

PROGRAMME SPECIFICATION 2012-13

Programme Title	Postgraduate Certificate of Professional Practice in Higher Education
UCAS/JACS Code	-
School/Subject Area	Centre for Learning, Innovation and Professional Practice
Final Award	Postgraduate Certificate
Interim Award(s)	-
Mode(s) of Study	Work-based learning / Part time / Flexible / Blended
Normal Length of Programme	2 years
Total Credits	60
Programme Accredited By	The Higher Education Academy
Dates Programme Specification Written and Revised	Written 28 February 2008 & 2 April 2008 Revised 1 April 2009 Revised 1 st September 2012

Educational Aims of the Programme	<ol style="list-style-type: none"> To provide participants with the knowledge and skill necessary to give students an effective and rewarding learning and teaching experience To provide participants with individualised pathways to the qualification including negotiated assessment activities linked to each participant's workload and role. To develop participants' awareness of and involvement in a broad range of relevant professional practice To provide participants with the skills and opportunity to evaluate and undertake pedagogic research To develop participants' work-based practice to promote communities of learning and effective environments for support and guidance (students and colleagues)
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Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform programme outcomes	<p>The specification has been mapped to the UK Professional Standards Framework level descriptor 2 (2012)</p> <p>Higher Education Academy accredited</p>
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Programme Structures and Requirements: Levels, Modules and Credits				
Stage I				
Module Title	Credits	Level	Module Code	Core/ Elective
Delivering a high quality learning experience	20	7	SD4012	C
Designing effective learning and assessment experiences	20	7	SD4013	C
Researching and disseminating pedagogic practice	20	7	SD4014	C

Programme Outcomes, Learning and Teaching and Assessment Strategies
A. Knowledge and Understanding

On successful completion of their programme, students are expected to have knowledge and understanding of:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	The higher education mission of their institution (Aims 3 & 5)	Linked to each participant's work experience and including: <ul style="list-style-type: none"> • Independent study activities, including directed reading • Investigation of sources of evidence-based research via seminars and independent reading • Peer and mentor discussions / action learning sets • Residential course and/or one-day seminars, including workshop exercises and group work • Use of The Higher Education Academy's relevant Subject Centres – people, publications, research calls and conferences • Work experience: teaching & supporting learners, including formal observations of teaching / learning support, peer review of teaching or learning support episodes. <p>Distance Learning: Provision will be supported by Aston University's VLE, including synchronous webinars (via Blackboard Collaborate) and office hours (via Skype and email) and asynchronous tutorials and discussion forums. There is a dedicated PGCPP problems forum in each of the modules on Blackboard that is frequently moderated by the programme team. In addition there is a PGCPP email address that students can use in order that they can contact appropriate members of the delivery team and receive timely support. A number of materials have been digitised, e.g. podcasts and video-casts, and investment in e-books has taken place to support online delivery.</p>	Reports specifically reviewing the activities and evidence collected against A1 – A7 E-portfolio containing evidence of activities and critical reflection for A1-A9, including: <ul style="list-style-type: none"> • log of a minimum of 20 hours of 'independent study' activity (A2, A3, A4 & A6) • log of work-based evidence / readings (A2, A3, A4, A5, A6) • reflections on the applications of issues and concepts encountered for own practices / contexts (A1, A4, A6, A7) • record of progress on pedagogical research activities, including feedback from supervisors (A8, A9)
2	The design and planning of specific learning activities for individual sessions or periods of study (Aim 1)		
3	The selection and application of teaching and assessment methods (Aim 1)		
4	Methods used to evaluate the effectiveness of learning and teaching activities (Aims 1 and 3)		
5	Relevant professional practice (e.g. quality assurance, research supervision, programme management) (Aims 3 and 5)		
6	The potential for digital technologies and software applications to support, deliver and assess learning events (Aim 1)		
7	The impact of diversity and equality policy and legislation on the accessibility of learning events to students (Aim 1)		
8	Methodologies suitable for research into learning and teaching (Aim 4)		
9	The literature and subject content of the chosen area of research (Aim 4)		

