

Programme Specification Definitive Document

1. Basic Information

| | |
|--|--|
| 1.1 Awarding Institution: | Plymouth Marjon University |
| 1.2 Teaching Institution: | Plymouth Marjon University |
| 1.3 Locus of Delivery: | Plymouth Marjon University |
| 1.4 Final Award Title: | PgCert |
| 1.5 FHEQ Level: | 7 |
| 1.6 Programme Title: | Postgraduate Certificate in Academic Practice |
| 1.7 Mode and Duration of Study: | Full Time 1 Year Part Time 2 Years |
| 1.8 School: | Education |
| 1.9 HECoS Code: | 100461 |
| 1.10 Collaborative Provision Arrangement: | n/a |
| 1.11 Admission Criteria: | Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. All applicants will need to be engaged with the provision of teaching and learning in higher education. |
| 1.12 Accrediting Professional Body/PSRB | Advance HE (Modules EDCM01 and EDCM02 only) |
| 1.13 QAA Subject Benchmarking Group(s): | The programme is aligned with the Quality Assurance Agency for Higher Education (QAA) Masters' characteristics and with Advance HE accredited provision requirements for the first two modules. |
| 1.14 Other External Points of Reference: | As Advance HE accredited provision against the United Kingdom Professional Standards Framework, Descriptors 1 and 2, the first two modules of this programme align with similarly accredited provision at other universities within the UK and overseas. |
| 1.15 Language of Study (for learning, teaching and assessment): | English |
| 1.16 Work-Based Learning Arrangements: | Work-based practice is central to the programme. Participants are required to be employed in a student-facing role that includes 50 hours plus per annum actively teaching/ supporting teaching (15 hours if solely completing the first module). Successful |

| | |
|---|--|
| | completion of the 2 core modules leads to Advance HE Fellowship which is the accepted professional standard for lecturing staff at universities across the UK. |
| 1.17 Arrangements for Distance Learning: | N/A This is a taught programme supported with appropriate digital resources. |
| 1.18 Original Date of Production: | April 2021 |
| 1.19 Date of Commencement: | September 2022 |
| 1.20 Review Date: | August 2028 |

2. Programme Outline

The Postgraduate Certificate in Academic Practice (PGCAP) provides members of staff in higher education with an opportunity to develop their understanding and practice of learning, teaching and pedagogic research/research management in higher education. It is open to academic and professional services colleagues and PhD students who can demonstrate that their role involves student-facing learning and teaching responsibilities. The first two modules (EDCM01 and EDCM02) meet the standards set by Advance HE for accreditation by that agency. Those who achieve the first module are awarded Advance HE Associate Fellowship, having demonstrated all elements of Descriptor 1 of the UK Professional Standards Framework (UKPSF). Anyone successfully completing the second module is awarded Advance HE Fellowship having demonstrated Descriptor 2 of the UKPSF.

In the core modules (EDCM01 & EDCM02) participants can develop their practical teaching skills and understanding and knowledge of the theoretical perspectives that underpin good practice. The programme challenges participants' thinking, and they are encouraged and enabled to reflect critically and in depth on their teaching, both during programme workshops and in their day-to-day application of their learning from the programme. In the elective modules (EDCM03 & EDCM04), participants are invited to undertake either a modest pedagogic research project or to explore research management practice. It is one of very few such programmes which offer the option of undertaking either a pedagogic research project or a taught module aimed at those preparing for a research career in other disciplines.

The PGCAP begins annually on campus during semester A. New staff normally follow a part-time route and take two years to complete it as part of their probationary commitment to the university. It is also possible in exceptional circumstances, for staff to follow a full-time route and undertake all modules within a single year. Admission to the programme is as per the Marjon University Teaching Qualifications Policy. Unless they also have a core academic role of more than 0.5fte, PhD students will undertake the short course (leading to D1 accreditation). All potential participants need to follow the current application/staff development process and ensure that they have sufficient teaching to participate in the short course, or the PGCAP programme as appropriate.

In addition to receiving the support of the programme tutors, all participants can access additional support from programme mentors. Programme mentors provide support on a voluntary basis, have all successfully completed this university's programme or an equivalent provision at another institution, and are Advance HE Fellows or Senior Fellows. Participants on the programme have full access to the same high-quality resources as all of the university's

students, including those to be found in and through the university's library, and through the programme pages on the VLE.

