# Programme Specification

## Academic Practice (PGCAP) (2017-18)

This 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 s/he takes full advantage of the learning opportunities that are provided.

| | |
|---|---|
| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of Study | Part-time |
| Duration in years | 2 |
| Accreditation details | Higher Education Academy (HEA) |
| | |
| Final award | Postgraduate Certificate in Academic Practice (PGCAP) |
| Name of award | Academic Practice (PGCAP) |
| Interim Exit awards | None |
| FHEQ level of final award | Level 7 |
| UCAS code | N/A |
| Programme code | 6085, 6084, 6083, 6082 |
| QAA Subject Benchmark or other external reference | UK Professional Standards Framework 2011 |
| Programme Lead | Paul Riddy (pjr1) |

## Programme Overview

**Brief outline of the programme**

The Postgraduate Certificate in Academic Practice (PGCAP) is a part-time, work-based programme comprising three M-level modules. The Higher Education Academy has formally accredited the programme, and participants successfully completing modules 1 and 2 of the programme are eligible to join the Academy Register as an Associate Fellow (D1) and Fellow (D2) respectively. PGCAP is designed to be integrated with the probationary support arrangements for new lecturers and with the development of subject-specific learning and teaching practices while meeting nationally-recognised generic competencies.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

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**Learning and teaching**

The programme is designed to build background knowledge and support the development of skills for working as an educator in HE, as reflected in the programme learning outcomes. The face-to-face sessions are all workshop based within which a range of teaching and learning activities are employed, both facilitating discussion about key module topics and modelling practice. Having minimum contact hours, the programme is strongly work and individual study based with skills development taking place in the participants' classrooms, supported by experiences in the PGCAP sessions, a mentor from their AU and assignments which foster reflection on practice and the identification of solutions to any issues arising. The L&T methods include:

·       Workshop style taught sessions which combine short interactive presentations with facilitated activities conducted in small multidisciplinary groups;
·       Tutorials/surgeries with a PGCAP tutor which offer opportunities for participants to discuss aspects of the programme with the tutor and peers in a smaller group setting, or individually;
·       Meetings (email, phone or face-to-face) with AU-based mentors to discuss topics covered in sessions and gain feedback about ideas and tasks.
·       Peer review through activities conducted in the workshops or through use of Blackboard discussion facilities.

Core workshops are compulsory, and participants are expected to supplement their learning through the use of other resources and activities.

Compulsory workshop sessions cover the more generic aspects of theory and practice in order to:

a)      provide a conceptual and practical framework for the key themes of the programme
b)      provide opportunities to explore issues in depth, drawing particularly on the experiences of participants
c)      facilitate critical reflection through the sharing and analysis of ideas, problems and solutions
d)      develop a group ethos of mutual peer support
e)      provide guidance on the requirements and expectations of the programme.

Optional workshop sessions offer opportunity for more theme or discipline-based topics to be covered. Participants have the opportunity to attend optional sessions or activities outside of the PGCAP programme and incorporate what have they learnt through these activities into their PGCAP assessed work. Examples of such optional sessions include:

·       CPD sessions in the standard CHEP portfolio
·       Discipline-based sessions
·       Cross-university sessions
·       External education related events organised by the HEA, professional bodies or equivalent
·       External research related events
·       Peer observation of teaching (either being observed or observing another)

Workshops are predominantly discussion based, supported by resources in electronic and paper form during the session, with all materials being available within the module BlackBoard post session. The nature of some of the participants' tasks and interactions means we do not normally provide written materials in advance, but they are freely available on request, and can be provided in both electronic and printed format, with colours etc. adjusted, as required.

The formats for presentations conform with general accessibility and readability requirements.

All participants can arrange a meeting(s) with a member of the Programme team on request

Mentor Support: in the context of PGCAP, mentoring serves two specific purposes. Firstly, PGCAP mentors provide participants with a "critical friend", that is, someone who helps them through the process of thinking about what they are learning. The "critical friend" will have more experience in teaching and is able to relate what the PGCAP participant learns to what actually happens in the classroom or other teaching/learning environment. The "critical friend" also helps by raising questions in relation to what PGCAP participants are learning during the face-to-face sessions. Secondly, the mentoring arrangement provides PGCAP participants with a "disciplinary colleague", who can talk about how learning and teaching happens in a given academic field. To support the mentoring scheme an aide-memoire is provided as part of the Programme Handbook which offers a range of questions that might help to trigger discussion and reflection in mentoring meetings.

The CHEP training rooms do not have step-free access. Sessions are re-arranged to another location as required

to facilitate access for staff with a mobility disability. Discussions to relocate the CHEP and its training rooms are on-going.


**Assessment**

Summative assessment for each module is through the submission of a number of pieces of work which, taken together, provide evidence for the successful achievement of each learning outcome and the professional values relating to the module.

