

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
Duration of Study / Period of Registration	PGCAP 2 years PT (both routes) 1 year FT (DL route) CILT 1 year (both)
QM Programme Code / UCAS Code(s)	
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	Higher Education Academy
Date Programme Specification Approved	25 Jul 2014
Responsible School / Institute	Centre for Academic and Professional Development

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

Institute of Health Sciences Education

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

Programme Outline

PGCAP is based around reflection on, and evaluation of, your own practice as an academic at QMUL. The course team will introduce some of the key literature and most recent research into teaching and learning, but much of the programme is based on discussing the development of your practice with colleagues from across Queen Mary.

Whilst PGCAP is provided primarily for new staff and is often a condition of probation, it is also open to others teaching QMUL students. The CILT route is aimed at part-time educators and is available to anyone teaching QM students.

Aims of the Programme

The programme aims to:

- Support the College's mission of delivering high quality teaching and learning;
- Equip staff new to teaching with the requisite knowledge, skills and attitudes to enable them to become professional and effective practitioners, recognising the particular needs of the different disciplines represented in the College;
- Provide a means for established staff to demonstrate their knowledge, skills and attitudes as professional and effective

practitioners;

- Provide a means for probationary academic staff to demonstrate their knowledge, skills and development as competent and effective practitioners during their probationary period.

What Will You Be Expected to Achieve?

--

Academic Content:

A 1	theories, principles and techniques on learning and teaching in higher education.
A 2	learning and teaching within their own disciplinary and institutional context and within their practice.

Disciplinary Skills - able to:

B 1	design and critically evaluate learning activities and/or programmes of study
B 2	teach and support student learning at all levels in Higher Education, with an appropriate level of critical reflection and analysis
B 3	assess student work and give feedback to learners
B 4	develop effective environments and student support and guidance with an appropriate level of critical reflection and analysis

Attributes:

C 1	integrate scholarship, research and professional activities with teaching and supporting learning in a developing academic career
C 2	evaluate their practice and engage in continuing professional development

How Will You Learn?

Participants will learn in a mix of settings.

For those participants following the traditionally delivered, face-to-face version of the programme, these will include scheduled workshops and seminars, along with online lectures and discussion.

For those participants following the online, distance-learning route through the programme, these will include online workshops, synchronous and asynchronous seminars and discussions, along with online lectures. A summer school will also be run for those following the DL route, usually in the UK.

Participants will be supported in their learning by the course team and a team of disciplinary mentors based in the Faculties of QMUL.

Programme Title: Postgraduate Certificate in Academic Practice

The 600 notional learning hours are made up of the scheduled or online teaching sessions (between 12 and 15 hours per module), teaching observations conducted by peers and the course team, independent reading and learning, practice-based learning involving the planning, execution and evaluation of their teaching practice, supported by tutorials with mentors and course staff, and by college, institute and online resources.

How Will You Be Assessed?

Assessment on the programme is based around critical reflection on practice in higher education. All assessments require you to evaluate your own practice or development, and most expect you to link your practice to appropriate literature around teaching and learning. All assessment is coursework, there are no formal examinations on the programme.

The CAPD will provide feedback within 20 working days of the final submission date for work received by that date.

How is the Programme Structured?

The programme lasts between 1 and 2 years. Participants can start the programme in September or January, and most modules run twice times in each academic year (DL versions of the module codes are in square brackets [] in all cases below).

Participants on the DL route may complete PGCAP in one year. In this case they must take the two core modules (ADPM7001, ESD7011) and two elective modules from ESD7009, ESD7010, ESD7015, ESD7016, ESD7017 and ESD7018.

In the first year participants will normally take the two core modules (ADPM001 [ADP7001] and ESDM011 [ESD7011]). Otherwise, in the second year of study, participants will normally take 2 15 credit modules from the following :

ESDM009 [ESD7009] - Academic Practice
ESDM010 [ESD7010] - Developing an Academic Career
ESDM015 [ESD7015] - Assessing Students
ESDM016 [ESD7016] - Teaching and Learning Methods
ESDM017 [ESD7017] - Building a Research Profile
ESDM018 [ESD7018] - Teaching with Learning Technologies

Participants may exit with the qualification of the Certificate in Learning and Teaching (CILT) within one or two years on completion of the first core module (ADPM001 [ADP7001] Learning and Teaching in Higher Education) and one further 15 credit module from ESDM009 [ESD7009], ESDM010 [ESD7010], ESDM011 [ESD7011], ESDM015 [ESD7015], ESDM016 [ESD7016] and ESDM018 [ESD7018].

ESDM017 and ESDM019 (and their paired modules) cannot be taken as part of CILT, or taken together as part of PGCAP

Individual elective modules may not be available in every semester or academic year.

Academic Year of Study 1

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

Programme Title: Postgraduate Certificate in Academic Practice

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Learning and Teaching in Higher Education	ADPM001 [ADP7001]	15	7	Core	1	
Developing the Curriculum in the Disciplines	ESDM011 [ESD7011]	15	7	Core	1	

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Developing Learning and Teaching in Medicine and Dentistry	ADPM002 [ADP7002]	15	7	Elective	2	
Academic Practice	ESDM009 [ESD7009]	15	7	Elective	2	
Developing an Academic Career	ESD010 [ESD7010]	15	7	Elective	2	
Assessing Students	ESDM015 [ESD7015]	15	7	Elective	2	
Learning and Teaching Methods	ESDM016 [ESD7016]	15	7	Elective	2	
Building a Research Profile	ESDM017 [ESD7017]	15	7	Elective	2	
Teaching with Learning Technologies	ESDM018 [ESD7018]	15	7	Elective	2	
Public Engagement	ESDM019 [ESD7019]	15	7	Elective	2	

What Are the Entry Requirements?

For the traditional route, participants are expected to be members of staff at QMUL, or teaching QM students at associated institutions. For the distance-learning route, participants must be teaching in higher education on at least 6 occasions in each semester for which they are registered.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum

Programme Title: Postgraduate Certificate in Academic Practice

for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

The Centre for Academic and Professional Development has a Senior Tutor, who acts as first point of contact for general academic support for students. Disciplinary mentors also support participants through the programme.

Programme-specific Rules and Facts

No participant may study both of any of the 'paired' modules i.e. the same module in both traditional and DL routes such as ADPM001 and ADP7001.

No participant may study both ESDM017 and ESDM019 as part of PGCAP.

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

n/a

Programme Title: Postgraduate Certificate in Academic Practice

Programme Specification Approval

Person completing Programme Specification

Dr Matthew Williamson

Person responsible for management of programme

Dr Matthew Williamson

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

23rd June 2014

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

25 Jul 2014