2.1 Integrating Sustainability into the Curriculum

Sustainability is embedded throughout the programme in different ways. Participants are introduced to the twin concepts of global and environmental citizenship based on the Sustainable Development Goals and invited to consider how these are relevant to teaching and learning in their disciplines and the broader HE sector. The QAA guidance on Education for Sustainable Development (ESD) (2021) is used as a resource to exemplify how ESD can be embedded - and as an example of how such guidance is integral to the QAA Quality Code. The programme is responsive to sectoral directives and agendas (for examples the Office for Students) to create equality for higher education students in terms of access, participation, and outcomes, all relevant to the social justice aspect of sustainability. Participants are introduced to literature, institutional and student voice data that enables them to develop understanding and respond to core issues in HE such as access to learning, inclusive teaching practice, and awarding gaps. In the elective modules sustainability threads are embedded in for example teaching about research ethics, examples of Mode 1 and 2 knowledge creation and as the subject of (pedagogic) research projects. The programme lead has a doctorate in and has published in Education for Sustainability and actively seeks links between this subject area and the programme.

3. Distinctive Features

The distinctive features of the programme include:

- The delivery of the programme models good practice adopting student-centred, self-directive learning. Participants are encouraged to explore the specific context of their own practice in relation to the programme and module learning outcomes. In the elective modules' participants can choose preferred topics to explore within the parameters of pedagogic research/research management.
- The extent and quality of feedback opportunities for participants, including formative assessment within all modules, the opportunity of support from a programme mentor and peer-observation feedback from programme tutors
- The balance of developing theoretical understanding alongside applied, reflective practice so that each informs the other.
- The emphasis on academic practice, strengthening the links between teaching and research practice and management.

4. Programme Aims

The aims of the PGCert Academic Practice are:

1. To develop participants teaching, learning and assessment practices ensuring they are current, innovative, and appropriate to professional/disciplinary context.
2. To engage participants in critically reflexive practice, analysing their experience and synthesising this using appropriate pedagogic and disciplinary literature and student relevant data, with reference to the UKPSF framework.
3. To promote appropriate skills in research methodology or management, and dissemination.
4. To promote a culture of discussion and dialogue with colleagues across the disciplines and in the workplace.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to:

1. Critically appraise current theoretical perspectives on academic practice in higher education.
2. Explain and justify specific approaches to enhancing teaching and learning.
3. Evidence critical awareness of factors that frame contemporary approaches to research in a context of choice.
4. Articulate the value of reflective practice in UK HE.
5. Relate new knowledge to the Advance HE UK Professional Standards Framework.

Intellectual skills:

By the end of this programme students should be able to:

6. Synthesise complex and contradictory information and apply theory to practice in the context of HE.
7. Evaluate and employ learning and teaching methodologies and methods that are appropriate for their own discipline.
8. Critically reflect on the impact and effectiveness of their own academic activities, such as teaching or the quality of research.

Practical skills:

By the end of this programme students should be able to:

9. Execute a range of engaging approaches to academic practice appropriate for diverse academic communities.
10. Integrate research literature and student data to implement a variety of effective approaches to teaching, learning, assessment, and feedback.
11. Apply appropriate technologies and digital skills to enhance academic practice.
12. Propose and employ effective research conduct, acting with integrity and taking account of ethical issues and risk assessment.
13. Engage in teaching practice in accordance with the UKPSF.

Transferable / key skills:

By the end of this programme students should be able to:

14. Evaluate and respond to the diverse learning needs of learners.
15. Apply a range of academic skills reflectively and reflexively in professional learning contexts.
16. Engage in targeted Continuing Professional Development activity to enhance specific areas of teaching and research.
17. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

6. Learning and Teaching Methods

The PGCAP will model good practice and introduce new practitioners to the theory that underpins this. Critical reflection is key to this, and participants are encouraged to reflect critically on their own experience as learners on the programme early on, with a view to mirroring this as practitioners within their own disciplines. In each module learning and teaching methods vary slightly to best fit the learning outcomes for that context but are focused on constructively aligned activities that reflect the realities of working in higher education and enable participants to link theory directly to their academic practice. Approaches to learning and teaching include taught and practical sessions, group work, peer review, action learning sets and 1:1 reviews. Learners are also expected to demonstrate independence and initiative throughout by undertaking ongoing scholarship and identifying and sharing additional, relevant reading pertinent to their practice. In summary, learning and teaching methods utilised during the programme fall under the broad headings used in the table below:

| Method | Description |
|--|--|
| Action Learning Sets | One student, or a small group of students, helps others with a particular issue. |
| Blended Learning/ E-Learning | Utilisation of electronic media, normally via the University's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions for notices and updates. Content and materials are often part delivered through digital and online media, and part delivered through face to face interaction. |
| CANVAS (Virtual Learning Environment) | A software system designed to support teaching and learning in an educational setting (all modules). |
| Critical Reflection | Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development (all modules). |
| Engagement in relevant CPD at Marjon or externally | Students participate in training programmes or events, some leading to formal awards, to extend a person's employment-related knowledge, skills and understanding. |
| Flipped Classroom | A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor. |
| Huddle | A group of approximately 3 students tasked with working together for a short time within a session (all modules). |
| Independent Learning/Self-Directed Study | Activities where an individual learner conducts research or carries out a learning activity on their own (all modules). |

| | |
|--|--|
| Located and Connected Seminars | Academic instruction bringing together small groups for recurring meetings, focusing each time on a subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader (all modules). |
| Peer Teaching and Observation | Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback. |
| Personal and Professional Development Planning | Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives (ITL & ETL). |
| Pod | A formalised group established by the module team to facilitate group activities (also termed action learning set). |
| Tutorials | One-to-one or group session with the module tutor(s). They can either be a chance for a student or group to ask specific questions, or for a more general discussion (all modules). |
| Webinar | A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously online (all modules). |
| Work-Based tasks | Learning events which take place within a working environment enabling learners to develop 'real' skills (all modules). |

6.1 Learning Enhancement

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with appropriate resources to do so. To this end, digital platforms including CANVAS, Marjon Information, Jamboard, Mentimeter, TEAMS and Miro are used extensively to provide a blended learning offer. This, together with critical reflection (individually and with peers) and innovative and participative approaches to learning and teaching, ensure that learning is enhanced in ways that are appropriate for the programme level and content.

6.2 e-Learning

The delivery model ensures flexibility. The programme is delivered through a mixture of located and connected seminar/webinar sessions which will be electronically accessible to all participants enabling participants to be wholly connected if they choose. The CANVAS platform is used to host resources and educational activities that are used to prepare participants for the discursive face to face seminars/webinars. This includes extensive reading lists, shared tutor and participants' presentations, discussion forums, slides, videos, questionnaires, and other digital resources. The assessment for ITL requires participants to engage with and present on educational technologies and participants are encouraged to have their own CANVAS areas/ =webinar teaching included within peer reviews.

7. Modes of Assessment

The modes of assessment employed for the modules are designed throughout to reflect 'assessment of, for, and as learning'. Assessment tasks are mostly written assignments with one presentation and there is a strong emphasis on reflection and reflective practice to enable students to demonstrate both their understanding and application of all dimensions of the UKPSF. Peer reviews and observations of teaching are integral components of the programme.

Written assignments are marked in accordance with institutional requirements. Detailed marking criteria and rubrics are included in the Programme Handbook and comprehensive formative and summative feedback is provided to students throughout the programme. All assessment is moderated according to the current University regulation

| Method | Description |
|--|---|
| EDCM01 Presentation | Participants are to create and deliver a 10-minute presentation on the application, implementation, and evaluation of an educational technology in their own practice. The presentation will be mapped to the UKPSF. |
| EDCM01 Reflective Journal | Participants will undertake two peer reviews as the basis of this assessment. One in which they design and deliver a teaching session which is peer reviewed by a module tutor, and another where they observe a peer. Both activities feed into a critical reflection on teaching practice. This assessment element will be mapped to the UKPSF. |
| EDCM02 Short Developmental Project | Participants are required to justify and develop a peer reviewed educational activity to enhance an aspect of student learning. This should demonstrate- <ul style="list-style-type: none"> • a research-informed approach to content. • a structured and creative approach to learning. • a thorough and critical approach to intended content choice/focus and supporting materials. • an awareness of the quality assurance and quality. Examples could be the redesign of an assessment, or the development of a canvas space or the introduction of a new pedagogic approach. This assessment element will be mapped to the UKPSF. |
| EDCM02 Reflective Essay | Participants are required to write a reflective report on the value of the educational activity for their own practice and student learning. To reflect on the UKPSF in its entirety and develop a CPD plan for future professional development. |
| EDCM03 Research Study | Participants are required to design, implement, and write a report on a modest pedagogic research project into an aspect of their or others' practice. This assessment is not explicitly mapped to the UKPSF. |
| EDCM03 Reflective Essay | Participants are required to evaluate the pedagogic research project by critiquing the methodology and findings and wider value of pedagogic research for student learning, their own professional development, the institutional context and the HE sector. This assessment is not explicitly mapped to the UKPSF. |
| EDCM04 Report | Participants are required to identify an appropriate research management topic and explain its significance in relation to academic practice. They will construct theoretically-informed arguments about the topic and critically analyse its relationship to academic practice. This assessment is not explicitly mapped to the UKPSF. |

