

## Course Specification

<b>Published Date:</b>	16-Aug-2021
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	ED090P31UV	Part-time	1 Years
<b>Course Title:</b>	PG Certificate in Academic Practice in Higher Education		
<b>Hierarchy of Awards:</b>	Postgraduate Certificate Academic Practice in Higher Education University Statement of Credit University statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	15/Apr/2021		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2020/1		
<b>Course Specification valid to:</b>	2022/3		

## Academic Staff

<b>Course Leader:</b>	Mrs Tracy Edwards
<b>Head of Department:</b>	Mrs Diana Bannister

# Course Information

---

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

---

## Entry Requirements:

---

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Active teaching throughout the course in a higher education setting (at least 24 hours) and specifically 10 teaching hours over the first 2 semesters in the year of entry.

An Hons degree in any subject.

English language skills IELTS 6.5

## Distinctive Features of the Course:

---

The Post Graduate Certificate in Academic Practice in Higher Education (PG CAP) is the main source of continuing professional development for early career academic and support staff at the University of Wolverhampton or experienced members of staff who wish to update their practice and align with current thinking. The course will also provide a route for external candidates who practice in either higher or professional education environments and who wish to gain a valid and recognised qualification in higher education practices. In addition to the above, the programme will offer a suitable pathway for recognition at either Associate/Fellow of the Higher Education Academy (HEA, now known as Advance HE)), providing a recognised qualification that is allied to professional status with the national body for higher education practitioners. (*\*External candidates may have to pay an additional one-off fee for the professional recognition, you will be offered advice on application*).

A key aspect of this course is the sharing of practice with your peers and course tutors, this will be through debate and discussion, observation of teaching and engagement in online and face-to-face activities.

This course adopts a predominantly flipped learning approach where the face-to-face days are dynamic peer and tutor lead activities. These days are supported with a rich online environment aimed at facilitating individual reflection, reading and scholarship.

The course showcases through its own design how learning, teaching and assessment can be flexible and inclusive.

## Educational Aims of the Course:

---

This course is designed for staff currently working in Higher Education with a specific focus on learning, teaching and assessment. It is intended to support the practical working needs of staff who teach and/or support learning within an inclusive student-focused environment. This course will enable you to develop your classroom practice, including e-learning, within a framework of current andragogical theory. It will also provide an opportunity for you to develop skills in curriculum design and educational research. You will actively engage with sector wide issues including teaching excellent, quality enhancement and research and scholarly activity. You will explore opportunities and challenges to develop higher education contextualised to your own professional academic practice.

## Intakes:

---

September  
January  
May

### Major Source of Funding:

---

Office for Students (OFS)

### Tuition Fees:

---

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Part Time	£2134.00
2021/2	H	31	£2183.00

### PSRB:

---

None

### Course Structure:

---

## January (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7ED049	Inclusive Curriculum by Design in Higher Education	20	IN YR	Core
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	IN YR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	IN YR	Core

## May (Part-time)

### Year 1

Module	Title	Credits	Period	Type
7ED049	Inclusive Curriculum by Design in Higher Education	20	IN YR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	IN YR	Core
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	IN YR	Core

## September (Part-time)

## Year 1

Module	Title	Credits	Period	Type
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	IN YR	Core
7ED049	Inclusive Curriculum by Design in Higher Education	20	IN YR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	IN YR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

---

**Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable students to commence their course within the period stipulated for probation and employment purposes.**

Effective date: January 2020.

APPROVED (by Chair's Action on 9/1/2020).

Reference Points:

---

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

[The United Kingdom Professional Standards Framework \(UK PSF\)](#)

Master's Degree Characteristics (QAA)

[Academic Professional Apprenticeship Standard](#)

[Level 7 Academic Professional Apprenticeship Standard End-point Assessment Plan](#)

QAA (2019) Characteristics Statement: Apprenticeships [https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf?sfvrsn=12dac681_8)

Learning Outcomes:

---

PGCert Course Learning Outcome 1 (PGCCL01)

Critically evaluate and apply current theories of teaching, learning and assessment in higher education underpinned by a systematic review of current and relevant literature to enhance the student experience.

---

#### PGCert Course Learning Outcome 2 (PGCCLO2)

Demonstrate a critical awareness of current problems and/or new insights related to higher education, much of which are at, or informed by, the forefront of their academic discipline and can be applied to their professional practice.

---

#### PGCert Course Learning Outcome 3 (PGCCLO3)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

---

#### PGCert Course Learning Outcome 4 (PGCCLO4)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline in higher education.

---

#### PGCert Course Learning Outcome 5 (PGCCLO5)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks within academic practice.

