

Course Handbook  
Postgraduate Certificate in Academic Practice (Learning  
and Teaching)  
2018/219  
Course Leader: Val Lawrenson  
Centre for Excellence in Learning and Teaching



Please read this Handbook in conjunction with the University's Student Handbook.

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# 1. Welcome to the PGCert Academic Practice (Learning and Teaching)

The course team would like to welcome you to the Post Graduate Certificate Academic Practice (Learning and Teaching). This course is based in UCLan Centre of Excellence in Learning and Teaching (CELT).

## 1.1 Rationale, aims and learning outcomes of the course

The PGCert Academic Practice (Learning and Teaching) is a 60 credit course which forms the 'off-the-job' part of the [Academic Professional Apprenticeship](#) teaching specialist route. All new academic staff who are employed by UCLan on a contract of 0.6 or above will normally be expected to undertake the Apprenticeship. This is the case regardless of whether the University is able to draw down from the Apprenticeship levy to help to fund your development - UCLan has taken the decision that all new staff will receive the same level of support. This means that:

- you will receive dedicated time from your workload to engage with the programme,
- you will have the support of a mentor, and
- regular meetings will take place between you, your mentor, your line manager, HR and a member of the PGCAP Course Team to ensure that you are able to make the most of this learning opportunity, and that you are on course for successful completion.

In addition to your work for the PGCAP you will be expected to maintain an on-line portfolio recording your progress, and also to complete an 'End Point Assessment' to fulfil the requirements of the Apprenticeship (further details can be found in section 5.1 below). All of this will have been explained to you in your initial set-up meeting where you committed to undertaking the Apprenticeship, but further questions can be directed to your mentor or the PGCAP Course Leader.

The PGCert Academic Practice (PGCAP) normally takes 24 months to complete and provides structured opportunities to develop, evaluate and apply knowledge and understanding of HE issues and pedagogical tools and concepts. It aims to enhance professional skills and activity in teaching, assessing and supporting learning of a diverse body of students.

The PGCAP (Learning and Teaching) is aligned to both the UK Professional Standards Framework for teaching and supporting learning in higher education (see [https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework\\_k.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework_k.pdf)), and the Academic Professional Apprenticeship (see <https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>). Appendix 8.1 shows how the course is mapped to the UKPSF, and the programme specification shows where the course will help you to achieve the Apprenticeship standard (appendix 8.2)

The course is part of Continuing Professional Development provision for those with learning, teaching and assessment responsibilities at UCLan. It underpins the University Learning and

Teaching strategy, which aims to ensure teaching practice is informed by an understanding of pedagogy.

Achievement of an appropriate category of HEA recognition is normally a contractual requirement for all new academic staff who are involved in supporting and/or facilitating students learning at UCLan. New academic staff with significant teaching responsibilities and who have less than three years' experience of teaching in Higher Education are generally required to enrol on the PGCAP (Learning and Teaching). There is an alternative PGCAP (Research) for those new staff whose role is primarily focussed on research rather than learning and teaching. However, both courses share a common module, allowing all new academic staff an opportunity to engage in development of their teaching practice and gain professional recognition as either Associate Fellow or Fellow of the HEA.

The PGCAP (Learning and Teaching) aims to provide new academics with:

- Tools to help improve/enhance the quality of their teaching, learning support and assessment activities.
- A situated approach to addressing the above, which places these issues clearly within the institutional and HE context.
- Theoretical, conceptual and methodological bases for addressing their own personal and professional development within the context of their subject discipline.
- The clear benefit of recognised professional status (Fellowship or Associate Fellowship of the HEA), which contributes to the status and professionalism of all staff at UCLan

The PGCAP (Learning and Teaching) is accredited by Advance HE (which incorporates the Higher Education Academy). Therefore, successful completion of all three level 7 modules enables participants to be recognised as a Fellow of the HEA (FHEA). Participants exiting after successful completion of the first module (EH4100) will be eligible for recognition as Associate Fellow (AFHEA).

