

## University of the West of Scotland Postgraduate Programme Specification

Session: 2021/22

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<b>Named Award Title:</b>	<b>PG Cert Academic Practice</b>
<b>Award Title for Each Award:</b>	<b>PG Cert Academic Practice</b>
<b>Awarding Institution/Body:</b>	University of the West of Scotland
<b>Language of Instruction &amp; Examination:</b>	English
<b>Award Accredited By:</b>	HEA, NMC
<b>Maximum Period of Registration:</b>	
<b>Mode of Study:</b>	Part Time
<b>Campus:</b>	Distance/Online Learning Paisley
<b>School:</b>	School of Education & Social Sciences
<b>Programme Leader:</b>	Eilidh Kane

### **Admission Criteria**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

#### **Appropriate Undergraduate Qualification**

Degree level or equivalent

#### **Other Required Qualifications/Experience**

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification

Degree level or equivalent.

Other Required Qualifications/Experience

Applicants are required to have an ongoing teaching commitment at HE level (SCQF level 7 or above) to extend over the duration of the programme. This should normally be a minimum of 100 hours of teaching over the duration of the programme (33 hours for one module), of which at least half should be spent in direct teaching contact time.

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### **Further desirable skills pre-application**

### **General Overview**

The PgCert Academic Practice offers a professional and academic qualification to participants currently teaching in Higher Education (HE) at SCQF Level 7 or above. This is a flexible, modular programme which is provided as a blended option.

The philosophy which underpins the PgCAP aims to provide participants with the skills for teaching in the 21<sup>st</sup> century. The programme is underpinned by the Higher Education Academy UK Professional Standards Framework (2011). Key themes within the programme include experiential learning, the

importance of learners in curriculum design, inclusiveness and the development of critical reflective skills.

The programme is available to UWS academic and academic related staff as well as those who teach in a practice setting e.g. Practice Education Facilitators. A regular teaching commitment is necessary, since the overall schedule of assessment is focused on teaching practice and preparation of learning, teaching and assessment materials. It is anticipated that the majority of participants will complete within 18-24 months.

At commencement of the programme, all participants are allocated a mentor from within their own school/discipline who monitors and supports their progress. The mentor is involved in formative and summative assessment (teaching observation only) of the programme members' work.

Choice of assessments has been built into the programme to encourage the development of skills, techniques and practices associated with planning, contemporary teaching, facilitation of learning, assessment and evaluation in a wide variety of contexts.

UWS staff engage with the first module: Approaches to Effective Learning and Teaching via the blended option to encourage the development of a strong collegiate network.

An alternative entry module: Teaching in Contemporary Practice is provided online only and is available to Practice Teachers working in Health and Social Care.

The PgCert in Academic Practice aligns with the ambitions of the UWS Strategy 2025 and promotes evidence-informed approaches to teaching and learning based on contemporary student-centred approaches.

The two entry modules are:

- Module 1A: Approaches to Effective Learning and Teaching (20 credits) OR
- Module 1B: Teaching in Contemporary Practice (20 credits)

Participants then complete a core module:

- Module 2: Assessment of Learning (20 credits).

Participants select a final optional module (subject to availability and viable numbers):

- Research in Academic Practice (20 credits).
- Online Pedagogy in Higher Education (20 credits)

The programme aims are:

- To provide participants with an environment to critique and apply key theories, principles and techniques of contemporary, innovative teaching and effective learning approaches for institutional, national and international HE contexts.
- To use evidence-informed approaches, including the outcomes from research, scholarship and CPD, to enhance academic practice.
- To provide opportunities to engage in change management to enhance academic practice.
- To enhance academic practice through critical reflection on knowledge, skills and professional values.

### **Graduate Attributes, Employability & Personal Development Planning**

The programme is practice-based and all aspects of content, delivery and assessment are directed towards autonomous and competent professional development. The emphasis on professional identity, reflective practice and the creation of a teaching portfolio are key elements in this ongoing process, which is encouraged and supported at each stage by the programme team and mentors.

In addition, the three overarching aspects of the UWS Graduate Attributes have been applied to this programme:

- Universal: participants are supported to become critical thinkers able to critical reflect on academic practice and work collaboratively with others
- Work-Ready: participants will develop their communication and digital literacy skills through a variety of contexts e.g. teaching, assessment practices
- Successful: participants will develop skills to be autonomous and practitioners able to design innovative curriculum.

### **Work Based Learning/Placement Details**

Applicants are required to have an ongoing teaching commitment at HE level (SCQF level 7 or above) to extend over the duration of the programme. This should normally be a minimum of 100 hours of

teaching over the duration of the programme (33 hours for one module), of which at least half should be spent in direct teaching contact time.

