UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education		
Course Code(s):	ED090P31UV	Part-time	1 Years
Course Title:	PG Certificate in Academic Practice in Higher Education		
Hierarchy of Awards:	Postgraduate Certificate Academic Practice in Higher Education University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	15/Apr/2021		
Last Review:	2022/3		
Course Specification valid from:	2020/1		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Mr Jon Rhodes
Head of Department:	Mrs Diana Bannister

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership - Standard Provision
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 and/or supporting learning and teaching in a higher education setting: specifically, a minimum of 24 hours for module 7ED048 normally delivered between September to December in year of entry for module. Over the whole PGCAP participants must be able to access in the region of 100 hours of direct engagement with learners.

A first degree in any subject or equivalent professional qualification.

English language skills IELTS 6.5 or above

Distinctive Features of the Course:

The Post Graduate Certificate in Academic Practice in Higher Education (PGCAP) is the main source of continuing professional development for early career academics and staff that support learning and teaching at and with the University of Wolverhampton, or for experienced members of staff who wish to update their practice and align with current thinking. The programme is accredited to award either Associate or Fellow of The Higher Education Academy (AFHEA or FHEA) providing a recognised qualification that is allied to professional status with the national body for higher education practitioners. (*candidates who are aligned with the university but not employed by them 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 your membership of a learning community, facilitating learning through the sharing of practice with your peers and course tutors. This takes the form of critical dialogue (debate and discussion), observation of teaching and engagement in online and face-to-face activities.

This course also adopts a 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 supporting collaborative working and facilitating individual reflection, reading and scholarship. You will be expected to work with tutors and peers outside of the face-to-face days in the online environment.

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

Educational Aims of the Course:

This course is designed for staff currently working in Higher Education settings 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, learner-focused environment.

This course will enable you to develop your teaching practice, both in-class and online, within a framework of current andragogical theory, (adult-based learning). It will also provide an opportunity for you to develop skills in curriculum design and educational scholarship. You will actively engage with sector wide issues including teaching excellence, quality enhancement, inclusivity and education technologies.

You will explore the opportunities and challenges inherent to developing effective and inclusive learning

and teaching practice in higher education applicable to your own contexts. You will reflect on and apply theory and practice to your own academic, professional and personal development.

Intakes:

September

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
2021/2	H	31	£2183.00
2022/3	H	Part Time	£2665.00
2023/4	H	Part Time	£2798.00
2024/5	H	Part Time	£2938.00
2025/6	H	Part Time	£3029.00

PSRB:

None

Course Structure:

September (Part-time)

Module	Title	Credits	Period	Type
7ED048	Contemporary Learning, Teaching and Assessment in Higher Education	20	INYR	Core
7ED049	Inclusive Curriculum by Design in Higher Education	20	INYR	Core
7ED050	Contemporary Challenges and Opportunities in Higher Education	20	INYR	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 On this course we recognise that you are all members of staff either at the university or within partners such as the NHS and students studying for a Post Graduate Certificate. We have designed the programme to avoid and fit around the key points in a teaching calendar so that you are not undertaking key professional activities at the same time as studying as students, e.g. Welcome week, assessment weeks and boards.

The induction and first taught 7ED048 starts before your own teaching might start we will use the first session as an induction to some of the university systems. As students, you will enrol via evision, as students, you will have to access canvas. Previous cohorts have fed back how experiencing systems as a student really helped them to appreciate their own student's experience.

Approved AFRSC 19/07/23

Reference Points:

Accreditation body – Advance HE https://www.advance-he.ac.uk/

Professional Standards Framework (PSF) 2023 https://www.advance-he.ac.uk/teaching-and-learning/psf

The Advance HE Fellowship Code of Practice https://www.advance-he.ac.uk/knowledge-hub/fellowship-code-practice

Legislation

Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents

Office of Students https://www.officeforstudents.org.uk/

Conditions of registration https://www.officeforstudents.org.uk/advice-and-guidance/regulation/registration-with-the-ofs-a-guide/conditions-of-registration/

Quality Assurance Agency (QAA) https://www.qaa.ac.uk/

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University of Wolverhampton https://www.wlv.ac.uk/

Inclusivity Framework https://canvas.wlv.ac.uk/courses/9918

University Policies and Regulations

Students and Education Sub-Strategy https://www.wlv.ac.uk/about-us/corporate-information/strategy-2030-/education-and-students/

Vision 2030 https://www.wlv.ac.uk/about-us/corporate-information/strategy-2030-/

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGCERT01 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.	
PGCERT02 Demonstrate a critical awareness of current problems and/or new insights related to higher education that can be applied to your professional practice.	
PGCERT03 Investigate complex issues both systematically and creatively and communicate your conclusions to specialist and non-specialist audiences.	
PGCERT04 Reflect on your own professional practice and apply scholarship in learning, teaching and assessment.	
PGCERT05 Demonstrate originality when addressing problems and work collaboratively and independently in the planning and implementation of the resulting activities in your academic practice.	
PGCERT06 Provide evidence to meet the criteria of Descriptor 2 in the Professional Standards Framework (PSF) 2023 in terms of professional values, core knowledge and areas of activity.	