## 1.2 Course Team

Formal workshops within the course are facilitated by colleagues from within the Centre of Excellence in Learning and Teaching (CELT), with occasional support from other colleagues across the University. All of the staff who teach on the course are all at least Fellow of the HEA, and several are Senior Fellows. Colleagues who support delivery of the course have extensive experience of teaching within HE. They also have a particular interest in supporting the learning of new staff. Their professional recognition enables them to fully integrate the Dimensions (Areas of Activity, Core Knowledge and Professional Values) of the UKPSF into the course. Contact details for colleagues supporting the delivery of the PGCAP (Learning and Teaching) can be found below:

- Val Lawrenson (SFHEA), Senior Lecturer Academic Development, PGCAP (Learning and Teaching) Course Leader and Module Leader EH4102 ☎ 3704 ✉ [valawrenson@uclan.ac.uk](mailto:valawrenson@uclan.ac.uk)
- Anna Hunter (SFHEA) Senior Lecturer Academic Development EH4100 Module Leader ☎ 3869 ✉ [achunter1@uclan.ac.uk](mailto:achunter1@uclan.ac.uk)

- Vikki Summers (FHEA) Senior Lecturer Academic Development, Module Leader EH4101 ☎ 3988 ✉ [vsummers@uclan.ac.uk](mailto:vsummers@uclan.ac.uk)
- Christy Bache-Evans (FHEA), Lecturer in Academic Development ☎ 3983 ✉ [cbevans@uclan.ac.uk](mailto:cbevans@uclan.ac.uk)

### 1.3 Expertise of staff

On some modules colleagues with specialist expertise facilitate sessions. Many of the facilitators have previously undertaken a PGCert Learning and Teaching in HE and all have demonstrated a keen interest in facilitating the learning of academic colleagues. They all hold professional recognition as Senior Fellow or Fellow. We believe the breadth of experience, willingness to support colleagues and their commitment to the professional standards is a key component to the success of our course. Following graduation and achievement of Fellowship status, successful participants of PGCAP (Learning and Teaching) will have the opportunity to continue their own CPD through involvement in the delivery and support of colleagues undertaking subsequent programmes. This involvement will provide the opportunity to embed theory and practice. It also provides experience that can contribute towards a claim for Senior Fellowship.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide academic support during the year. S/he will be the first point of call for many of the questions that you might have during the year. S/he will be familiar with the different modules on PGCAP (Learning and Teaching) and therefore will be able to offer support about the different components of the assessment and the UKPSF.

All participants on the PGCert Academic Practice (Learning and Teaching) will also be allocated a mentor, whose role it is to help you to apply the learning that you gain from the course to your specific working context and everyday practice. Your mentor will be familiar with the course, and will therefore be able to effectively support the integration of theory and practice. S/he will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. Your mentor will also hold regular meetings with you, your line manager and the PGCAP course leader in order to ensure that you are progressing towards successful completion of the programme. This will allow you to highlight any issues, problems or challenges promptly and allow action to be taken to support you.



### 1.5 Administration details

Campus Admin Services provides academic administration support and are located in the hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific administration processes such as extenuating circumstances, extensions and appeals.

#### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching  
Telephone: 01772 1996 / 1997  
email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

Specific administrative support for CELT Academic Development programmes can be obtained from the CELT administration team :

CELT Programmes Administrative Support ☎ 2371 ✉ [celtprogrammes@uclan.ac.uk](mailto:celtprogrammes@uclan.ac.uk)

## 1.5 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Every effort has been made to ensure the information you require is available on specific module Blackboard pages. Once you are enrolled on the PGCAP you will have access to these pages. HOWEVER you will be enrolled on the course as a STUDENT. This means you will need to use your STUDENT ID to access information related to the course. In order to ensure you do not miss any notifications sent via Blackboard to your STUDENT EMAIL ACCOUNT you are advised to consider setting up an outlook “Rule” to forward communications to your staff account.

## 1.6 External Examiner

The University has appointed an External Examiner who helps to ensure that the standards of the Course are comparable to those provided at other higher education institutions in the UK. The current External Examiner is Kathryn Botham (SFHEA), Centre for Excellence in Learning and Teaching, Manchester Metropolitan University.

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The External Examiner will have access to the Course Blackboard space and will be able to access samples of submitted work for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work from across the range Good pass; Pass; Refer. The External Examiner attends the Course Board each year and is keen to meet with you to explore your experience of the PG CAP (Learning and Teaching).

In addition, participants' work will normally be assessed by an external 'End Point Assessor' in order to satisfy the requirements of the Academic Professional Apprenticeship. You will be informed about who the end point assessor is as you approach the end of the course.