### **Engagement and Attendance**

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time.

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

## **Programme structures and requirements, SCQF level, term, module name and code, credits and awards ( Chapter 1, Regulatory Framework )**

### **A. PG Cert**

#### **Learning Outcomes (Maximum of 5 per heading)**

<b>Knowledge and Understanding</b>	
<b>A1</b>	Demonstrate extensive, detailed and critical knowledge and understanding of the theories and principles of contemporary teaching and assessment for learning, and evaluation.
<b>A2</b>	Demonstrate critical awareness of current research and scholarship for teaching and assessment for learning within their subject specialism(s).
<b>A3</b>	Demonstrate detailed knowledge and understanding of the principles of continuous professional development.
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	Apply a wide range of evidence based skills, techniques and practices associated with planning, contemporary teaching, facilitation of learning, assessment and evaluation in a wide variety of contexts.
<b>B2</b>	Apply a wide range of evidence based skills, techniques and practices associated with creating an environment for learning in a wide variety of contexts.
<b>B3</b>	Use and justify a selection of assessment and evaluation instruments and techniques and consider implications for professional practice.
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	Demonstrate an ability to communicate effectively with a wide range of audiences.
<b>C2</b>	Use a range of appropriate tools to collect data from a wide variety of sources and use appropriately in the evaluation of teaching and learning.
<b>C3</b>	Demonstrate appropriate use of digital capabilities in a wide variety of contexts.
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	Demonstrate competence in dealing with complex issues through critical analysis.

<b>D2</b>	Critically review their academic practice for evidence of sound theoretical grounding, good practice and adaptability to change.
<b>D3</b>	Identify issues and make informed judgements which will extend knowledge and practice within their subject specialism(s).
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	Take responsibility for the design of, or part(s) of, academic programmes including the integration of research/scholarship and innovation into teaching.
<b>E2</b>	Develop critical reflective skills as part of establishing priorities in planning and managing areas of continuing personal, professional and interprofessional development.
<b>E3</b>	Demonstrate leadership and/or initiative in effective working relationships with others (both internal and external to the University or equivalent professional context).

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11128	Assessment for Learning	20	✓	✓		

\* Indicates that module descriptor is not published.

#### Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
11	EDUC11140	Online Pedagogy in Higher Education	20				
11	EDUC11126	Research In Academic Practice	20	✓	✓		
11	EDUC11121	Approaches to effective learning and teaching	20	✓	✓		
11	NURS11143	Teaching for Contemporary Practice *	20	✓			

\* Indicates that module descriptor is not published.

#### Footnotes

The PgCAP is a modular, flexible learning programme with mentor support. It deals explicitly and implicitly with the provision of effective curriculum design in the 21st century. The module outcomes are mapped against the Descriptors and Dimensions of Practice within the Higher Education Academy's UK Professional Standards Framework. This includes Areas of Activity, Core Knowledge and Professional Values.

The modules are designed to be free-standing, though they form a linked set.

The development of a professional development portfolio, a key element in reflective practice and in the process of professional development, starts in the chosen entry

module. The programme sequence thereafter consists of the core module and participants finish the programme with an option module.

**Criteria for Progression and Award**

Individuals who successfully pass three modules including the core module Assessment for Learning will be eligible for the award of Postgraduate Certificate in Academic Practice

**B. PG Dip**

**Learning Outcomes (Maximum of 5 per heading)**

<b>Knowledge and Understanding</b>	
<b>A1</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	

**Core Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

**Footnotes**

**Optional Modules**

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

**Footnotes**

**Criteria for Progression and Award**

**C. Masters**

**Learning Outcomes (Maximum of 5 per heading)**

<b>Knowledge and Understanding</b>	
<b>A1</b>	
<b>Practice - Applied Knowledge and Understanding</b>	
<b>B1</b>	
<b>Communication, ICT and Numeracy Skills</b>	
<b>C1</b>	
<b>Generic Cognitive Skills - Problem Solving, Analysis, Evaluation</b>	
<b>D1</b>	
<b>Autonomy, Accountability and Working With Others</b>	
<b>E1</b>	

#### Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	

\* Indicates that module descriptor is not published.

Footnotes

#### Criteria for Award

<p><b>Regulations of Assessment</b></p> <p>Candidates will be bound by the general assessment regulations of the University as specified in the <b>University Regulatory Framework</b> .</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.</p> <p>To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.</p>
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**Version Number: 2**