Teaching, Learning and Assessment:

This course adopts a 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, synchronous, face-to-face and online events throughout the year. These events are supported by a range of asynchronous and synchronous online activities, including: a variety of online group discussions, presentations and collaborative activities that support the flipped approach.

As a learner on the course, you are expected to engage with online activities and materials, (video, ejournals, ebooks, discussions and peer learning sets) and supplement this with your own academic reading. It is expected that prior to the mandatory face-to-face/online days you will have looked at the relevant materials and engaged with the activities where appropriate. You are then required to contextualise your learning to your own setting and consider the wider context in which higher education/your educational setting operates and how this might impact on your academic and professional practice.

In the mandatory face-to-face/online 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, e.g., verbal debates, concept maps, bullet points and definitions on flip chart paper or within the virtual learning environment/online (VLE).

Learners are also required to engage in group working online (both synchronously and asynchronously) through membership of a learning set. The learning sets provide opportunities for communication and collaboration, supports the preparation of joint presentations and provide avenues for peer support throughout 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.

Throughout the programme tutors will demonstrate, by design, different approaches to learning and teaching that you could adopt into your own academic/professional practice. Each module is assessed

by a different assessment 'type' over the three different modules, e.g., case study, portfolio, group work, presentation. 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 resources (books, journal, DVDs etc.), and offer a range of study areas to allow students to study in the environment that suit them best, e.g., independent study carousels, quiet/silent areas, bookable group working rooms and learning commons spaces. University libraries also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Our libraries offer also academic skills support via the Skills for Learning programme. Students and staff can book on a skills workshops, or attend an on campus 'drop-in service' session 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: https://www.wlv.ac.uk/lib/skills-for-learning/.

The University also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

The University also offers 'Student Support & Wellbeing Services' that are made up of several specialist teams offering advice on a variety of matters, e.g., disability or Specific Learning Difference (SpLD) support; supporting your mental health and wellbeing; connecting with our Chaplaincy service; seeking advice on funding and financial support disability. Alongside this students can access specific 'Mental Health and Wellbeing Support' via the relevant University webpage and advice relating to their career via the University 'Careers, Enterprise & The Workplace' pages.

Course Specific Support

Canvas, our virtual learning environment (VLE), is fundamental to your learning on this course and facilitates independent and collaborative learning. Canvas support is available via 'Help' in the global navigation menu (located at the bottom left-side of your Canvas page - a question mark logo). Each of your taught modules has a relevant canvas course associated with it and you will also be using the canvas courses 'Academic toolkit' and 'Staff Help and Guidance' to support your learning. On completion of enrolment to the course you will gain automatic access to the Canvas module courses. In the course induction session/s we will demonstrate where and how to access your Canvas courses and resources.

e:Vision 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 e:Vision and Canvas using your student identity – student number and password. Please be aware that you will also be provided with a

student email address and this is the one that the university will use when communicating with you via email. Having a staff and student email (searchable on our University databases) may be confusing for your students as they may contact you via your student email address. If you would like to forward your student email account emails to your staff email account please follow the following guidance: Forward your email to another account.

If you have a disability that may have an impact on your learning then as a student you should contact the University 'Student Support & Wellbeing Services' (SSW) and access our advice for applicants and current students with disabilities and Specific Learning Differences (SpLDs). With your permission, Tutor Awareness Sheets are sent via e:Vision to your module leaders.

Module tutors will be available for tutorials by appointment, and they adopt a developmental coaching and mentoring approach that supports and enables you to gain insights into your academic practice and help your own personal development planning. Academic study skills are developed throughout the face-to-face sessions, online sessions, during participation in online activities and through engagement with our 'Skills for Learning' programme. All tutors are either Fellows, Senior or Principal Fellows of the HEA. Those with responsibility for supporting students' learning can demonstrate current knowledge, understanding and application of the requirements for the relevant category of HEA fellowship.

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 align to your current and future employability aspirations.

Modules 7ED048 an 7ED049 can be taken as stand-alone Continuing Professional Development (CPD) courses. 7ED048 has a separate accreditation when taken as a CPD course. On successful completion you will be awarded, Associate Fellow of Advance HE (AFHEA) and gain 20 level 7 credits.