University of Suffolk

DEFINITIVE COURSE RECORD

Course Title	**PgC Academic Practice [Degree Apprenticeship]**
Awarding Body	**University of Suffolk**
Level of Award[1]	**FHEQ Level 7**
Professional, Statutory and Regulatory Bodies Recognition	**Accredited by AdvanceHE (against D1 and D2 of the UK PSF)**
Credit Structure[2]	**60 Credits at level 7**
Mode of Attendance	**Part-time**
Standard Length of Course[3]	**18-24 months as determined with Course Leader (including EPA)**
Intended Award	**PgC Academic Practice**
Named Exit Awards	**[None**
Entry Requirements[4]	Students must normally be employed as academic staff or as professionals supporting HE students' learning at the University of Suffolk and/or its Partners Students need to be leading, teaching, or supporting a module or modules for at least 10 hours in the academic year in which study begins, working at or above FHEQ Level 4 or equivalent. Learners must be employed on full or part time contracts of at least 0.8FTE and be eligible for ESFA funding based on recent UK / EEA residency.
Delivering Institution(s)	**University of Suffolk**

This definitive record sets out the essential features and characteristics of the PgC Academic Practice (APA) [degree apprenticeship] course. The information provided is accurate for students entering level 7 in the 2021-22 academic year[5].

Course Summary

The APA guides learners in applying contemporary theory and research methods in academic practice, with opportunities to reflect upon, evaluate, innovate, and enhance practice in teaching, research, and public engagement.

The programme will support learners in applying research scholarship and evidence-based practices in learning, teaching and curricular design as well as the supervision and

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[1] For an explanation of the levels of higher education study, see the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
[2] All academic credit awarded as a result of study at the University adheres to the Higher education credit framework for England.
[3] 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.
[4] Details of standard entry requirements can be found in the Admissions Policy and further details about Disclosure and Barring Checks (DBS) can be found on the University's DBS webpage.
[5] 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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communication of research. While providing a robust foundation in pedagogic practice, the programme will enable learners to personalise their learning through critical evaluation of own practices, practice-based action research, ultimately enhancing professional

Course Aims

In providing this course, the University and the course team aim to provide a supportive and challenging framework within which you can acquire, develop and critically reflect upon the knowledge, understanding, practice, skills and values of an engaged Higher Education academic professional practitioner (aligned to the UK Professional Standards Framework (UKPSF). The APA course aims are fully aligned to the UKPSF and are to:

- support staff in facilitating high quality, responsive, inclusive and innovative learning and teaching experiences.
- equip staff new to academic practice with the knowledge, skills, behaviours and attitudes to be effective and confident in their learning, teaching, assessment and feedback practices.
- enable established staff to further enhance their knowledge, skills and behaviours as confident, effective practitioners.
- build a community of learning, teaching and research practitioners able to promote and showcase their expertise regionally, nationally and internationally.
- develop a culture which rewards exploration.

Course Learning Outcomes

The following statements define what students graduating from the APA 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)[6].

- Adopt a research, theoretically and evidence-informed approach to the development and enhancement of student focussed inclusive learning, teaching, assessment and curricula in line with the UKPSF. (K1-6 – V1-4, A1-5)
- Engage critically with interdisciplinary and disciplinary research and scholarship relating to academic practice in higher education. (K6, V3 A4-A5)
- Design, and deliver effective learning teaching and assessment activities through face-to-face, online, blended, guided, independent and group work (K2, K3, K4, v2, v4, A1, A2, A3, A4).
- Promote excellence in academic practice in relation to University of Suffolk strategies and wider HE context at national and international level (K6, V4, A5)

The APA course has also identified five important values for a professional approach to academic practice that it would seek to promote to you, through all aspects of the course i.e. in its design, content, delivery and support mechanisms. These values fully align to the Professional Values of the UKPSF and concern:

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[6] As set out in the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

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1. The importance of HE professional practices which respect and enable the progression and empowerment of individual learners.
2. The promotion and implementation of equal opportunity practices to facilitate full participation by all learners, students, and colleagues.
3. A commitment to incorporating the processes and outcomes of relevant research, scholarship and/or professional practice.
4. A commitment to engaging in and supporting communities of practice amongst learners or students and colleagues for mutual support and learning.
5. A commitment to continuing professional development and the critical evaluation of one's practice.

Also, the APA learning outcomes are in alignment with QAA FHEQ Level 7 descriptors as, upon completion of the course, participants will have

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- Conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards / UKPSF Competency Frameworks:

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

Course Structure

The APA comprises modules at level 7.

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

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	Module	Credits	Module Type[7]
Level 7			
	Learning, Teaching and Curriculum Design	20	M
	Research and Evidence Based Practice	20	M
	Enhancing Learning and Teaching	20	M

Awards

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

Course Delivery

The course is delivered at Ipswich. Learners studying part-time on APA are likely to have approximately 45 hours tutor structured learning per module plus 55 hours of work-based activities. The tutor structured learning hours will be a mix of blended seminars and workshop activities. Students will normally be expected to undertake up to 100 hours of independent study per 20 credit module.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 100% coursework (including reflective portfolio, learning activity design, learning resource design peer review and presentations).

Special Features

On successful completion of the APA students are eligible for fellowship of AdvanceHE.

End Point Assessment

All students on the course undertake an End Point Assessment (EPA) to complete their apprenticeship Students will be expected to undertake the EPA after the successful completion of their degree. The EPA will be delivered by a separate training provider.

Course Team

The academic staff delivering 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.

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[7] 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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Course Costs

Students undertaking APA with embedded PgCAP will not be charged tuition fees directly. Tuition fees will be agreed between the University and a student's employer. Students will be required to sign a commitment statement before starting their apprenticeship which will detail the student's, employer's, and University's expectations under the apprenticeship agreement.

Academic Framework and Regulations

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