B. Intellectual Skills			
	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Use evidence-based expertise to deliver a quality learning experience for students (Aims 1 & 4)	<p>Design & execute a research project, including literature search, consultations with other staff, ethical considerations, rationale for methodology, data collection analysis and interpretation</p> <p>Information handling skills through workshop input and tutorial discussion / directed study, consultations with LIS and other colleagues</p> <p>Literature research and reading</p> <p>Seeking, developing and recording specific opportunities to enhance the students' learning experiences</p> <p>Seminar, tutorial and peer discussion, reading, session-based activities</p> <p>Tutorial / mentor / action learning set discussion</p> <p>Use of The Higher Education Academy's relevant Subject Centres – people, publications, research calls and conferences</p> <p>Distance Learning: Provision will be supported by Aston University's VLE, including synchronous webinars (via Blackboard Collaborate) and office hours (via Skype and email) and asynchronous tutorials and discussion forums. There is a dedicated PGCPP problems forum in each of the modules on Blackboard that is frequently moderated by the programme team. In addition there is a PGCPP email address that students can use in order that they can contact appropriate members of the delivery team and receive timely support. A number of materials have been digitised, e.g. podcasts and video-casts, and investment in e-books has taken place to support online delivery.</p>	<p>Reports to include an evaluation of own role and future professional development implications (B1 - B5)</p> <p>Oral presentation of research project (B4, B6, B7)</p> <p>Summative assessment of the research paper in an approved format, to include:</p> <ul style="list-style-type: none"> evidence that ethical approval for the research project has been sought and gained evaluation of research in line with proposal outcomes. rationale for choice realistic, relevant and manageable proposal within time scale reference to relevant theories / literature valid methods references and citations in a standard format <p>(B4, B6, B7)</p> <p>E-portfolio evidencing activities and critical reflection for B1-B7, and specifically containing:</p> <ul style="list-style-type: none"> Critical reflection on work experience, pedagogic research activities and professional practice, including any research supervision (B1, B2, B3, B5) Evidence and commentary on the design and evaluation of a specific 'learning episode' (B3) Evidence of identifying issues, of using rationales and justifications (practice / theoretical) that are evidence-based (B4, B6)
2	Assess and evaluate how students learn in the range of contexts encountered (Aims 1, 4 & 5)		
3	Extend and critically evaluate the use of learning technologies; of teaching and assessment strategies; and of monitoring and evaluating methods (Aims 1 & 3)		
4	Evidence a commitment to scholarship through discussion of sources of expertise and through reflection on their own activities (Aims 2 and 5)		
5	Critically reflect on practice to evaluate the effectiveness of their own work and identify future developmental needs (Aims 1 & 2)		
6	Identify the particular pedagogic concerns of their subject area and research topic (Aims 2 & 4)		
7	Evidence responsible information handling, including effective search strategies and qualitative judgements of authority and reliability (Aim 4)		

C. Professional Skills	
	On successful completion of their programme, students are expected to be
	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated

able to:		Learning and Teaching Methods	Assessment Methods
1	Demonstrate an appropriate flexibility to accommodate the diversity and learning needs of their students (Aim 1)	Day-to-day student tutoring, assessment and support Designing and running sessions with students	E-portfolio evidencing activities and critical reflection for C1 – C5: Case studies drawn from your practice, including any relevant research supervision, with evidence of your identification of student needs and appropriate responses to support effective learning (C1, C4, C5)
2	Demonstrate commitment to continuing professional development (Aims 3, 4 & 5)	Discussion and critical feedback on an applied design plan (with tutor / mentor / action learning set) Peer observations of sessions	Critical reflection on your role with self-evaluation of your skills and abilities in terms of your broader professional responsibilities / actions for further future development (C2)
3	Deliver teaching that provides an effective learning experience for students (Aim 1)	Feedback from research topic supervisors and mentors Participation in work shadowing, peer observation of colleagues or other professionally-relevant activities	Examples of an effective contribution to the development of learning communities (or an effective environment for student support and guidance) using rationales and justifications (practice / theoretical) that are evidence-based (C5)
4	Design effective assessment and feedback procedures (Aim 1)	Residential, tutorial, workshop and seminar participation and group activities	Examples of effective feedback to students on their progress and achievement (C4)
5	Demonstrate a contribution to the development of learning communities / effective environments for student support and guidance (Aim 5)	Use of The Higher Education Academy's relevant Subject Centres – people, publications, research calls and conferences discussion Distance Learning: Online teaching observations will be undertaken and in-country observations will place when Aston academic staff are visiting the partner institutions (this has been discussed with the Schools). Tutors in the partner institutions will also be trained in peer observation in order to act as observers and critical friends.	Two formally assessed records of effective teaching practice / learning experiences made on two separate occasions (C3) Evidence of two further sessions including reflective self-assessment and peer or tutor feedback (C2, C3) Oral presentation of research project, including the research 'journey' undertaken, self reflection on its outcomes, and a summary of any subsequent changes or enhancements made or recommended to promote students' learning and professional practice (C2, C5)

D. <u>Transferable Skills</u>			
	On successful completion of their programme, students are expected to show:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Respect for individual students and an ability to enable learning to happen (Aims 1, 2, 5)	As described above, to learn and develop skills appropriate to teaching and supporting students' learning in the relevant discipline	E-portfolio: Demonstrates through the evidence supplied and in analysis / reflection a clear respect for the needs and circumstances of
2	The ability to evaluate and reflect on the effectiveness		

	of your own work (Aims 1, 3 & 4)		individual students, together with actions and support that helped learning to happen
3	Your engagement in activities that encourage participation in higher education, acknowledge diversity and promote equality of educational opportunity (Aims 1, 2 & 3)		Critical reflection of work experience and practice, including evidence of effective feedback to students on their progress and achievement, self-evaluation of personal skills and abilities in terms of broader professional responsibilities
4	The ability to work with and learn from colleagues (Aim 5)		Evidence of engagement with relevant diversity and participation frameworks and ethical / legal responsibilities Evidence, critical reflection and testimony of working with and learning from colleagues