Assessment is on a Pass/Fail basis, but feedback is provided which conforms to institutional norms for percentage marking ranges and descriptions.

For modules 1 and 2 four pieces of work are required, a mixture of written reflective work and a presentation to peers, or equivalents.

For module 3LT and 3RM a report or publication, associated presentation to peers and reflection are required.

Formative feedback is available for all these pieces of work through feedback, peer, tutor or mentor meetings and discussions. Detailed feedback is provided for all assignments.


# Special Features of the programme

The PGCAP sessions are workshop based, with the participants often working in groups.

The programme is work-based with modules 1 and 2 relying heavily on individual's reflection on experience in their educator roles to underpin their learning.  The Module 3 options ask that participants extend their creativity into their wider academic practice, allowing personal choice of projects to enhance their educator or research practice.

Academic Units are advised to make provision in their workload planning to enable both participants and mentors to participate fully in the programme.


**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources.  As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected.  Please read our Disclaimer to see why, when and how changes may be made to a student's programme.


Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality handbook.


# Educational Aims of the Programme

The aims of the programme are to:

·	Develop competent and confident reflective practitioners capable of developing and evaluating their own teaching and learning support practices in the context of theory, research and evidence in order to facilitate high-quality student learning.
·	Facilitate the development of discipline-specific teaching and learning approaches within the context of practice while also meeting nationally-recognised generic standards of competence.
·	To support the development of research design, supervision and management skills.

# Programme Learning Outcomes

## Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

A1.     Apply knowledge of how students learn through reflecting upon various teaching and learning situations within your subject area

### Teaching and Learning Methods

·         Typically tutor input will be supported by a  presentation, video, reflection as an individual and as part of a group during the sessions, quizzes, group work and assignments
·         Typically peer observation by and of an experienced educator are used to support self-reflection

### Assessment Methods

·         Formative assessment is primarily through peer interaction within groups during the sessions and peer observation
·         Summative assessment is typically via a mixture of essays, short writing tasks on- and off-line, and presentations.

## Subject Specific Intellectual and Research Skills

On successful completion of this programme a student will be able to:

B1.     Reflect on your own personal and professional practice and development, assess your future development needs and make a plan for your continuing professional development

B2.     Demonstrate knowledge of research design, management and supervision

### Teaching and Learning Methods

·         Tutor input supported by presentation slides, video, reflection as an individual and as part of a group during the sessions, quizzes, group work and assignments.
·         Typically peer observation by and of an experienced educator are used to support self-reflection.
·         Research management skills development will typically be supported through workshops, mentoring and peer discussion.

**Assessment Methods**

·        Formative assessment is primarily through peer interaction within groups during the sessions and peer observation.

·        Summative assessment is typically via a mixture of essays, reports or publications, short writing tasks on and off-line, and presentations.

## Transferable and Generic Skills

On successful completion of this programme a student will be able to:

C1.      Compose and communicate ideas effectively, both orally and in writing

C2.      Organise and integrate their learning with existing commitments, and produce work to deadlines

C3.      Apply self-directed learning which is essential for learning with limited contact time

C4.      Apply education design and delivery skills in different contexts

C5.      Apply your reflective skills beyond your discipline context

C6.      Enhance your teaching activities through the integration of your research findings and process

C7.      Display initiative and personal responsibility

**Teaching and Learning Methods**

·        To help develop  general skills participants will be exposed to a range of teaching and learning methods that enhance both written and oral presentation skills, and that give  the opportunity to develop  transferable skills.

**Assessment Methods**

·        General skills will be formatively assessed through the programme activities and assignments.

## Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

D1.      Design a teaching programme or scheme of learning support activity to meet given requirements

D2.      Use an appropriate range of teaching and learning methods and resources effectively in a variety of educational settings

D3.    Use an appropriate range of assessment techniques strategically to support student learning and to record achievement

D4.    Evaluate your own work with a range of self, peer and student monitoring and evaluation techniques

D5.    Contribute to the development of effective learning environments and learner support systems

**Teaching and Learning Methods**

·       Tutor input supported by presentation slides, video, reflection as an individual and as part of a group during the sessions, quizzes, group work and assignments.
·       Typically peer observation by and of an experienced educator are used to support self-reflection

**Assessment Methods**

·       Formative assessment is primarily through peer interaction within groups during the sessions and peer observation.
·       Summative assessment is typically via a mixture of essays, short writing tasks on and off-line, and presentations.

## Disciplinary Specific Learning Outcomes

On successful completion of this programme a student will be able to:

E1.    Although the description above has followed the format of this template, PGCAP represents the discipline of Academic Practice, of becoming an Academic, and the LOs and related could equally well be presented under this as a heading. The Professional Values, listed below, also represent an important aspect of that development and are applicable across all elements of the programme.

