



Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and 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:	1 / 2 years
Queen Mary programme code(s):	
QAA Benchmark Group:	Education Studies
FHEQ Level of Award:	Level 7
Programme accredited by:	Advance HE
Date Programme Specification approved:	June 2024
Responsible School / Institute:	Queen Mary Academy

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

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

Postgraduate Certificate in Academic Practice (PGCAP) is an internal staff development programme for Queen Mary educators, which does not attract fees. It is accredited by Advance HE and participants gain Advance HE Fellowship on successful completion of the course. PGCAP completion can be a probationary requirement for new members of academic staff. The course is also open to other colleagues with a substantial role teaching or supporting student learning. As well as enhancing practice and building confidence, participants will become part of a supportive community of educators at Queen Mary.

Aims of the programme

PGCAP is aligned to Queen Mary's Active Curriculum for Excellence and aims to support educators in delivering our Strategy 2030. PGCAP supports the development of world class educators and programmes that enable the delivery of an inclusive educational environment where students and staff flourish and reach their true potential. PGCAP offers participants the opportunity to gain a Level 7 qualification and international recognition of education practice from Advance HE.

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What will you be expected to achieve?

By the end of the course you should be able to

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Academic Content:

A 1	Critically analyse education theories, approaches and practices in order to understand how learners learn, generally and within specific subjects
A 2	Critically evaluate key wider contexts for Higher Education teaching and how these can be embedded in practice
A 3	Evaluate Quality Assurance and Quality Enhancement processes at Queen Mary, and identify how they can be used to develop your practice

Disciplinary Skills - able to:

B 1	Design effective and inclusive learning activities, curricula, assessment and feedback using methods appropriate to your contexts and learner needs, in line with Queen Mary Principles of Academic Degree Programme Design
B 2	Develop engaging resources and environments to support student engagement and learning, including digital resources
B 3	Deliver effective and inclusive teaching or student support sessions, using appropriate methods and approaches for your context

Attributes:

C 1	Promote inclusivity, social justice and sustainability through embedding Queen Mary values and graduate attributes in your practice
C 2	Critically evaluate your education practice, drawing on a wide range of sources to develop clear plans for enhancement, including through action (practitioner) research
C 3	Collaborate with a diverse range of colleagues, providing constructive and compassionate peer feedback, to enhance your practice

How will you learn?

The programme is delivered in blended mode, offering maximum flexibility, whilst at the same time supporting the development of community and building of networks. You will learn through individual asynchronous activities including assigned readings,

recorded presentations, forum/blog posts and independent research and exploration of practice. Peer learning also plays a central role in the programme and in synchronous sessions the focus is on active learning, collaborative working and learning from each others' experiences. Synchronous sessions are offered in both online and in-person options where possible.

How will you be assessed?

Assessment across the programme is designed to be practical, useful and authentic. You will be engaged in activities which are meaningful and useful for your role and professional development, for example designing individual sessions of teaching / student support, undertaking peer observation of practice and redesigning a module curriculum. PGCAP is a pass / fail programme, however participants will be provided with developmental feedback and indicative grades to support them to enhance their work.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

PGCAP is comprised of 2 x 30-credit modules.

The course may be taken over either 1 year or 2 years. Both 30 credit modules are year-long; where participants would like to complete the course in 1 year, they will enrol on both modules concurrently.

Full time route: 2 x 30 credit (year-long) modules taken concurrently

Part time route: 1 x 30 credit (year-long) module taken in year 1, 1 x 30 credit (year-long) module taken in year 2

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		30	7	Core	1	Semesters 1 & 2
Enhancing Curriculum Design		30	7	Core	1	Semesters 1 & 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What are the entry requirements?

PGCAP is open to Queen Mary educators (ie. those holding a current contract of employment with Queen Mary) with substantial roles in teaching or student support (e.g. as module conveners), and those with responsibility for significant elements of a curriculum.

Participants are expected to be engaged in at least 60 hours of Higher Education practice in the support of learning while they are enrolled on the course. This might include, for example, teaching small groups, lecturing, supervising research students, designing and supporting digitally-enhanced learning, assessment, module organisation and personal tutoring.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The quality of PGCAP is monitored via Queen Mary's Directorate of Legal and Governance Services through Queen Mary's Programme Review process. The programme's External Examiner provides assurance of quality and standards of our assessment processes. Feedback from our participants is sought regularly through central module evaluations, informal mid-module evaluation within the team and via our Programme Forum (SSLC equivalent). Evaluation data from all of the above sources are also reviewed and monitored by the Queen Mary Academy Education Committee, Chaired by the QMA Director, with membership comprising Faculty Deans for Education, representatives from Schools / Institutes and the programme team.

Feedback from participants received via mid-module evaluation is acted on as soon as possible, where appropriate so that positive changes can impact those participants directly. Module evaluation feedback and Programme Forum feedback is acted upon after modules end. Where changes are needed these are communicated to the next cohort of students.

Any changes to programmes or modules are also communicated to participants and we will seek feedback on any significant proposed changes.

What academic support is available?

The Queen Mary Academy staff delivering the PGCAP hold key areas of expertise in curriculum design, education delivery, individualised learning, assessment and feedback, reflective practice, scholarship of learning and teaching, professionalism, co-creation, and socially-just compassionate pedagogical approaches. All are engaged in scholarship and qualified to Masters or Doctorate levels. Programme staff also offer mentoring and pastoral support to participants where appropriate.

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.

APEL of 30 credits is offered for colleagues already holding AFHEA. APL of up to 30 credits offered to colleagues who have completed up to 30 credits of an equivalent course at another institution.

PGCAP is a pass/fail programme, this being appropriate in a professional development programme to foster active engagement, attention to feedback, and dialogue on the standards, principles and practices of teaching and learning in higher education.

How inclusive is the programme for all students, including those with disabilities?

The PGCAP enables Queen Mary University of London’s Strategy 2030 Excellence in Education to ‘equip’ its teachers “to meet the needs of diverse learners, and [...] support students to achieve their full potential and be leaders in their chosen fields”. It models, discusses and facilitates participants to build inclusive teaching and learning into their practices.

Links with employers, placement opportunities and transferable skills

PGCAP is accredited by Advance HE, a member-led charity of and for the HE sector that works to improve higher education for staff, students and society. Upon successful completion of PGCAP, graduates will also receive Advance HE Fellowship, which provides professional recognition for education practice, and is an internationally recognised award. Fellowship is increasingly a requirement for academic and professional services posts across the sector. For colleagues enrolled on the 2 year PGCAP programme, they will also be awarded Associate Fellowship upon completion of module 1.

Where appropriate for their role, graduates can also build on PGCAP by continuing their studies through the MEd Academic Practice at Queen Mary. PGCAP academic credit can contribute towards the MEd, which offers staff the opportunity to further develop their dual professionalism as researchers and educators, providing important career development which is particularly relevant for colleagues on the Education and Scholarship career pathway.

Programme Specification Approval

Person completing Programme Specification:	Dr Steph Fuller
Person responsible for management of programme:	Dr Steph Fuller
Date Programme Specification produced / amended by School / Institute Education Committee:	June 2024
Date Programme Specification approved by Taught Programmes Board:	June 2024