| | |
|-----------------------------------|---|
| EDCM04 Development Plan | Participants are required to develop a research plan and write a reflection mapped against Vitae Researcher Development Framework, evaluating their strengths and weaknesses, and outlining a plan for future development. This assessment is not Explicitly mapped to the UKPSF. |
|-----------------------------------|---|

8. Exemptions to University Regulations

1. Assessments will not be marked anonymously since the nature of the assessments on this course mean that anonymity would not be feasible.
2. Situations are likely to arise where participants have completed courses leading to Associate Fellowship or Fellowship of Advance HE which (with their professional experience) could be considered equivalent to the ITL or ITL+ETL modules. We would like to be able to APL participants for up to 30 credits to allow us to recognise this prior experience and enable them to complete the full PgCert.

9. Work-Based Learning/Placement Learning

All participants in the programme will be employees of the university and, as such, will be expected to undertake work-based learning throughout the programme which strongly focuses on reflective practice. Appropriate application of learning from the programme is expected, as is the critical evaluation of learning and research theories from the position of active practitioners.

Participation in the programme enhances participants' development and progression both within the university and beyond. Achievement of Advance HE Fellowship is recognised and expected throughout UK HE providers and internationally as the required professional standard for teaching staff. Development of research skills and understanding will enhance participants' contribution to the institution as well as broadening their employment prospects within and beyond the higher education sector.

10. Programme Structure

Participants normally complete the three modules that comprise the PGCert in Academic Practice consecutively over two academic years.

Provision model: 'delivery' is via a series of intensive, weekly afternoon and twilight sessions together with group and individual tutorials, peer review, observations of practice and 1:1 feedback. Participants are also expected to undertake independent study.

Full Time

Level 7

| Module Code | Module Title | Credits | Assessment | Semester/ Term | Compulsory/ Optional | Condonable/ Non- Condonable |
|------------------------|---------------------------------------|---------|-----------------|-------------------|-------------------------|-----------------------------------|
| EDCM01 | Introduction to Teaching and Learning | 15 | 100% Coursework | Semester X | Compulsory | Non- Condonable |

| | | | | | | |
|------------------------|-------------------------------------|----|-----------------|------------|------------|----------------|
| EDCM02 | Enhancing Teaching and Learning | 15 | 100% Coursework | Semester D | Compulsory | Non-Condonable |
| EDCM03 | Introduction to Pedagogic Research | 30 | 100% Coursework | Semester F | Optional | Condonable |
| EDCM04 | Introduction to Research Management | 30 | 100% Coursework | Semester F | Optional | Condonable |