Professional Values

Participants should also have developed the following professional values underpinning the above learning outcomes:

1.     A commitment to scholarship in teaching, both generally and within the discipline.
2.     A respect for individual learners and for their development and empowerment.
3.     A commitment to work with and learn from colleagues.
4.     The practising of equal opportunities.
5.     A commitment to continued reflection and evaluation, and consequent improvement of practice.

# Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

**Part I**

The PGCAP programme acts as a model of aligned learning and teaching for participants both in process and content. It is carefully structured to support sequential development of skills around a central model, with assignments deepening and reinforcing the learning which has taken place in the sessions. The delivery of the sessions model teaching practice, incorporating a variety of teaching and learning techniques and using a wide range of support resources.

As well as leading to a Postgraduate Certificate in Academic Practice (after completion of module 3), the PGCAP programme provides a route for participants to achieve the institutional probation requirement of Associate or Fellow of the HEA, as appropriate to role. (See the Teaching Qualifications Policy).

In brief the first two modules are designed to:

·        Module 1- provides a foundation to support participants in developing their teaching roles.
·        Module 2- supports participants' development into their wider educator roles and extends the design approaches to groups of sessions or modules.

Successful completion of modules 1 and 2 leads to the choice of a third module to complete the programme, offering an educational development or research management focus:

·        Module 3_LT - supports taking a greater role in L&T development /innovation and design
·        Module 3_RDM - provides the foundation for the research aspects of the participants' academic role

Following Problem Based Learning methodology, the module 3 options share a common orientation session, after which participants select appropriate outputs, support and processes for their chosen module. For example, projects could be of the form:

·        Module 3_LT- an L&T development or innovation
·        Module 3_RDM  - the design of a research proposal or activity

Leading to outputs such as:

·        The publication of an appropriate educational development or research proposal or report, a portfolio of activities, etc.

Continuing professional development and the use of learning technology are underlying themes which run through the programme. The former is linked to the UKPSF throughout, the latter through an introduction, integration during the sessions and within the assignments.

Please note that depending on when you start the PGCAP the module codes may change however the titles and content remain unchanged.

Staff on part-time contracts (typically less than 0.4FTE) will be given more time to complete the modules and programme. This will typically equate to approximately twice the normal time period, but will be matched into the PGCAP standard submission deadlines and negotiated with individuals. Such staff will also be able to submit earlier if

they so wish and will have access to the same support as staff working full time, throughout their registration for the programme.

## Part I Compulsory

Please note that while students will commence EDU6423 in Part 1, they may continue to complete it in Part 2

HEA Associate Fellow available upon passing EDUC6420

| Code | Module Title | ECTS | Type |
|------|-------------|------|------|
| EDUC6420 | PGCAPM1: Introduction to Learning Design: The Practice of Teaching | 10 | Compulsory |
| EDUC6423 | PGCAPM2: Developing Learning Design: Supporting Learning | 10 | Compulsory |

## Part I Optional

Students may choose from the following Option Modules which will be delivered over two consecutive semesters

EDUC6416 can only be taken upon the completion of EDUC6420 PGCAPM1 & EDUC6423 PGCAPM2

| Code | Module Title | ECTS | Type |
|------|-------------|------|------|
| EDUC6416 | PGCAPM3_LT: Enhancing Academic Practice: Learning and Teaching | 10 | Optional |
| EDUC6417 | PGCAPM3_RDM: Enhancing Academic Practice: Research Design, Management and Supervision | 10 | Optional |

## Part II

## Part II Compulsory

Please note that students will commence EDUC6423 in Part 1. If not completed in Part 1, students may continue to complete it in Part 2.

HEA Fellow available upon passing EDUC6420 and EDUC6423

| Code | Module Title | ECTS | Type |
|------|-------------|------|------|
| EDUC6423 | PGCAPM2: Developing Learning Design: Supporting Learning | 10 | Compulsory |

**Part II Optional**

Students may choose from the  following Option Modules which will be delivered over two consecutive semesters.

EDUC6416 can only be taken upon the completion of EDUC6420 and EDUC6423

| Code | Module Title | ECTS | Type |
|------|-------------|------|------|
| EDUC6416 | PGCAPM3_LT: Enhancing Academic Practice: Learning and Teaching | 10 | Optional |
| EDUC6417 | PGCAPM3_RDM: Enhancing Academic Practice: Research Design, Management and Supervision | 10 | Optional |

**Part III**

Postgraduate Certificate in Academic Practice available when passing EDUC6420, EDUC6423 and EDUC6416 OR EDUC6417 within two years of enrolment and with an overallmark of 50% or greater.

*Please note that depending on when you start the PGCAP the module codes may change however the titles and content remain unchanged.

