

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	Postgraduate Certificate in Academic Practice
Name of Interim Award(s)	Certificate in Learning and Teaching (CILT) - 30-credit exit award
Duration of Study / Period of Registration	PGCERT 2 years PT
QM Programme Code / UCAS Code(s)	
QAA Benchmark Group	not applicable
FHEQ Level of Award	Level 7
Programme Accredited by	Advance HE
Date Programme Specification Approved	
Responsible School / Institute	QM Academy

Schools which will also be involved in teaching part of the programme

Institute of Health Sciences

E-Learning Unit

Other colleagues in schools/institutes and professional services also contribute to the program

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

Postgraduate Certificate in Academic Practice (PGCAP) is a 60-credit postgraduate programme that will induct you into the principles, best practices, and ways for developing and evaluating aspects of your academic practice. Completing this programme leads to a postgraduate qualification (Postgraduate Certificate) in education and recognition as HEA Fellow.

You can complete this programme if you are a member of academic staff on probation, which requires you to obtain HEA Fellow status; or a member of academic or other staff (including professional services) whose role involves substantial teaching and/or supporting learning, for example convening modules or leading programmes,.

PGCAP is designed to inspire you to think creatively about your practice in the context of your specialist role and subject area. The programme will encourage you to make connections between your own experience, the experience of others, and learning,

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)

teaching and wider academic practice theories that have been developed by researchers and practitioners.

To qualify for the programme you will be expected to teach at least at FHEQ level 4 (or equivalent), and to have planned teaching of at least ten hours over the first two semesters from enrolment. You should normally be a module convenor or have responsibility for curriculum design.

Aims of the Programme

The overall aim of the programme is to help staff develop and enhance their practice as educators in HE. Staff who take the programme will be able to complete observations and practice teaching skills, and learn about a variety of educational methods and theories of learning.

The programme aims to support QMUL's strategic priorities for its education provision in Strategy 2030 by equipping staff with the knowledge, skills and attitudes that will make them confident, effective and inclusive practitioners in their role. The programme reflects on and accommodates the needs of the different disciplines, schools/institutes and professional services at QMUL, and our diverse student population. The programme aims to:

- Support QMUL strategic priorities for its education provision in line with Strategy 2030
- Equip new educators with the knowledge, skills and attitudes that will make them confident and effective practitioners in their role
- Enable probationary academic staff to demonstrate the requisite knowledge, skills and attributes for effective practice, as identified in the UK Professional Standards Framework
- Provide a means for established staff to enhance their practice through building on their knowledge, skills and attitudes for effective practice, as identified in the UK Professional Standards Framework

What Will You Be Expected to Achieve?

Participants who successfully complete the programme will be able to:

Academic Content:	
A 1	Critically appraise theoretical foundations and current trends of teaching and learning in higher education
A 2	Apply pedagogic theories and practices to teaching and learning in your discipline
A 3	Analyse the wider context of UK higher education, including its regulatory and professional bodies, processes, development, funding, and strategic agendas
A 4	Identify relevant QMUL structures, regulations and processes and evaluate the ways in which they relate to your teaching and learning role
A 5	Explain the principles and methods of evaluating the outcomes of your teaching and / or supporting learning
A 6	Evaluate and apply mechanisms for assessing and enhancing the quality of academic practice
A 7	Apply principles, methodologies and approaches to conducting research and scholarship in the practice of teaching and/or supporting learning
A 8	

Disciplinary Skills - able to:	
B 1	Design effective sessions, modules or programmes of study through selective use of methods, approaches and technologies for active learning that align with measurable learning outcomes
B 2	Design and deliver effective teaching and learning in a range of modes (face to face, blended and online) that align with learning outcomes, learner level, and the subject
B 3	Design and implement assessment and feedback strategies that measure and promote learning success
B 4	Synthesise evidence from educational research and scholarship, subject research, peer dialogue and observation, evaluation and self-reflection, to continually develop and enhance your practice of teaching and / or supporting learning
B 5	

Attributes:	
C 1	Develop an inclusive and student-centred approach to teaching and learning which reflects the diversity of students and meets established guidelines for accessibility and inclusivity
C 2	Facilitate student learning effectively in order to maximise learners' equality of opportunity
C 3	Engage critically and collaboratively with educational practice, literature and evidence
C 4	Learn from discussions with colleagues, educational research and scholarship, and observations, including across different disciplines
C 5	Evidence meeting the Dimensions of Practice in Descriptors 1 and 2 of the UKPSF

How Will You Learn?

You will learn in a mix of tutored sessions, observed practice (teaching observations by peers, educational developers and seniors of your choosing), independent and supervised project work, oral presentations, online activities - quizzes and discussion forums, peer marking and feedback. and independent study. All that amounts to 600 notional learning hours.

The programme will work in a large part as a flipped classroom. You will prepare for taught sessions by learning and consolidating on relevant theory via specially designed online resources provided via module virtual learning environments. In class you will engage, individually or collectively and in different - or similar- discipline groups, in discussion and debate of the application of theory, and in structured activities, e.g. simulations, that put theory to practice. The taught sessions will be organised to prepare you for testing, adapting and innovating theoretical applications and best practices to your real-life practice. The sessions will also prepare you for the module assessment. The distance learning version of the programme will follow the same flipped classroom model and will include synchronous or asynchronous online activities, discussions, and workshops.