## 2. Structure of the course

### 2.1 Overall structure

This is a 60-credit course made up of three level 7 modules:

EH4100 Introduction to Learning and Teaching in HE; EH4101 Learning, Teaching and Assessment; and EH4102 Enhancing Professional Practice. The overall learning requirement for the PGCAP is equivalent to 600 hours. You will undertake both formative and summative assessment tasks for all three modules and, in addition, are required to complete the end point assessment for the Apprenticeship. This assessment will incorporate assessment materials that you have produced for the modules, as well as a 'professional conversation' with an end point assessor. For more information about the End Point Assessment for this Apprenticeship, see:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

In order to gain the most benefit from undertaking PGCAP (Learning and Teaching) you should have a minimum of 6 contact HE teaching hours per week at Level 4 (first year undergraduate). You must also be employed in an academic role 0.6 or more of your time over a period of at least 36 months. This will ensure you have sufficient opportunity to provide evidence that you can put the content of the course workshops into practice and benefit from the course. If you do not meet the eligibility requirements for PGCert Academic Practice (Learning and Teaching) you will be advised of alternative opportunities for developing your teaching and support for learning.

Please take note of the following when considering your progression and enrolment through the Course:

- EH4100 should be completed within one year from enrolment
- After successfully completing all the assessment components for EH4100 you are eligible to progress onto the next available intake of EH4101. You will also be eligible for professional recognition as an Associate Fellow.
- You should complete the PGCAP within 24 months of enrolment, and your mentor, line manager and PGCAP Course or Module Leader will all help you to ensure that you complete successfully and in a timely manner.

Progression Opportunities after Completing:

At the end of the PGCAP you have the opportunity to progress to other academic Courses such as

- the PG Diploma or M.Ed (Professional Practice in Education)
- an MA in Education (Research)
- or to the EdD Professional Doctorate.

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment (see the relevant module information packs for more detailed information). A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Each module provides you with knowledge to help you to perform your academic role effectively, but in order to become fully competent in your new role, **it is essential that you take steps to connect your learning with your day-to-day practice and context.** Your mentor will help you to do this, and you will also have regular meetings with the course leader and your line manager to ensure that you have adequate opportunity to connect theory with practice.

**EH4100 Introduction to Learning and Teaching in HE.** The teaching on this module has been constructed to facilitate informed application of methodology and good practice within the institutional context. The aim is for you to develop skills related to understanding and supporting teaching and learning in HE, effective performance in your role in the university and management of your own professional practice. This module learning outcomes for EH4100 are mapped to Descriptor 1 of the UKPSF (AFHEA). After completing the module assessments participants will progress to EH4101. However, any participants who withdraw from the course having successfully completed the first module (EH4100) will be eligible for recognition as an Associate Fellow of the HEA (AFHEA).

**EH4101 Teaching Learning and Assessment.** This module focuses on developing a strong basis of knowledge and theoretical understanding against which you can critically appraise your own teaching, learning and assessment practice. It places this understanding within the context of current trends and issues within the sector and the institution. You will carry out a self-audit using the UKPSF at the start of the module which will enable you to structure and develop your practice on the basis of deep, critical and informed understanding. You will also be able to identify areas for your future professional and academic development. The content of EH4101 is delivered using a blended approach. You can find out more about the module content, teaching learning and assessment strategies from the *module descriptor*. The module information pack or handbook is available on Blackboard also contains information specifically related to EH4101.

EH4101 module learning outcomes *contribute to or are relevant to* but do not necessarily *sufficiently cover all* the elements of Descriptor Two of the UKPSF (FHEA).

**EH4102 Enhancing Professional Practice** aims to provide the opportunity for participants to synthesise prior knowledge, professional activity and teaching/learning experience gained in previous modules, which you should complete before progressing to EH4102. Through its focus on UKPSF Dimensions the module establishes a basis for structuring your future personal and professional development. A separate handbook is available for more information related to EH4102 Enhancing Professional Practice. You will be able to access this module information pack or handbook on the PGCAP (Learning and Teaching) Blackboard.

EH4102 module learning outcomes *contribute to or are relevant to* but do not necessarily *sufficiently cover all* the elements of Descriptor Two of the UKPSF (FHEA).



On successful completion of all three modules you will have demonstrated that you meet all of the criteria for Descriptor 2 and be in a position to claim recognition as a Fellow of the HEA. The PGCAP (Learning and Teaching) is an academic credit-bearing course, and it is therefore subject to the normal quality assurance processes including moderation, and sampling by an external examiner. The external examiner, who holds an appropriate Fellowship category, confirms the HEA Fellowship judgement prior to its presentation at the final course or module board.



