accredited for the first module, 'Module 1' only.

7. Programme aims

The programme aims to:

• Enable participants to develop professionally across a range of teaching responsibilities in ways that are relevant to existing and future needs.

• Encourage a reflective and scholarly approach to academic practice and to embrace the notion of continued professional development.

• Enable participants to align their practice to the national standards of the Professional Standards Framework

• Provide a route to Fellowships of Advance HE

The programme will be underpinned by core themes that influence higher education today: inclusivity, accessibility and a diversifying student body; sustainability; student engagement, belonging, communities and partnerships; employability; quality assurance; and digitally enhanced learning.

8.   Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9.   Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1, Postgraduate Certificate in Academic and Professional Practice (PGCAPP)

Course completer will be awarded Fellowship of Advance HE and will have demonstrated competence in all the dimensions of the PSF.

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a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • teach and/or support learning through appropriate approaches and environments (A2) • assess and give feedback for learning (A3) • how learners learn, generally and within specific subjects (K1) • approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2) • critical evaluation as a basis for effective practice (K3) • requirements for quality assurance and enhancement, and their implications for practice (K5) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3) • respond to the wider context in which higher education operates, recognising implications for practice (V4)	Face-to-face sessions, independent learning, on-line activities and developmental teaching observations	Blog post, reflective account, presentation, written commentary and portfolio

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate how pedagogic scholarship informs their practice using appropriate academic conventions Evaluate existing scholarship of learning and teaching in higher education applicable to participant's area of practice Demonstrate how assessment and feedback can encourage their learners to engage actively with, reflect upon and think critically about their disciplinary subject matter Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • how learners learn, generally and within specific subjects (K1) • critical evaluation as a basis for effective practice (K3) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)	Face-to-face sessions, on-line activities and independent learning	Blog post, reflective account, presentation, written commentary and portfolio

iii)   Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • teach and/or support learning through appropriate approaches and environments (A2) • approaches to teaching and/or supporting learning, appropriate for subjects and level of study (K2) • respect individual learners and diverse groups of learners (V1) • promote engagement in learning and equity of opportunity for all to reach their potential	Face-to-face sessions, directed independent learning and observations of experienced colleagues and peers Mentoring	Blog post, reflective account, presentation, written commentary and portfolio Observation of teaching Completion of micro teaching exercises

iv)   Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Evaluate existing scholarship of learning and teaching in higher education applicable to participant's area of practice Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • enhance practice through own continuing professional development (A5) • critical evaluation as a basis for effective practice (K3) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)	Face-to-face sessions, directed independent learning and observations of experienced colleagues and peers Mentoring	Blog post, reflective account, presentation, written commentary and portfolio Observation of teaching Completion of micro teaching exercises

v)   Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • teach and/or support learning through appropriate approaches and environments (A2) • appropriate use of digital and/or other technologies, and resources for learning (K4)	Developmental feedback following peer and mentor observations Reflecting on feedback from their own students	Reflective account, written commentary and portfolio Completion of micro teaching activities Teaching delivery

vi)   Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Contribute to the enhancement of diverse student learning through the evaluation and application of effective teaching strategies Critically reflect on their practice drawing on feedback from colleagues/mentors and learners Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • enhance practice through own continuing professional development (A5) • critical evaluation as a basis for effective practice (K3)	Face-to-face sessions, developmental conversations following teaching observations by peers and mentors Reflecting on feedback from their students and through learning discussions with students	Reflective account, presentation, written commentary and portfolio

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Apply and evaluate appropriate strategies for practice to meet the needs of diverse learners Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • critical evaluation as a basis for effective practice (K3) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)	Academic reading and application to practice Critical reflection on practice and relationship to academic research	Reflective account, presentation, written commentary and portfolio