Module 1 will be structured around microteaching - a mini teaching session conducted in a 'safe' environment that you will be required to prepare and deliver to peers and a tutor who will provide formative feedback. Module 2 will focus on developing your disciplinary practice, culminating in observations of your teaching and a presentation of a resource for teaching, learning or assessment that you have designed and tested. In Module 3 you will engage in redesigning modules and online courses, and module 4 will support participants to develop an action research project on an aspect of teaching, supervision or supporting learning of your choosing.

All modules will be taught by education advisers with contributions from academic and professional staff from across QMUL with

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)

appropriate expertise. The programme tutors will support you throughout the programme along with mentors in your department.

How Will You Be Assessed?

You will be assessed authentically, i.e. on tasks and activities that form part of your everyday work for example planning and delivery of teaching, designing resources for in-class and online learning, curriculum re/design. All assessment tasks will be integrated into the learning and teaching in the modules, and will serve as both evidence of learning and a means for learning by doing,. Assessments map directly onto the UKPSF, to which the programme's learning outcomes are aligned.

There will be no formal examinations, only coursework in the format of reflective reports, presentations, curriculum design reports or designs of online courses, and action research proposals. To perform successfully in the assessment you will be expected to demonstrate sufficient level of criticality of theory, literature, scholarship and the approaches and outcomes of your own practice.

You will receive tutor feedback on all assessment, in addition to tutor and peer feedback on much of the formative assessment. You will also be expected to provide constructive and supportive peer feedback to your colleagues. Feedback on the summative assessment will be provided in accordance with existing QMUL policy for work submitted on time.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The PGCAP will last 2 academic years (4 semesters) in both its face-to-face and distance learning modes of delivery, and will start twice in an academic year - in September and January.

The programme will comprise four modules: two 15-credit semester-long modules in the first year and two 15 credit modules in the second year.

Module 1 will introduce you to the principles of learning and teaching in higher education and their application to designing sessions for active learning.

Module 2 will explore the application and adaptation of the general principles to learning and teaching in your discipline, and will be assessed by a resource design presentation as well as written reflection on two teaching observations.

Module 3 will focus on design - of curricula, assessment, feedback and evaluation of it in teaching and learning in relation to principles and theories of learning design.

Module 4 will allow participants to explore and reflect on action research as a means to investigate a chosen aspect of your own practice.

The first two modules will be core, and the subsequent two compulsory.

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Learning and Teaching in Higher Education	ADP7116/ ADP7216 (DL)	15	7	Core	1	Semester 1

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Learning and Teaching in the Discipline	ADP7117/ ADP7217 (DL)	15	7	Core	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Curriculum Design	ADP7118/ ADP7218 (DL)	15	7	Compulsory	2	Semesters 1-3
Action (Practitioner) Research Project	ADP7219 (DL)	15	7	Compulsory	2	Semesters 1-3

What Are the Entry Requirements?

Participants should be teaching QMUL students at QMUL or associated institutions for at least 10 hours per academic year for the duration of the programme. For PGCAP participants should normally be a module leader or have responsibility for curriculum design.

How Do We Listen and Act on Your Feedback?

The Programme will operate informal mid-module evaluation methods as well as the standard module evaluation questionnaire administered at the end of each module.

Additionally, participant feedback will be collected through the Programme Forum - the PGCAP's version of a Staff-Student Liaison Committee. The Forum will provide a formal means of communication and discussion between the programme team and programme participants. It will take place at least once per the academic year.

The feedback from the Programme Forum, in the form of minutes and verbal reports, will be presented to the Learning and Teaching Committee. This committee will oversee the delivery of the programme, monitor how relevant QMUL policies are applied, review module proposals, programme approvals and amendments before their submission to Taught Programmes Board, and consider participant feedback received through the module evaluations.

The programme will be subject to an Annual Programme Review - an ongoing annual process of reflection and action planning by the programme team based on, among others, student feedback from the module evaluations. The actions arising from the Review will be recorded in the Taught Programmes Action Plan (TPAP) which summarises how the programme monitored academic standards and worked to improve the student experience throughout the year.

Academic Support

Support to prospective and enrolled participants on the programme will be provided by the Programme Manager, the module

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)

leaders, and School/Institute-based mentors.

Programme-specific Rules and Facts

Participants may be admitted to the Postgraduate Certificate in Academic Practice (PGCAP) with up to 30 credits of advanced standing, rather than the standard 15 credits.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

This is a practice-based programme offering initial and continuing professional development in learning and teaching to educators in higher education. All participants will be expected to be teaching at FHEQ level 4 or above (or equivalent) for the duration of their studies.

Programme Specification Approval

Person completing Programme Specification

Dr Stephanie Fuller

Programme Title: Postgraduate Certificate in Academic Practice (distance learning)

Person responsible for management of programme

Dr Stephanie Fuller and Dr Angela Gallagher-Brett

**Date Programme Specification produced/amended
by School Learning and Teaching Committee**

8 June 2022

**Date Programme Specification approved by
Taught Programmes Board**