## 2.3 Course requirements

**The final award of the course is the Post Graduate Certificate Academic Practice (Learning and Teaching). It is awarded following successful completion of all three modules.**

This course is accredited by the Higher Education Academy (one part of Advance HE). Following verification of the Fellowship judgement at the course board the accrediting body will be contacted and advised of your Fellowship status. You will be sent guidance about how to access your professional recognition record in order to obtain your certificate.

## 2.4 Module Registration Options

Progression through the course normally takes place after successful completion of each module.

## 2.5 Study Time

### 2.5.1 Weekly timetable

Session outlines identifying the content for each of the three modules that make up the PGCAP (Learning and Teaching) are available on the relevant module Blackboard space. The UKPSF elements that correspond to the timetabled sessions are highlighted in the session outlines. You will need to use the [timetable widget](#) to identify the venue for each of the planned sessions. Please note, as a member of staff you will need to access the timetable venue information using the corresponding module number.

### 2.5.2 Expected hours of study

You are likely to be working as a lecturer whilst undertaking this course of study therefore it is important that you recognise the amount of work that is required to ensure successful completion. The normal amount of work involved in achieving a successful outcome to academic studies is to study for a minimum of 10 hours per each credit you need to achieve – this number includes attendance at UCLan and time spent in private study. The overall expected hours of study for each of the modules in the PGCAP (Learning and Teaching) is therefore 200. The whole Course therefore is expected to require a total of 600 hours learning. You will be allocated 20% of your workload in order to engage with the PGCAP and associated study – if you find that you do not have sufficient time to engage with the

programme, you should raise the issue with your line manager, mentor and course leader as soon as possible.



### 2.5.3 Attendance Requirements

Once enrolled on the programme you are required to attend timetabled learning activities. Where you are unable to attend a particular session, you are expected to contact the module leader who will direct you to alternative ways of engaging with the learning materials. You are required to demonstrate that you have spent the required time engaging with off the job learning, and that you have completed any tasks that have been provided in lieu of attending the taught session. Student Attendance Monitoring (SAM) is used to enable attendance monitoring, and you are therefore required to bring your STUDENT ID card with you to each session. Close attention will be paid to attendance and engagement with on-line materials. Line managers, mentors and Human Resources (as the representative of your employer) will be advised if the attendance requirements are not being met. Regular meetings will be undertaken between yourself, your mentor and the course leader to ensure you receive the best learning opportunity.

Notification of illness or exceptional requests for leave of absence must be made to:

- Val Lawrenson, Academic Development, Centre for Excellence in Learning and Teaching, Course Leader and Module Leader EH4102 ☎ 3704 [valawrenson@uclan.ac.uk](mailto:valawrenson@uclan.ac.uk)
- Anna Hunter (SFHEA) Senior Lecturer Academic Development EH4100 Module Leader ☎ 3869 ✉ [achunter1@uclan.ac.uk](mailto:achunter1@uclan.ac.uk)
- Vikki Summers (FHEA) Senior Lecturer Academic Development, Module Leader EH4101 ☎ 3988 ✉ [vsummers@uclan.ac.uk](mailto:vsummers@uclan.ac.uk)

**Members of the module teaching teams are not able to grant extensions or extenuating circumstances. Any requests for extensions to assignment submissions, extenuating circumstances or requests to suspend or withdraw from studies must be submitted to staff in the Harris Hub using the appropriate documentation. For ease of access we have included links to the required documentation on each module Blackboard space in the assessment category.**

#### Harris Building

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## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

The course is designed for practitioners who bring with them a variety of professional and life experiences. The diversity of experiences of participants enables the use of a variety of approaches to teaching and learning particularly the use of experiential learning, web-based learning, seminars, peer facilitated learning and other informal, interactive methods. More information about these strategies can be found in the Module Information packs on Blackboard.

### 3.2 Study skills

Although you are a member of staff for the purposes of this particular course, you are registered as a STUDENT. Enrolment on a formal programme of study means you are entitled to access the resources available to all students. The team believe it is valuable for your skills in facilitation of others' learning to experience a course from the students' perspective. In view of this philosophy we encourage you to access the support on offer within the university, including WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library staff and the [Technology Enabled Learning Team](#). Please do take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The library Education Subject Liaison Officer can be contacted on ☎ 2494 ✉

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition to this each module has a separate module Blackboard space where resources to support your learning can be accessed. Throughout the Course you are encouraged to utilise electronic resources in the form of discussion boards and blogs to further enhance your learning.