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • teach and/or support learning through appropriate approaches and environments (A2) • support and guide learners (A4) • collaborate with others to enhance practice (V5)	Face-to-face workshops Developmental feedback following observations by mentors and peers Department mentoring	Reflective account, written commentary and portfolio Completion of micro teaching activities

iii)   Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • critical evaluation as a basis for effective practice (K3) • appropriate use of digital and/or other technologies, and resources for learning (K4) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3)	Face-to-face sessions and on-line resources Work-based activities	Reflective account, written commentary and portfolio

iv)   Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Contribute to the enhancement of diverse student learning through the evaluation and application of effective teaching strategies Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • teach and/or support learning through appropriate approaches and environments (A2) • support and guide learners (A4) • appropriate use of digital and/or other technologies, and resources for learning (K4)	On-line activities and workshops Department mentoring and work-based activities	Reflective account, written commentary and portfolio Completion of micro teaching activities

v)   Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Apply and evaluate appropriate strategies for practice to meet the needs of diverse learners Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • design and plan learning activities and/or programmes (A1) • critical evaluation as a basis for effective practice (K3) • promote engagement in learning and equity of opportunity for all to reach their potential (V2) • collaborate with others to enhance practice (V5)	Face-to-face sessions Undertake a pedagogic inquiry project	Written commentary and portfolio

vi)   Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • design and plan learning activities and/or programmes (A1) • respect individual learners and diverse groups of learners (V1) • promote engagement in learning and equity of opportunity for all to reach their potential (V2) • collaborate with others to enhance practice (V5)	Group activities in workshops; micro-teach sessions Reflecting on feedback from their own students	Feedback given to peers following their micro-teach sessions.

vii)   Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • design and plan learning activities and/or programmes (A1) • teach and/or support learning through appropriate approaches and environments (A2) • support and guide learners (A4) • critical evaluation as a basis for effective practice (K3) • promote engagement in learning and equity of opportunity for all to reach their potential (V2)	Face-to-face sessions and on-line activities Mentoring	Reflective account, presentation, written commentary and portfolio

viii)   Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Articulate how their practice aligns to the Professional Standards Framework for Descriptors 1 and 2 as appropriate with reference to the Areas of Activity (A), Core Knowledge (K) and Professional Values (V). In particular: • enhance practice through own continuing professional development (A5) • critical evaluation as a basis for effective practice (K3) • use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice (V3) • collaborate with others to enhance practice (V5)	Face-to-face sessions and on-line activities Department mentoring	Written commentary and portfolio Professional development plan

10. Special features

This programme has been mapped to the Professional Standards Framework (PSF) to Descriptors 1 and 2. The award comprises two modules (15-credits and 45-credits). Successful completion of the first module aligns to Descriptor 1 and thus awards Associate Fellowship. Successful completion of both modules leads to recognition of Fellowship (aligned to Descriptor 2 of the PSF) and the Postgraduate Certificate in Academic and Professional Practice.

11. Indicators of programme quality

- Accreditation by Advance HE
- Annual reviews for Advance HE
- Analysis of feedback from SSC representatives
- Analysis of LUMES data
- On-going review of programme with academics from across the University
- External Examiner's report
- Annual Development Review

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

The following additional award requirements for this programme have been approved:

- Awarding of Associate Fellowship and Fellowships of Advanced HE

13. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

Enhancing Student Learning: Module 1 (ED7439) will run from January until June (Semester 2). Enhancing Student Learning and Assessment: Module 2 (ED7440) will commence straight after the first module (i.e. in June) and continue during the summer and the following semester (S1), and will be completed in Semester 2 (i.e. 18 months for the programme in total).

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Postgraduate Certificate in Academic and Professional Practice (PGCAPP)

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	n/a	n/a	60 credits
Optional	n/a	n/a	n/a	n/a
Dissertation/project	n/a	n/a	n/a	n/a

60 credits in total

Level 7/Year 1   2024/25

Core modules

Delivery period	Code	Title	Credits
Semester 2	ED7439	Enhancing Student Learning (Module 1)	15 credits

Notes
N/A

Level 7/Year 2   2025/26

Core modules

Delivery period	Code	Title	Credits
Semester 1	ED7440	Enhancing Student Learning and Assessment (Module 2)	n/a
Semester 2	ED7440	Enhancing Student Learning and Assessment (Module 2)	45 credits
Semester 2	Module 1	Enhancing Student Learning and Assessment (Module 2)	15 credits

Notes
New intake will enroll onto Module 1 in September 2024.

Appendix 2: Module specifications

See taught postgraduate [module specification database](#) [Login required] (Note - modules are organized by year of delivery).