

## DEFINITIVE COURSE RECORD

Course Title	<b>PgC Academic Practice</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>Accredited by Higher Education Academy (against D1 and D2 of the UK PSF)</b>
Credit Structure <sup>2</sup>	<b>60 credits at Level 7</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>15 months part-time</b>
Intended Award	<b>PgC Academic Practice</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Participants must normally be employed as academic staff or as professionals supporting HE students' learning at the University of Suffolk and/or its partner colleges</b>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the PgC Academic Practice course. The information provided is accurate for students entering level 7 in the 2018-19 academic year<sup>5</sup>.

### Course Summary

The programme offers a discursive, interdisciplinary, collaborative and reflective learning environment in which participants will scrutinise aspects of academic practice, especially in relation to teaching and support of student learning in higher education. The programme encourages participants to inspect, critique, develop and reflect upon professional practice within an increasingly complex and ever-changing HE environment. It promotes the sharing of experiences and reflection upon those experiences, while engaging with the perspectives of others including tutors, peers and mentors.

### Course Aims

- Explore and advance an informed and critical understanding of different approaches to, and conceptions of, learning, teaching and assessment practice within the contemporary and changing Higher Education environment.
- Encourage focused and critical reflection on the support of learning, teaching, academic management and scholarly practice with a view to its ongoing and continual improvement.

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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- Provide opportunities to evaluate specialised disciplinary pedagogical requirements through work-based practice.
- Provide an environment in which to advance innovative and creative approaches to academic practice, with a view to enhancing the student experience.
- Develop the ability to critically evaluate academic practice and the independent learning ability for undertaking continuing professional development.
- Promote communities of practice in educational enquiry and academic practice within and beyond the institutional context.

### **Course Learning Outcomes**

The following statements define what participants graduating from the PgC Academic Practice course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

At the end of the course participants will be able to:

### **Knowledge and Understanding**

1. Critically evaluate different theoretical perspectives on, and approaches to, student learning and motivation within different higher educational contexts, as relevant to the participant and aligned to the UKPSF
2. Demonstrate a systematic understanding of curriculum content and design appropriate for the subject and the level of study
3. Evaluate student learning needs and formulate relevant and inclusive learning support and guidance strategies
4. Demonstrate a critical understanding of the complex and changing HE environment and the implications for their own professional academic practice
5. Critically evaluate the key features of quality assurance, enhancement and evaluation within a Higher Education context
6. Evaluate scholarly activity, educational research and/or work-based learning to enhance academic practice
7. Act autonomously in the role and responsibilities of an HE professional practitioner within the wider social context

### **Subject-Specific Cognitive Skills**

8. Demonstrate a range of effective teaching, learning and assessment practices

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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9. Critically apply learning technologies within the relevant educational context(s) based on an informed pedagogic rationale
10. Design inclusive learning environments for a diverse student population
11. Demonstrate a scholarly and ongoing professional approach to enhancing academic practice both within and beyond the institutional context

### **Practical and Transferable Skills**

12. Employ effective management, communication, or facilitation skills in a variety of learning situations
13. Apply problem-solving skills in complex and unpredictable Higher Education practice settings
14. Develop group working and project management skills
15. Engage in systematic critical reflection of their own and others' academic practice with a view to its continuing enhancement
16. Demonstrate strategies and actions for change and improvement with regard to their future professional development
17. Actively seek feedback and constructive appraisal from peers and provide supportive feedback to colleagues within and beyond their discipline area
18. Advance innovative and creative approaches to teaching, support of learning and assessment practice, including in the potential uses of resources and technology enhanced learning, pertinent to the learning context
19. Develop strategies for improvement of professional practice and for implementing and disseminating enhancement

### **Course Design**

The design of this course has been guided by the following Professional Standards:

- UK Professional Standards Framework (UKPSF) for teaching and supporting learning in Higher Education (HEA, 2011)

### **Course Structure**

The PgC Academic Practice comprises of three modules at level 7.

Module Specifications for each of these modules are included within the course handbook, available to participants on-line at the beginning of each academic year.

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	Module	Credits	Module Type <sup>7</sup>
Level 7			
	Learning and Teaching in Higher Education	20	M
	Curriculum Design, Assessment and Feedback	20	M
	Small-Scale Research Inquiry	20	M

**Awards**

On successful completion of the course, participants will be awarded a PgC Academic Practice.

**Course Structure and Design**

The course is delivered at Ipswich and at Partner Colleges as required. Participants studying part-time on PgC Academic Practice are likely to have approximately 40 contact hours. The contact hours will be a mix of workshop approaches focused on learning and teaching in HE (including lectures, seminars, and practical group activities) but will also include online independent and collaborative activities. Participants will normally be expected to undertake 4 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and workshop or online activities.

**Course Assessment**

A variety of assessments will be used on the course to enable participants to experience and adapt to different assessment approaches. The assessments used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework, including reflective reports derived from, online and group activities, learning journals and research projects.

**Course Team**

The academic staff providing and supporting this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

**Course Costs**

Participants undertaking PgC Academic Practice are not normally charged fees (as members of staff). However, where tuition fees are applicable they will be charged as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	Not applicable
Part-time UK/EU	£850 per 20 credit module
Full-time International	Not applicable
Part-time International	£1,165 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Taught Postgraduate Awards](#)

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**Academic Framework and Regulations**

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).