

Programme Specification for Postgraduate Programme Leading to: Postgraduate Certificate in Academic Practice

Applicable for all postgraduate students starting in **September 2018**

Version No.	Date	Notes – QA USE ONLY	QA
1.0	Sept 2018	New programme specification for 2018/19 start	SMu

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	Brunel Educational Excellence Centre
4. Contributing college/department/division/associated institution	Brunel Educational Excellence Centre
5. Programme accredited by	Higher Education Academic (HEA)
6. Final award(s) and FHEQ Level of Award	Postgraduate Certificate; level 7
7. Programme title	Postgraduate Certificate in Academic Practice
8. Programme type (single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	12
10. Maximum period of registration for each mode of study	Normal length of programme plus 2 years
11. Variation(s) to September start	None
12. Modes of study	Part-time
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	N/A
15. UCAS Code	N/A
16. JACS Code	X342
17. Route Code	X342PACAPRAC
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards QAA Subject Benchmark Statement (Subject area not available) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the ' Managing Higher Education Provision with Others ' page.
19. Admission Requirements	Details of PGT entry requirements are provided on the University's and College website.

	Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	
22. Further information about the programme is available from the College website.	

23. EDUCATIONAL AIMS OF THE PROGRAMME

The programme aims to offer learning and teaching professionals working in a university or similar context:

- Opportunities to (further) develop scholarly, reflective, evidence-based practices in learning, teaching and assessment.
- A route to professional recognition in relation to the UK Professional Standards Framework for teaching and supporting learning in higher education.
- Opportunities for collegial, scholarly engagement with peers from a range of subjects and disciplines.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
5						
	K, C, S	Describe selected examples of own professional practice in learning teaching and assessment to the standard required for descriptor 2/Fellowship of the HEA.				BE5601; BE5602
	K, C, S	Justify the practices described using the literature on learning and teaching in higher education to the standard required for descriptor 2/Fellowship of the HEA.				BE5601; BE5602
	K, C, S	Evidence the success of the practices described				BE5601; BE5602

		using appropriate data to the standard required for descriptor 2/Fellowship of the HEA.				
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Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Participants will be actively engaged in supporting learning in higher education and will normally be expected to have scheduled teaching commitments equal to 5 hours per week during the programme.

Participants will be supported through a series of tutor-led workshops on relevant topics and through participation in informal problem-based learning activities.

Individual participants will be supported by a mentor in their own subject area who will (ideally) be a Fellow of the HEA and have engaged with the support for mentors provided by BEEC.

Tutors and subject-based mentors will provide comments on draft work submitted in advance of a specified deadline.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Assessment will be through an e-portfolio comprising specified elements.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.

e.g. AB5500 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

Level 5	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits BE5601: Learning and teaching in higher education (30 credits) BE5602: Assessment and feedback for learning (30 credits)	Optional modular block codes, titles and credits
Level 5 Progression and Award Requirements As per Senate Regulation 3	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.