Entry Requirements	<p>Applicants must be contracted members of Aston University or of one of its partner institutions. In addition staff from other FE and HE institutions may apply to the course through the normal procedures. They must produce evidence of having been awarded either a first degree from a recognised University or Institute of Higher Education or a qualification deemed by the Programme Committee (in consultation with the Registry) to be at least of equivalent standing.</p> <p>Applicants must provide evidence of proficiency in the English language as demonstrated by a pass at GCSE grades A*, A, B or C, or a qualification recognised by the Senate as being equivalent.</p> <p>An applicant may be exempted from part of the PGCPP if they have satisfactorily pursued a previous programme of study of an appropriate nature and standard. They may receive a maximum of 20 credits towards the 60 required for the programme, excluding the research module. The extent of the credit awarded will be recorded by the Board of Examiners. For an award based on previous module credits and/or a recommendation of APL, these modules will normally have been accredited within the past FIVE years. The Board may also require additional supportive evidence.</p> <p>Guidelines for Assessment of Prior Learning, including certificated learning (APL) and experiential learning (APEL) are given in the General Regulations of the University for Postgraduate Taught programmes</p>
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Programme Regulations (delete as appropriate)	<p>This programme is governed by the University's current General Regulations for Postgraduate Taught Programmes (reference REG/01/239(8) and subsequent editions), except where they are modified by the following Programme Regulations.</p> <p>Attendance</p> <p>The enrolment period will normally be of between one and two years. The period for which credit from individual modules is valid for progression to the award of the Post Graduate Certificate of Professional Practice will be two years. Failure to attend or participate in specified learning and assessment activities may result in failure of the relevant module(s).</p> <p>Specific assessment requirements for modules</p> <p>Condonement, as specified in the General Regulations for Postgraduate Taught Programmes, will not apply to the modules available for this award route</p> <p>Module Pass Mark</p> <p>The award is criterion referenced but marks are still awarded. All module assessments are distinction/pass/fail. In the case of a module assessment</p>
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	<p>failure, the Board of Examiners may determine to refer the work and the student will be expected to resubmit at the next Board of Examiners.</p> <p>Award of Certificate</p> <p>For the award of the Postgraduate Certificate of Professional Practice in Higher Education all modules must have been passed by the Board of Examiners. The Board will meet twice a year, normally in June and December.</p> <p>The certificate shall be awarded PASS or DISTINCTION. No certificate may be awarded PASS or DISTINCTION in the absence of evidence of satisfactory teaching (or learning support).</p> <p>In cases of failure or non-submission, the General Regulations for Postgraduate Taught Programmes as currently in force will apply.</p> <p>If a Board of Examiners considers there to be serious concern over the lack of progress of individual participants registered on the Postgraduate Certificate programme, they will be deemed to be in jeopardy of being required to withdraw (in line with Regulations on Examination and Assessment REG/04/97 and subsequent editions).</p> <p>If a candidate fails a module, the Board of Examiners may instead award an Aston Certificate or Aston Diploma, depending on the value of credits actually achieved.</p>
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Further Information	<p>In 2012 the new UK Professional Standards Framework for teaching and supporting learning in higher education was launched. The framework is a descriptor based approach whereby HE institutions determine their own criteria in the application of the standards framework. In order to demonstrate Aston University's application of these standards, the areas of activity, core knowledge and professional values that reflect the Higher Education Academy's recognition scheme are applied to learning outcomes and assessment activities within this professional development programme.</p> <p>You should allow 600 student study hours for the Postgraduate Certificate. This will include some of the time you will spend in any case on preparation, student contact, assessment and other teaching-related duties. Your managers may also give you a specific workload allowance to recognise your participation in this programme.</p> <p>We support you through timetabled sessions, personal tutorials, mentoring, action learning sets and a personal learning environment. You will get a comprehensive programme handbook and other support materials at the start of your programme. Your mentor's role is to offer support and advice in terms of the programme aims and learning outcomes.</p> <p>Application is via an initial interview and/or questionnaire and standard Aston University postgraduate enrolment. You must have the formal support of your Dean / Associate or Deputy Dean (Learning & Teaching), who is expected to make the necessary teaching, assessment and other work experience opportunities available to you.</p> <p>Contact: Dr Panos Vlachopoulos (Programme Director) 0121 204 5234</p>
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This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. **The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review.** Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.