Staff on part-time contracts (typically less than 0.4FTE) will be given more time to complete the modules and programme. This will typically equate to approximately twice the normal time period, but will be matched into the PGCAP standard submission deadlines and negotiated with individuals. Such staff will also be able to submit earlier if they so wish and will have access to the same support as staff working full time, throughout their registration for the programme.

**Part III Optional**

Students may choose from the  following Option Modules which will be delivered over two consecutive semesters.

EDUC6416 can only be taken upon the completion of EDUC6420 and EDUC6423

| Code | Module Title | ECTS | Type |
|------|-------------|------|------|
| EDUC6416 | PGCAPM3_LT: Enhancing Academic Practice: Learning and Teaching | 10 | Optional |
| EDUC6417 | PGCAPM3_RDM: Enhancing Academic Practice: Research Design, Management and Supervision | 10 | Optional |

## Progression Requirements

The programme will follow the University's regulations for *Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes* or the University's regulations for  *Progression, Determination and Classification of Results: Standalone Masters Programmes* as set out in the General Academic Regulations in the University Calendar: http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html

# Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:
- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.


The Students' Union provides
- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.


Associated with your programme you will be able to access:

- Resources on BlackBoard for each module
- A mentor based within your Academic Unit
- Personal meeting(s) with a member of the programme team on request
- Selected online resources


# Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:


- Completing evaluation questionnaires for each module of the programme
- Acting as a representative on various committees, e.g. Staff- Student Liaison Committees, Faculty Programmes Committee OR providing comments to representatives to feed back on their behalf.
- Serving as a representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

·	Regular module and programme reports which are monitored by the Faculty
·	Programme validation, normally every five years
·	Regular reporting to the institutional body with management oversight (currently under review)
·	External examiners, who produce an annual report
·	Accreditation by the Higher Education Academy
·	A national Research Excellence Framework exercise (REF) (our research activity contributes directly to the quality of your learning experience)
·	Institutional Review by the Quality Assurance Agency

Further details on the University's quality assurance processes are given in the *Quality Handbook.*

# Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

Entry Requirements
Modules 1 & 2 of PGCAP are designed specifically for lecturers new to the University of Southampton and completion will fulfil part of their probationary requirement. PGCAP is also available to other staff teaching in Higher Education who wish to pursue the programme voluntarily (though places are limited and staff for whom it is mandatory have priority).  It is recommended that participants following the programme are involved in at least 20 hours of teaching for Modules 1 & 2, which accounts for part of their practice-related learning. Participants should also be assigned a discipline-related mentor through their Head of Academic Unit.

English Language Proficiency
Candidates whose first language is not English are required either to reach a satisfactory standard in an approved test in English or to have come from a country which appears on the list of those exempt from testing and have been instructed and assessed in English.

**Recognition of Prior Learning (RPL)**

The University has a **Recognition of Prior Learning Policy**

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

# Career Opportunities

The PGCAP is designed to enable academic staff with teaching responsibilities to reach a nationally-recognised standard of competence in higher education teaching and learning support. The University expects ERE staff with significant teaching responsibilities to achieve Fellowship of the Higher Education Academy (FHEA). This will normally be within two years, but may be extended to four years depending on their prior experience, educational responsibilities and workload.  This will normally be achieved through completion of modules one

and two of PGCAP (see also Teaching Qualifications Policy).

PGCAP and the UK Professional Standards Framework (UKPSF)

The Higher Education Academy (HEA) has accredited PGCAP against the UK Professional Standards Framework (UKPSF), the last time in August 2016. This means that staff successfully completing modules 1 & 2 of the programme are automatically eligible for recognition by the HEA as a Fellow of the HEA (Descriptor 2). The HEA accreditation will stand until the re-accreditation, due in 2020.

The PGCAP modules also form part of a taught pathway within the UoS CPD framework for education, the Professional Recognition of Educator Practice Framework (PREP Framework), also accredited by the HEA. This provides a structure and processes by which participants can gain recognition for further development in their educational practice and recognition at Descriptors 3 & 4 of the UKPSF. More details on the PREP Framework and the relationship with other institutional offerings are available from the CHEP website.

"The UKPSF provides a general description of the main dimensions of the roles of teaching and learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking learning and teaching support roles within higher education."


## External Examiner(s) for the programme

Name:           Nuala Byrne - University of Nottingham


Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.


**Please note:** This 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

# Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

**Additional Costs**

| Type | Details |
|------|---------|
| Stationery | You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc).  Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile. |
| Textbooks | Where a module specifies core texts these should generally be available on the reserve list in the library.  However due to demand, students may prefer to buy their own copies.  These can be purchased from any source.<br><br>Some modules suggest reading texts as optional background reading.  The library may hold copies of such texts, or alternatively you may wish to purchase your own copies.  Although not essential reading, you may benefit from the additional reading materials for the module. |

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.