



### PROGRAMME SPECIFICATION

Part 1: Information	
<b>Awarding Institution</b>	University of the West of England, Bristol
<b>Teaching Institution</b>	University of the West of England, Bristol
<b>Delivery Location</b>	University of the West of England, Bristol; Frenchay Campus. Weston Centre, Knightstone Campus, Knightstone Road, Weston-super-Mare, BS23 2AL. Global College of Engineering and Technology, Muscat, Oman (delivered by UWE staff) Villa College, Malé, Maldives (delivered by UWE staff)
<b>Study abroad / Exchange / Credit recognition</b>	N/A
<b>Faculty responsible for programme</b>	Arts, Creative Industries and Education
<b>Department responsible for programme</b>	Education and Childhood
<b>Professional Statutory or Regulatory Body Links</b>	Higher Education Academy – submission for accreditation of in October 2017 for four years
<b>Highest Award Title</b>	Postgraduate Certificate Academic Practice
<b>Default Award Title</b>	N/A
<b>Interim Award Titles</b>	N/A
<b>UWE Progression Route</b>	N/A
<b>Mode of Delivery</b>	PT (attendance)
<b>ISIS code/s</b>	X14L42
<b>For implementation from</b>	January 2018

Part 2: Description
<p>The Postgraduate Certificate in Academic Practice (PCAP) is an award designed for those who are directly responsible for teaching and learning in higher education. The programme contributes to the UWE CPD framework and is pending accreditation by the Higher Education Academy (HEA).</p> <p>The programme builds on recognised excellence in practice to develop a community of academic practitioners who value scholarship, learning and teaching as part of their integrated professional identities. The programme employs a wide range of teaching and learning strategies, enabling participants to experience these as learners. In addition, participants are encouraged to share practice and to learn from one another across disciplines and in different settings. This, in addition to a growing understanding of the evidence base that underpins good learning and teaching practices, will support participants to engage critically in the development of their</p>

<b>Part 2: Description</b>
<p>teaching with the key aim of enhancing the quality of their students' learning experience.</p> <p>The programme aims to:</p> <ul style="list-style-type: none"> <li>• Facilitate the development of the appropriate understanding of curriculum development and associated pedagogic knowledge, skills, and values to develop effective HE practitioners who put students at the centre of their programmes and practice;</li> <li>• Support participants in the recognition and management of the diverse and competing demands of professional academic practice;</li> <li>• Encourage the development of transformational reflective practice;</li> <li>• Engender a culture which promotes equality and diversity through the design and development of inclusive programmes and practice;</li> <li>• Promote evidence based educational enquiry within an ethical framework to support the development of programmes and practice.</li> </ul> <p>The programme aligns to the HEA UK Professional Standards for Teaching and Supporting Learning in HE (UKPSF). The full programme aligns to Descriptor 2 of the UKPSF and the award of Fellowship of the HEA.</p> <p>The module UTLNAS-20-M Higher Education Theory and Practice aligns to Descriptor 1 of the UKPSF and is also available as a stand-alone module for anyone who does not require or for whom it is not appropriate to take the full programme. They may return to complete the full programme should their circumstances change in accordance with University Regulations and Procedures.</p>
<b>Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)</b>
<p>Graduates will demonstrate dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings. They will demonstrate the professionalism they bring to teaching and support for student learning through a variety and quality of teaching, learning and assessment practices that support and underpin student learning.</p>
<b>Regulations</b>
<p>Approved to <a href="#">University Variant Regulations and Procedures</a></p> <p>The programme will use a pass/fail marking scheme due to its unique position as the University's teaching 'qualification' for those who teach and support learning. It is envisaged that the credits may be transferred into other Level 7 UWE programmes.</p>

**Part 3: Learning Outcomes of the Programme**

Successful completion of the programme will enable participants, as appropriate to the context of their practice, to:

1. Demonstrate a critical understanding of different models and approaches to curriculum design, viewed holistically from an individual modular and programmatic perspective within the context of their practice.
2. Evidence an understanding of how students learn in order to design and deliver effective learner-centred and inclusive teaching sessions using a variety of teaching and learning methods drawing on appropriate theory;
3. Evaluate and apply a range of strategies to assess and provide feedback to support student learning, and encourage students to be responsible for their own development;
4. Critically analyse the ways in which learning resources, including learning technologies, can be used to support teaching, learning, assessment and communication;
5. Reflect upon a range of feedback mechanisms (self-directed, peer, mentor, tutor and student) to evaluate and continuously enhance practice;
6. Work collaboratively and independently in the development of their academic practice and wider scholarship;
7. Recognise the personal circumstances of individual students in the context of safeguarding and wellbeing and the impact on their learning;
8. Plan appropriate CPD to ensure currency in subject knowledge, curricular development and pedagogical approaches;
9. Situate practice in the wider context of higher education including relevant national and local policies, strategies and quality assurance requirements.

<i>Learning Outcomes:</i>	Module No: UTLNAS-20-M	Module No: UTLNAU-20-M	Module No: UTLNAT-20M	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:	Module No:
<b>A) Knowledge and understanding of:</b>																					
Demonstrate a critical understanding of different models and approaches to curriculum design, viewed holistically from an individual modular and programmatic perspective within the			X																		

Part 3: Learning Outcomes of the Programme																
context of their practice. (1)																
Evidence an understanding of how students learn in order to effectively design and deliver learner centred and inclusive teaching sessions using a variety of teaching and learning methods drawing on appropriate theory. (2)	X		X													
<b>(B) Intellectual Skills</b>																
Reflect upon a range of feedback mechanisms (self-directed, peer, mentor, tutor and student) to evaluate and continuously enhance practice and demonstrate progress. (5)	X		X													
Recognise the personal circumstances of individual students in the context of safeguarding and wellbeing and the impact on their learning. (7)	X															
<b>(C) Subject/Professional/Practical Skills</b>																
Evaluate and apply a range of strategies to assess and provide feedback to support student learning, and encourage students to be responsible for their own development. (3)	X		X													
Critically analyse the ways in which learning resources, including learning technologies, can be used to support teaching, learning and communication. (4)	X		X													
Plan appropriate CPD to ensure currency in subject knowledge, curriculum development and pedagogical approaches. (8)			X													

Part 3: Learning Outcomes of the Programme												
Situate practice in the wider context of higher education in terms of policy, strategy and quality assurance requirements. (9)			X									
<b>(D) Transferable skills and other attributes</b>												
Work collaboratively and independently in the development of their academic practice. (6)	X	X	X									
<p><b>NB:</b> Module UTLNAU-20-M will cover more of the programme learning outcomes listed above than has been indicated here, depending on the area of teaching practice that participants choose to investigate, offering a personalised route through the Learning Outcomes.</p>												

**Part 4: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time postgraduate student** at all institutions including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Awards
	Level 7/M	Higher Education Theory and Practice UTLNAS-20-M		Postgraduate Certificate in Academic Practice
		Enquiry into Academic Practice UTLNAU-20-M		
		Enhancing Learning and Teaching in Higher Education UTLNAT-20M		

**Part 5: Entry Requirements**

The University's Standard Entry Requirements apply:

Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking HEA accreditation this must be at HE level and must cover the relevant range of duties necessary to meet the requirements of the UKPSF at Descriptor 1 (UTLNAS-20-M) and Descriptor 2 (UTLNAT-20M and UTLNAU-20-M).

**Part 6: Reference Points and Benchmarks**

Set out which reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

The programme adheres to the national qualification framework in terms of the volume and level of credit. The programme adheres to the QAA guidance on Masters' Degrees.

[Strategy 2020](#)

This programme contributes to the development of staff who will provide an outstanding learning experience for ready and able graduates.

[University policies](#)

[PSRB benchmarks](#)

The programme aligns with the HEA UKPSF

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First Approval Date	17 <sup>th</sup> October 2017			
Revision Approval Date <i>Update this row each time a change is approved</i>		Version	1	<a href="#">Link to MIA 10703</a>
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				