---

#### PGCert Course Learning Outcome 6 (PGCCLO6)

Provide evidence to meet the criteria of Descriptor 2 in the UK Professional Standards Framework in terms of areas of activity, core knowledge and professional values appropriate to successful academic practice in higher education.

#### Overview of Assessment:

---

Module	Title	Course Learning Outcomes
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED049	Inclusive Curriculum by Design in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6
7ED050	Contemporary Challenges and Opportunities in Higher Education	PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGCCLO6

#### Teaching, Learning and Assessment:

---

This course adopts a predominately flipped learning approach defined as,

*“Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”.* Flipped Learning Network

The course is organised around a limited number of mandatory whole day face-to-face events throughout the year. In addition, where participants take part in a range of activities including a variety of group discussions, presentations and e-learning events. Participants will be required to take part in group on-line learning tasks between the face-to-face meetings and the cohort will also be placed in learning sets to enable discussion and the preparation of joint presentations and to provide peer support during the programme. Individual tutorials with tutors and mentors are also part of the programme which requires independent reading and research to supplement the course materials and resources.

As an individual you are expected to engage with materials online, (video, ejournals, ebooks, discussion and peer learning sets) and supplement this with your own academic reading. It is expected that prior to the face-to-face days you will have looked at the relevant materials. You are then required to contextualise your learning to your own setting and to consider the wider context in which higher education operates and how this might impact on your academic practice. In the face-to-face sessions you will be working in small groups based on activities set by the tutors. In these groups you will be sharing your ideas and practices and feeding back to the wider group in a variety of ways including verbal debates, concept maps, bullet points and definitions on flip chart paper or within the virtual learning environment (VLE).

Throughout the programme tutors will demonstrate by design different approaches to learning and teaching that you could adopt into your own academic practice. Each module is assessed by a different assessment 'type' (case study, portfolio, group work, presentation, professional conduct) over the three different modules. You will be able to experience these different types of assessment as a student and will be encouraged to consider how you might change your own assessment practices from what you have experienced.

## Assessment Methods:

---

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

---

### General University support:

University Libraries are the key source of academic information for students. Libraries provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Libraries also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The libraries also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

### Course Specific Support

Canvas, our virtual learning environment (VLE) is fundamental to your learning on this course. Each module has a canvas course related to it and you will also be using the canvas course 'Academic toolkit'. As soon as you have enrolled on the course you will have automatic access to the module courses. In the induction sessions we will make sure you can access Canvas.

Evision is the student management system where you will find course and module information and where your grades will appear.

For this course you are classed as a student so you will need to access evision and Canvas using your student identity – student number and password. Please be aware that you will also get a student email address and

this is the one that the university will use for any communication with you as a student. You should also note that your own students might not know which email to use to contact you so it is a good idea to link your student and staff email addresses. Go to <https://www.wlv.ac.uk/its/self-help/university-email/email-for-students/configuring-live-mail/>

If you have a disability that may have an impact on your learning then as a student you should contact the Student Support and Wellbeing (SSW) <https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/advice-for-students-with-disabilities--splds/> With your permission, Tutor Awareness Sheets are sent via evision to your module leaders.

All tutors are either Principal or Senior Fellows of the HEA. Those with responsibility for supporting participants can demonstrate current knowledge and understanding of the requirements for the relevant category of HEA fellowship. Module tutors will be available for tutorials by appointment. Academic study skills are developed throughout the face-to-face sessions and during participation in the on-line tasks. Tutors take a developmental coaching and mentoring approach that means that we will enable you to gain your own insights into your own academic practice and help your own personal development planning.

### Employability in the Curriculum:

---

This qualification is the mandatory qualification for most new academic staff at the University of Wolverhampton who do not have a recognised teaching qualification. Throughout the curriculum you will be asked to reflect on and contextualise your learning to your own settings. You will also be asked to consider the impact of contemporary and future policies, strategies and issues that could affect your academic practice. Reflecting on your academic practice is a key fundamental core characteristic of this course you will be able to tailor your assessments to suit your current and future employability aspirations.

This course can be seen as the start of a taught route enhancing your employability in Higher Education related to learning and teaching. On successful completion of this course you will have the opportunity for further study in higher education with a progression route including a Postgraduate Diploma in Professional Practice in Higher Education, the Master of Arts Degree in Education and Doctorate in Education (Educational Enquiry) (Ed.D).

Modules 7ED048 and 7ED049 can be taken as stand-alone Continuing Professional Development (CPD) modules. Each has a separate accreditation when taken as a CPD module for Descriptor 1 of the UKPSF recognised by awarding of Associate Fellow of the HEA when the module assessment is successfully completed.

