

1. Programme Title(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: Campus-based

4. Registration periods:

The normal period of registration is 24 months.

The maximum period of registration is 30 months.

It is possible for some participants to undertake the award within 12 months depending on the amount of teaching that they are undertaking. This would normally be appropriate for Clinical Teaching Fellows due to their high teaching workload.

5. Typical entry requirements:

The programme is normally for University of Leicester 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 of study
- Teach and/or support learning
- Assess and give feedback to learners
- Develop effective learning environments and approaches to student support and guidance
- Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

6. Accreditation of Prior Learning:

Staff who have completed 30 credits of a recognised Higher Education Academy-accredited programme elsewhere and thus recognised as an Associate Fellow of the HEA, will be able to have this certified learning accredited. Applicants will be required to provide the following information.

- Institution and dates of attendance
- Programme title
- Programme structure, module content and scheme of assessment
- Proof of HEA Associate Fellowship
- An authorised transcript of marks, endorsed by the institution
- An academic reference

Accreditation of Prior Experiential Learning (APEL) will also be considered for this programme. Applicants will need to provide the following.

- A summary of their professional experience including their career history and relevant education, training and professional development with dates (1,000 words max).
- A reflective commentary (2,000 – 2,500 words) demonstrating what has been learned from these activities. Specifically, applicants need to provide evidence of their own good practice in learning teaching or assessment, demonstrating links between their practice and pedagogic literature. As part of this, applicants also need to show how their practice aligns with Descriptor 1 of the UK Professional Standards Framework (UKPSF).

Applications will be considered by two members of the Programme Team in line with University policy. Successful applications will be accredited for the first module, Teaching and Supporting Learning in Higher Education, only. Marks awarded by a previous institution for APCL will contribute to the final award. Where APEL is approved this will be ungraded and classification of an award will be based on the module undertaken at the University.

Staff who have completed the University's 'Supporting Learning in Higher Education' professional development course worth 30 credits at Level 7 for Associate Fellowship of the HEA will be able to progress to the second module of this award provided that their teaching role meets the entry requirements above.

7. Programme aims:

The programme aims to:

- Enable participants to develop personally and professionally across a range of teaching roles in ways that are relevant to existing and future needs and responsibilities
- Encourage a reflective and scholarly approach to the study and practice of academic roles
- Enable participants to align their practice to the national standards of the UK Professional Standards Framework (UKPSF)
- Encourage participants to develop the capacity to reflect on their practice and to embrace the notion of continued professional development
- Provide a series of pathway specialisms to meet professional development needs
- Provide a route to Fellowships with the Higher Education Academy

8. Reference points used to inform the programme specification:

The UK Professional Standards Framework (UKPSF): <http://www.heacademy.ac.uk/UKPSF>