### 3.4 Personal development planning

This course is accessed as part of personal and professional development for those with a role in teaching and learning, and is intended to support your development from your entry point in employment in HE through to being a competent professional in your role. Your mentor, the course leader, your line manager and HR, all have a role to play in ensuring that you are able to make the most of the learning opportunity on offer to you and that you are supported towards successful completion of the course.

The UKPSF underpins the modules and the whole course is aligned to Fellowship of the UKPSF (Descriptor 2 of the UKPSF) and the Academic Professional Apprenticeship (teaching specialism). Both of these mappings can help you to identify the skills, attributes, behaviours and knowledge that you need to fulfil your role effectively. Your mentor will help

you to identify particular development needs as your progress through the course, and s/he will also help you to identify opportunities for connecting your learning with your day-to-day practice. Furthermore, one component of the EH4101 assessment process is a reflection on progress towards achievement of HEA Fellow status (FHEA), and you are invited to undertake a self-audit using the UKPSF Dimensions of Practice at the start of your learning journey. This will help you identify your personal learning needs and also help you to identify your progress and achievement.



### **3.5 Preparing for your career**

The PGCAP (Learning and Teaching) is accredited by the Higher Education Academy (part of Advance HE), and successful completion carries with it professional recognition as a Fellow (FHEA). This recognition is internationally recognised, and is a common expectation for those who hold a lecturing post in UK higher education. The Academic Professional Apprenticeship, of which this PGCAP forms part, is intended to support new academic staff to develop their knowledge skills and behaviours as a professional academic, and, on successful completion, demonstrates that you are competent in your role. Nevertheless, that should not be the end of your development journey, and CELT offers a number of further opportunities for you to develop your practice as someone who teaches or supports learning in HE (search 'CELT' on iTrent for all of the forthcoming workshops, or check the CELT Sharepoint page for more information). Therefore, completion of the PGCAP provides an excellent platform from which to grow and develop your career in learning and teaching. The emphasis within the course on critical self-reflection, the ability to identify strengths and areas for improvement, and action planning for professional development enhances the employability of participants. Furthermore, as students of the university, participants have access to a lifetime career service.

## **4. Student Support**

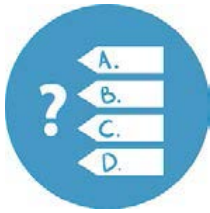
As part of your engagement with the PGCAP (Learning and Teaching) you will be allocated a mentor to help you to apply the learning from the course to your context and everyday practice. You will also have regular meetings with your line manager, mentor and course leader to review your progress and to identify any extra support that may be required. You will also have access to an Academic Advisor who is able to help you to interpret the demands of the course and the assessment.

The course team, Val, Anna, Vikki and Christy, are available for support related to the course and specific administrative support is available via ☎ 2371 [celtprogrammes@uclan.ac.uk](mailto:celtprogrammes@uclan.ac.uk) should you require it.

### **4.2 Students with disabilities**

Dr Vikki Summers is Disability Co-ordinator (PG) and Dr. Anna Hunter is Lead for Equality and Diversity in CELT. Anna or Vikki can be contacted for advice and support in relation to these areas.

## 5. Assessment



### 5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The Course places great emphasis on assessment for learning and as such incorporates a range of formative and summative assessments. The assessments are designed to make the most of your work and role in the university and link the learning process on the PGCAP to your work activities. They focus on and complement your teaching, assessment and support activity, using it to develop your learning, and your professional and personal practice in an evaluative and critical way. Tools for assessment include, for example:

- Comparisons and critiques of practice
- Group and paired activities
- Critically reflective activities including structured discussions or essays
- Peer observation of teaching activity
- Critical analyses of practice
- Portfolio

Your mentor will also arrange further formative assessment opportunities for you to demonstrate how you are applying the learning from the course to your practice.

In order to gain the PGCAP (Learning & Teaching) award, you must pass all three modules.

In addition to the assessment for the PGCAP modules, you are required to undertake the 'End Point Assessment' for the Academic Professional Apprenticeship. The End Point Assessment Plan for this Apprenticeship can be found here:

[https://www.instituteofapprenticeships.org/media/1778/st0477\\_-\\_academic-professional\\_-\\_level-7\\_ap-for-publication\\_15052018.pdf](https://www.instituteofapprenticeships.org/media/1778/st0477_-_academic-professional_-_level-7_ap-for-publication_15052018.pdf)

Further information on end point assessment for the Apprenticeship programme can be found in the Academic Practice Development Programme handbook, which should be read alongside this course handbook.