Key: Semester X = A & B, D = B & C

Part Time

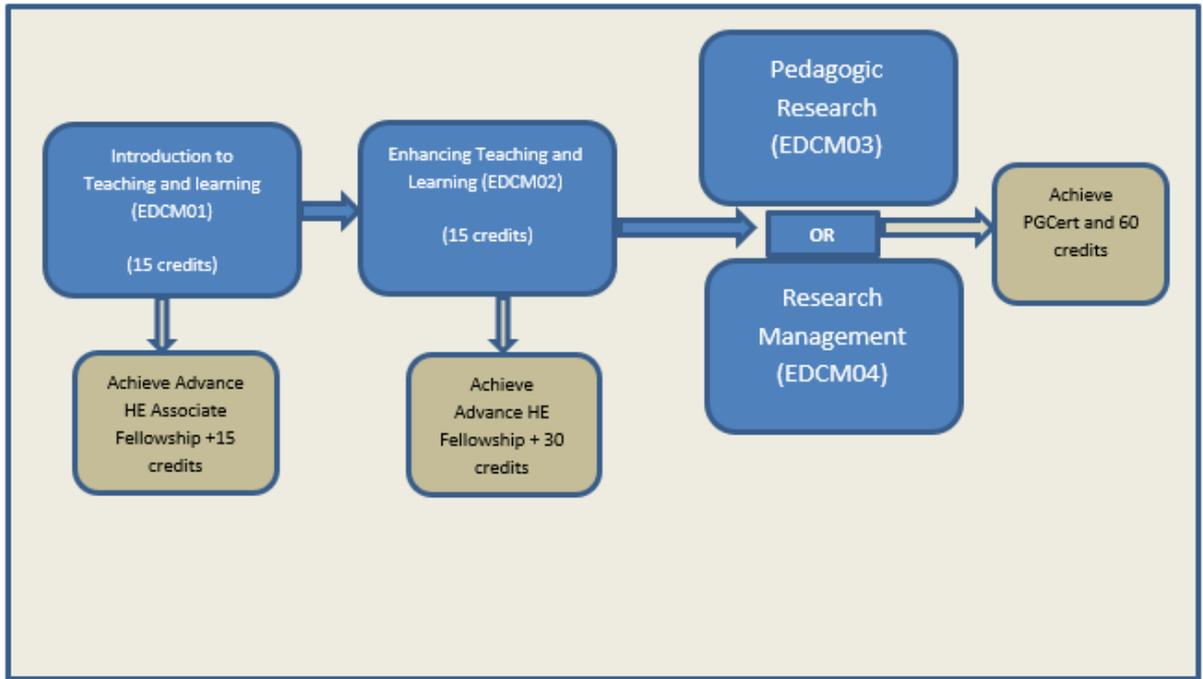
Level 7-Year 1

| Module Code | Module Title | Credits | Assessment | Semester/ Term | Compulsory/ Optional | Condonable/ Non-Condonable |
|-------------|---------------------------------------|---------|-----------------|-------------------|-------------------------|-------------------------------|
| EDCM01 | Introduction to Teaching and Learning | 15 | 100% Coursework | Semester X | Compulsory | Non-Condonable |
| EDCM02 | Enhancing Teaching and Learning | 15 | 100% Coursework | Semester D | Compulsory | Non-Condonable |

Level 7-Year 2

| Module Code | Module Title | Credits | Assessment | Semester/ Term | Compulsory/ Optional | Condonable/ Non-Condonable |
|-------------|-------------------------------------|---------|-----------------|-------------------|-------------------------|-------------------------------|
| EDCM03 | Introduction to Pedagogic Research | 30 | 100% Coursework | Semester F | Optional | Condonable |
| EDCM04 | Introduction to Research Management | 30 | 100% Coursework | Semester F | Optional | Condonable |

Key: Semester X = A & B, D = B & C



Delivery Pattern

Full-time (12 months)

| Duration | Taught Input | Module |
|---------------------|--|--------|
| September - January | September, October, November, December | EDCM01 |
| February - July | February, March, April, May | EDCM02 |
| September - August | October – July | EDCM03 |
| September - August | October – July | EDCM04 |

Part-time (24 months)

Year 1

| Duration | Taught Input | Module |
|---------------------|--|--------|
| September - January | September, October, November, December | EDCM01 |
| February - August | February, March, April, May | EDCM02 |

Year 2

| Duration | Taught Input | Module |
|--------------------|----------------|--------|
| September - August | October – July | EDCM03 |
| September - August | October - July | EDCM04 |

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

| Module Code | Module Title | Thread |
|-------------|---------------------------------------|---------|
| EDCM01 | Introduction to Teaching and Learning | 1,3,4,5 |
| EDCM02 | Enhancing Teaching and Learning | 1-5 |
| EDCM03 | Introduction to Pedagogic Research | 1-5 |
| EDCM04 | Introduction to Research Management | 1-5 |

- 1: Employability
- 2: Leadership
- 3: Research
- 4: Reflective practice
- 5: Diversity and Inclusion