9. Programme Outcomes:

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|---|
| <i>(a) Discipline specific knowledge and competencies</i> | | |
| Knowledge | | |
| <p>Contribute to the enhancement of student learning through the critical evaluation and application of effective teaching and feedback strategies</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A2 and A3; Core Knowledge K1, K2, K3</p> | Face-to-face sessions, independent learning and on-line activities | Reflective account with supporting evidence and case studies |
| Concepts | | |
| <p>Integrate pedagogic scholarship into their practice</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A3 and A5; Core Knowledge K6; Professional Value V4</p> | Face-to-face sessions, independent learning and on-line activities | Reflective account with supporting evidence and case studies |
| Techniques | | |
| <p>Design and/or manage effective learning environments that meet the needs of a diverse body of learners;</p> <p>Demonstrate how they encourage their learners to engage actively with, reflect upon and think critically about their disciplinary subject matter using supportive assessment and feedback strategies</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity - A1, A2, A4 and Core Knowledge K1, K2</p> | Face-to-face sessions, independent learning and on-line activities | <p>Case studies and observations of participants' teaching practice by peers and mentors</p> <p>Reflective account and case studies</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|---|--|
| Critical analysis | | |
| <p>Evaluate existing and emerging scholarship of learning and teaching in higher education applicable to participant's area of practice</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A5 and Professional Values - V3</p> | <p>Face-to-face sessions, independent learning and on-line activities</p> | <p>Reflective account and case studies</p> |
| Presentation | | |
| <p>Design and/or manage effective learning environments that meet the needs of a diverse body of learners</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity - A1, A2, A4 and Core Knowledge K1, K2</p> | <p>Professional group meetings and peer observations</p> | <p>Case studies and observations of participants' teaching practice by peers and mentors</p> |
| Appraisal of evidence | | |
| <p>Critically reflect on their practice drawing on feedback from colleagues/mentors and learners</p> <p>Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A5, Core Knowledge K5, K6 and Professional Value V3</p> | <p>Face-to-face sessions, independent learning and on-line activities</p> | <p>Case studies</p> |
| (b) Transferable skills | | |
| Research skills | | |
| <p>Critically reflect on their practice drawing on feedback from colleagues/mentors and learners (which will include qualitative and quantitative data)</p> | <p>Face-to-face sessions, independent learning</p> | <p>Reflective account with supporting evidence and case studies</p> |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|--|--|--|
| Communication skills | | |
| Design and/or manage effective learning environments that meet the needs of a diverse body of learners | Professional group meetings | Observations of participants' teaching practice by peers and mentors |
| Data presentation | | |
| Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. | Professional group meetings, workshops and on-line resources | Observations of participants' teaching practice by peers and mentors Reflective account with supporting evidence/ commentary and case study (studies) |
| Information technology | | |
| Design and/or manage effective learning environments that meet the needs of a diverse body of learners Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A4 and Core Knowledge – K4 | On-line activities and workshops | Reflective account and case studies |
| Problem solving | | |
| Assess their professional development needs and address these in a systematic and efficient manner; Demonstrate how their practice aligns to the UK Professional Standards Framework for Descriptors 1 and 2 as appropriate. In particular, Areas of Activity – A5 and Professional Value V3 | Professional group meetings | Reflective account with supporting evidence |
| Working relationships | | |
| Demonstrate how their practice aligns to the UK Professional Standards Framework namely Professional Values 1 and 4: | Group activities in workshops; professional group meetings | Reflective account with supporting evidence, and case studies. |
| Managing learning | | |
| Demonstrate how their practice aligns to the UK Professional Standards Framework namely Areas of Activity – A3 and Professional Values 1 and 2: | Face-to-face sessions and professional group meetings | Reflective account with supporting evidence, and case studies. |

| Intended Learning Outcomes | Teaching and Learning Methods | How Demonstrated? |
|---|-------------------------------|---|
| Career management | | |
| Assess their professional development needs and address these in a systematic and efficient manner; Demonstrate how their practice aligns to the UK Professional Standards Framework namely Professional Value 3 | Face-to-face sessions | CPD plan (supporting evidence) and reflective commentary. |

10. Special features:

This programme has been mapped to the UK Professional Standards Framework (UKPSF) to Descriptors 1 and 2. The award comprises two modules (30 credits each). Successful completion of the first module aligns to Descriptor 1 and thus attracts Associate Fellowship of the Higher Education Academy. Successful completion of both modules leads to recognition as a Fellow of the Higher Education Academy (aligned to Descriptor 2 of the UKPSF) and the Postgraduate Certificate in Academic and Professional Practice.

11. Indications of programme quality:

- Analysis of module feedback
- External Examiner's report
- The PGCAPP team's participation in the University's scheme of peer review of teaching and marking and feedback
- Annual Development Review
- Accreditation by the Higher Education Academy

12. Scheme of Assessment

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

Postgraduate Certificate (60 taught credits): portfolio of work for the first module comprising a reflective account with supporting evidence; and for the assessment of the second module, one or two case studies or reports and a reflective account with supporting evidence.

Module assessment

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

13. Progression points

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

If a Re-submission mark is allocated for the first module, a participant can proceed to the second module pending the resubmission of a revised assessment to the next Exam Board (mark capped at 50%). In cases where a participant has failed to meet a requirement to progress to the second module he or she will be required to withdraw from the course.

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

As defined in Senate Regulation 6: Regulations governing Taught Postgraduate Programmes of Study (see [Senate Regulations](#))

15. Additional information [e.g. timetable for admissions]

There are two intakes each academic year for each of the modules.

16. External Examiner Reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

Appendix 1: Programme structure (programme regulations)

The first module: ED7427 Teaching and Supporting Learning in Higher Education (30 credits) is the core module for Descriptor 1 of the UK Professional Standards Framework and Associate Fellow recognition of the Higher Education Academy (AFHEA).

The second module: ED7426 Enhancing Academic Practice in Higher Education (30 credits) completes the full award. This module has been designed to be flexible to enable participants to pursue specific interest(s) related to their teaching practice.

Appendix 2: Module Specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>