All work that forms your end point assessment will be assessed by a qualified and recognised end point assessor for this Apprenticeship standard.

### 5.2 Notification of assignments and examination arrangements

Feedback on assignments will normally be returned to you within 15 working days. The length of time feedback will be returned outside of identified submission dates may vary. You will be informed by the module leader if any delays are anticipated to the release of feedback.

Written assignments will be submitted electronically via Turnitin by 4pm on the date specified in the Module Information Pack. More information related to module assessments including the assessment criteria will be provided during the module timetabled session, the Module Information Pack and via the Module Blackboard page.

### **5.3 Referencing**

Please note that the HARVARD referencing style is required for all work submitted for modules on this course. This can be a challenge when you are familiar with a different, perhaps discipline specific, format. Further details on how to reference using Harvard are available on the PGCert Course Blackboard. You can also access study resources from the Library resource centre.

### **5.4 Confidential material**

As a consequence of the student-centred, shared learning approach to this course it is possible that some sensitive or confidential information may be disclosed. You are asked to use your professional judgement as to the sensitivity of this information and respect confidentiality and/or maintain anonymity of individuals and organisations.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online assessment tool called Turnitin, partly to check the originality of submitted work. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work. You will be required to specify that any work you submit is your own.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#)<sup>1</sup>. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

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<sup>1</sup> [https://www.uclan.ac.uk/study\\_here/student-contract.php](https://www.uclan.ac.uk/study_here/student-contract.php) follow the link for taught courses



## **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms including module evaluation questionnaires for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Feedback from participants in previous cohorts was instrumental in facilitating changes related to module assessments and the number of module learning outcomes.

The university has specific procedures in place related to appeals and complaints. You can find out more about these in the student handbook.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

The University is keen to facilitate the continued enhancement of its Courses and the team recognise the importance of ensuring your views are heard. In order to facilitate the two-way communication of information is via the Staff Student Liaison Committee. Two participants from each of the three PGCert modules are invited to act as representatives for their colleagues at the SSLC. This meeting is held once per year and is informed by feedback from the Module Feedback Questionnaires (MFQ). The course leader devises a template based on information collated from the MFQ and this is used by cohort representatives to underpin discussions at the SSLC. At this meeting there is also the opportunity for representatives to raise any issues they are aware of that might not be included in the MFQ feedback. Feedback from the SSLC is disseminated via the cohort representatives. It is also available via module Blackboard platforms.

## 8. Appendices

### 8.1 Programme Specification

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	Centre for Excellence in Learning & Teaching
<b>4. External Accreditation</b>	The Higher Education Academy (Advance HE)
<b>5. Title of Final Award</b>	Post Graduate Certificate in Academic Practice (Learning and Teaching)
<b>6. Modes of Attendance offered</b>	Part-time for the PGCAP Full time for the Degree Apprenticeship (Academic Professional Apprenticeship)
<b>7. UCAS Code</b>	JACS code – X142 HECOS code - 100509
<b>8. Relevant Subject Benchmarking Group(s)</b>	Academic Professional Apprenticeship Standard Higher Education Academy (Advance HE), UK Professional Standards Framework
<b>9. Other external influences</b>	HEA PG Certificate Course Leader Networks. Academic Professional Apprenticeship Standard Vitae (Researcher Development Framework)
<b>10. Date of production/revision of this form</b>	September 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To prepare early career academics to achieve the professional standards in order to teach successfully in an HE context.</li> <li>• To provide participants with tools to help them improve/enhance the quality of their teaching, learning support and assessment activities, including their methodology.</li> </ul>	



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| <ul style="list-style-type: none"><li>• To model professional practice, including a wide range of appropriate teaching, learning and assessment strategies that academics can critically analyse and apply in their own teaching.</li></ul>  |
| <ul style="list-style-type: none"><li>• To offer a situated approach to addressing the above, which places these issues clearly within the institutional and HE context.</li></ul>   |
| <ul style="list-style-type: none"><li>• To provide participants with the theoretical, conceptual and methodological bases for addressing their own personal and professional development within the context of their subject discipline.</li></ul>   |
| <ul style="list-style-type: none"><li>• To provide Academic Professional Apprentices with an 'off the job' training and development programme, and to provide all participants a structured development programme leading to recognition by the Higher Education Academy as Associate Fellows.</li></ul> |