Structure and Points of Progression

| Module Code | Module Title | Credits | Delivery Sequence | Assessment Point | Progression Point |
|-------------|---------------------------------------|---------|-------------------|------------------------------------|---------------------------------|
| EDCM01 | Introduction to Teaching and Learning | 15 | 1 | MAB – Feb PAB – Feb | Advance HE Associate Fellowship |
| EDCM02 | Enhancing Teaching and Learning | 15 | 2 | MAB – Sept PAB – Sept | Advance HE Fellowship |
| EDCM03 | Introduction to Pedagogic Research | 30 | 3 | MAB – September PAB - September | PGCert Academic Practice |
| EDCM04 | Introduction to Research Management | 30 | 3 | MAB – September PAB - September | PGCert Academic Practice |

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Advance HE (Modules EDCM01 and EDCM02 only)

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

On successful completion of the EDCM01 and EDCM02 modules participants gain Advance HE Associate Fellowship and Fellowship respectively and both these modules offer step off opportunities. For those who elect to further take either EDCM03 or EDCM04 can achieve the PGCert Academic Practice qualification. Participants can use the level 7 credits gained through the programme as Recognised Prior Learning (RPL) towards a master's degree at this University (MA Education, MRes or MA in Professional Education Practice). Alternative routes may also be available at other universities that offer similar provision (e.g. MA Education; EdD). An application to the programme/s will still need to be made and entry is not guaranteed.

14. Employability and Career Progression Opportunities

This programme is intended for new academic staff and provides the opportunity to gain HEA Fellowship or Associate Fellowship via Advance HE, as well as to develop skills in research management to allow participants to advance their careers. The main groups of participants will be in the following job groups:

- Academic staff (full time, part time or visiting lecturers)
- Professional services staff with a role which involves supporting teaching or research
- Research staff (post-doctoral researchers/ research assistants)
- PhD students with some teaching responsibilities (e.g. Marjon 180 bursary-holders)

The UKPSF outlines 4 different HE fellowships – Associate, Fellow, Senior and Principal. These recognise the different responsibilities that staff in universities hold. Associate Fellowship infers that holders are proficient as early career learning/teaching practitioners; Fellowship infers that holders are able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning roles; Senior Fellowship infers that holders can provide evidence of more sustained learning and teaching as well as leadership of provision; and Principal Fellowship infers that holders are highly experienced and can provide evidence of sustained impact at a strategic level. The PGCert Academic Practice accreditation will enable participants to demonstrate appropriate experience and evidence to exit and gain either Associate Fellowship (after the first 15 credit module of the programme) or Fellowship (after the first two 15 credit modules).

Careers in the UK higher education sector increasingly involve the expectation of having completed a teaching qualification and/or gained accreditation through Advance HE. This programme will offer a flexible and supported route for staff to achieve the appropriate qualification for their job role. The expectation is that most participants on completion of the course will remain in the higher education sector. This programme allows them an opportunity for professional development which will enhance their career in this sector. The opportunity to gain an internationally recognised teaching qualification together with significant professional development in research management will enhance the employability prospects of graduates from this programme.

Employability skills include:

- **Analytical thinking and innovation** – participants can identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – participants are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – participants are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess

situations and initiate solutions independently.

- **Critical thinking and analysis** – participants have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgement to reach an answer or conclusion
- **Complex problem-solving** – participants are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - participants are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – participants are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – participants are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – participants are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

An additional benefit of undertaking the PGCert Academic Practice is that experiencing the resources that the university has to offer as learners, enables the participants to speak about these and offer advice to their own students from a more informed position.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Students are strongly encouraged to provide feedback on a regular basis at the end of sessions, via on-line mid-module evaluation and module and programme evaluation forms, via the Postgraduate Taught Experience Survey (PTES), and through their student representative at Student/Staff Liaison Meetings (SSLC). In addition, informal and regular opportunities to provide feedback, either in person or via email, are offered to students.

17. Other Stakeholder Feedback

Feedback from graduates is actively sought (in addition to those routes mentioned in section 16 above). Feedback from colleagues across the University (e.g. participants' line managers) can be gathered in respect of the effectiveness of the programme and the impact that participation has on future learning and teaching. Additionally, and importantly, previous participants have been nominated and received awards from the student body for, for example, their innovative teaching.

It is clear that the university itself is a key stakeholder in respect of this programme. External feedback relating to the quality of teaching across the institution is also likely to reflect the development of confidence and competence that educators experience during and following their participation in the programme.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

In order to gain Advance HE accreditation for the first two modules, these will be subject to additional rigorous scrutiny and enhancement to ensure that the participants' experience aligns with other accredited provision.