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Articulate and demonstrate in practice key principles and methods for effective teaching and assessment in higher education in the subject area. A2. Explain and integrate into practice an understanding of how students learn, both generally and in the discipline, of methods for evaluating the effectiveness of learning and teaching activities and an ability to adapt delivery for a range of student needs. A3. Evidence understanding of the role, value and appropriate application of technology in supporting learning, teaching and assessment through application in practice. A4. Take a leading role in the development and deployment of innovative HE learning, teaching and assessment including monitoring delivery and evaluating course, award and programme design.
<b>Teaching and Learning Methods</b>
Workshops, tutorials, learning sets, peer supported and work based learning, independent scholarly activity
<b>Assessment methods</b>
Reflective assignments, teaching observations, action planning, poster presentation
<b>B. Subject-specific skills</b>
B1. Critically analyse how research methods and approaches in their own subject differ from, or might support, methods that are utilised in pedagogic research, scholarship and evaluation. B2. Facilitate student learning and engagement through the design and delivery of an appropriate variety of high quality teaching activities and environments. B3. Demonstrate that practice is informed by critical understanding of the demands and issues of their own subject discipline and role in teaching, learning and assessment. B4. Demonstrate advanced practice in the learning environment which is underpinned by reflection, evidence informed approaches, and the outcomes from current (pedagogic and subject) research, scholarship and CPD.
<b>Teaching and Learning Methods</b>
Workshops, tutorials, learning sets, peer supported and work based learning, independent scholarly activity
<b>Assessment methods</b>
Reflective assignments, teaching observations, action planning, poster presentation
<b>C. Thinking Skills</b>
C1. Evaluate and reflect on professional practice in relation to curriculum design and/or delivery, research-informed teaching, learning support and assessment. C2. Apply professional ethics and values, sustainable and inclusive approaches, and quality and policy agendas in their practice. C3. Analyse, synthesise and use critical thinking in the context of disciplinary research as it relates to learning and teaching practices. C4. Identify and evaluate relevant regulatory, administrative, financial, planning procedures, risk management, and quality assurance and enhancement processes in relation to their learning and teaching role.
<b>Teaching and Learning Methods</b>
Workshops, tutorials, learning sets, peer supported and work based learning, independent scholarly activity
<b>Assessment methods</b>
Reflective assignments, action planning, observation of teaching practice, poster presentation
<b>D. Other skills relevant to employability and personal development</b>
D1. Articulate the importance of, and strategies for, making effective use of processes and systems (including technology) to rationalise workload in order to achieve balance both within their academic role and in relation to work and life. D2. Communicate successfully with a range of stakeholders in written and oral forms and collaborate effectively to manage processes, people or teams in order to support learning and teaching. D3. Systematically apply professional development frameworks (particularly the UKPSF and the RDF) to current practice and critically reflect on future development needs. D4. Manage complex information and support learning and teaching through the use of a wide range of technologies

<b>Teaching and Learning Methods</b>
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Workshops, tutorials, learning sets, peer supported and work based learning, independent scholarly activity
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<b>Assessment methods</b>
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Reflective assignments, action planning,
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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 4 (7)	EH4102	Enhancing Professional Practice	20	<b>Postgraduate Certificate in Academic Practice (Learning and Teaching)</b> 60 credits at Level 7
	EH4101	Teaching, learning and Assessment	20	
	EH4100	Introduction to Learning and Teaching in HE	20	
<b>15. Personal Development Planning</b>				
<p>The Postgraduate Certificate Academic Practice (Learning and Teaching) is a comprehensive work-based programme aimed at professionals working within an HE environment. It offers a route to professional accreditation, and provides structured opportunities to develop, evaluate and apply knowledge and understanding of HE issues and pedagogical tools and concepts, thus enhancing professional skills and activity in teaching, assessing and supporting learning of a diverse body of students. Within the context of this Postgraduate Certificate, PDP is about planning and implementing professional and practice development in order to address personal and professional objectives as a new HE lecturer.</p> <ul style="list-style-type: none"> <li>• Support for PDP <ul style="list-style-type: none"> <li>○ This includes, for example, collaborative learning, and participants will be encouraged to reflect on and to evaluate their own progress, needs and performance against professional descriptors and module learning outcomes.</li> <li>○ Assignments involve an integral reflective component since professional development requires that participants are self-critical, self-aware and self-directed in being able to identify, plan for, implement and evaluate their own learning and progress.</li> <li>○ Other support for PDP takes the form of feedback from critical friends, peers, tutors, the module and course leaders.</li> <li>○ Academic advice will be available from the course and module leaders and through blackboard.</li> </ul> </li> </ul>				
<p><b>16. Admissions criteria *</b> (including agreed tariffs for entry with advanced standing) <i>*Correct as at date of approval. For latest information, please consult the University's website.</i></p>				
<p>The Post-graduate Certificate in Academic Practice (Learning and Teaching) may be undertaken as a part-time qualification as well as providing the off-site element of the Academic Professional Apprenticeship. This Postgraduate Certificate is an in-house professional development award, offering academic staff at UCLan a level 7 teaching qualification. Participants must be employed by UCLan on an academic contract of 0.6 or more, have less than three years' experience in HE, and not currently hold Fellowship of the HEA or a Postgraduate Certificate in Learning and Teaching in HE. Their contract of employment must be at least 36 months in duration from the point of employment, and must have at least 24 months left at the point of entry onto the course.</p> <p>Participants would normally hold a Level 7 qualification (or equivalent professional experience) in their own discipline or subject area. The University's normal APEL policy and processes apply.</p>				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• Academic Development SharePoint page</li> <li>• Human Resources</li> <li>• Heads of Department or line managers</li> </ul>				

### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 7	EH4100	Introduction to Learning and Teaching in HE	COMP	x	x				x			x		x		x		x	
	EH4101	Teaching Learning and Assessment	COMP	x	x	x	x		x	x		x	x	x	x	x	x	x	x
	EH4102	Enhancing Professional Practice	COMP	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Not Applicable

## 8.2 PGCert Academic Practice (Learning and Teaching) module learning outcomes mapped to UKPSF Dimensions of Practice

Module	Module Learning Outcomes	UKPSF Dimension of Practice														
		A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
EH4100	<i>1. Plan and design a range of learning and teaching activities that meet the needs of all learners, incorporating learning from pedagogic literature and feedback on teaching</i>	√					√	√					√	√	√	
	<i>2. Apply pedagogic principles in teaching and facilitating inclusive learning</i>		√					√					√	√	√	
	<i>3. Critically reflect on and evaluate their teaching practice in relation to their own learning and their students' learning</i>					√			√		√					
	<i>4. Critically reflect on teaching practice in relation to professional standards and identify and plan appropriate professional and personal development</i>					√										√

<b>EH4101</b>	<i>1. Formulate a scheme of work (schedule plan) that demonstrates critical awareness of curriculum design principles, context of the broader programme, wider HE requirements and student diversity</i>	√	√		√	√	√	√	√	√			√	√	√	√
	<i>2. Utilise and critically evaluate a range of teaching learning and assessment strategies with reference to pedagogic literature</i>		√	√	√	√	√	√	√	√	√		√	√	√	
	<i>3. Critically discuss issues surrounding assessment and feedback practice in relation to effectiveness at supporting student learning</i>			√		√			√		√				√	
	<i>4. Critically reflect upon own teaching, learning, assessment and evaluation practices in relation to professional standards</i>					√					√			√		



<b>EH4102</b>	1. <i>Critically discuss contemporary practice issues in relation to the impact on the student learning experience</i>					√				√		√	√	√	√	√	√
	2. <i>Critically discuss and evaluate national and local quality assurance mechanisms</i>					√						√	√			√	√
	3. <i>Critically engage with pedagogic research and demonstrate this in evidence based teaching practice</i>	√	√			√	√	√	√	√	√			√	√	√	
	4. <i>Critically reflect on development in teaching learning and assessment during the programme and identify future development opportunities</i>					√						√	√			√	√

This template indicates where each of the elements of the UKPSF are mapped to the three PGCAP (Learning and Teaching) modules. EH4100 is mapped in a way that provides the opportunity for the requirements of UKPSF Descriptor 1 (Associate Fellow) to be achieved. The second and third modules are aligned to UKPSF Descriptor 2 (Fellow of the HEA). Therefore in each of the modules the learning outcomes *contribute to or are relevant to* but do not necessarily

*sufficiently cover all* the elements of Descriptor Two. On completing the course participants will have demonstrated that they meet all elements of Fellow (D2) dimension.