

## PROGRAMME SPECIFICATION – POSTGRADUATE PROGRAMMES

### KEY FACTS

Programme name	Academic Practice
Award	MA
School	Department for Learning Enhancement and Development
Department or equivalent	Department for Learning Enhancement and Development
Programme code	PSACPR
Type of study	Part Time
Total UK credits	180
Total ECTS	90

### PROGRAMME SUMMARY

The programme is designed to facilitate your development in your role of teaching, assessing and supporting students' learning and development. It will provide an opportunity to explore new techniques, share experiences and learn from others practice.

The programme provides a range of modules which include 15, 30 and 60 credit modules at Masters level. The programme provides you with a choice of exit routes but modules can also be taken as stand alone modules.

#### INTRODUCTORY CERTIFICATE IN ACADEMIC PRACTICE

The first exit route is for the Introductory Certificate in Academic Practice which you are entitled to if you successfully complete the 'Learning, Teaching and Assessment' module EDM120.

For all of you completing the Introductory Certificate in Academic Practice you will be able to examine the theories related to aspects of learning, teaching and assessment and synthesise and apply these to your discipline specific context as well as analyse the differences between contexts. You will be familiar with the UKPSF (HEA 2011) and meet the requirements of at least two of the areas of activity so you can gain recognition as an Associate Fellow having met standard 1.

The assessment you undertake to achieve this qualification will ask you to focus directly on either teaching or assessment activity you are involved in so it relates to your practice.

The Introductory Certificate will enable you to develop confidence in your role supporting aspects of the students' learning experience.

#### POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE/ACADEMIC PRACTICE (TECHNOLOGY ENABLED)

The second exit point is the Postgraduate Certificate in Academic Practice which you are able to achieve through successful completion of EDM120, EDM118, EDM106 and EDM112. The Postgraduate Certificate in Academic Practice (Technology Enabled) is

achieved through successful completion of EDM120, EDM112 and EDM116.

For all of you completing the Postgraduate Certificate in Academic Practice you will be able to examine the theories related to all aspects of learning, teaching and assessment and synthesis and apply these to your discipline specific context as well as analyse the differences between contexts. You will be able to design learning, teaching and assessment activities that are engaging, challenging, relevant and draw on the use of technology where appropriate to enhance learning. Student diversity will be explored across the modules as well as support for students through their programme from a range of areas including personal tutors. You will have explored the process of curriculum design and evaluation and have reflected on your practice and achievements against standard 2 of the UKPSF (HEA 2011) to gain recognition as a Fellow. For those of you able to record your teaching qualification with the NMC you will have evaluated your achievement against the appropriate learning outcomes for the eight domains outlined in the NMC Standards (2008).

The assessments you undertake to achieve this qualification will focus on activities that you need to undertake either as part of your role or to support you in developing your practice.

The postgraduate certificate will enable you to develop confidence in your role and skills to support and transform aspects of the students' learning.

#### POSTGRADUATE DIPLOMA IN ACADEMIC PRACTICE/ACADEMIC PRACTICE (TECHNOLOGY ENABLED)

A Postgraduate Diploma in Academic Practice may be achieved if you have successfully met the requirements of either of the Postgraduate Certificate awards and have successfully completed modules that provide a total of 60 masters level credits. Alternatively, if you have met the requirements for the Postgraduate Certificate in Academic Practice and then successfully complete EDM107, EDM116 and one 15 credit elective module you will be eligible for the Postgraduate Diploma in Academic Practice (Technology Enabled).

For all of you completing the Postgraduate Diploma in Academic Practice in addition to the above you will choose through elective modules to explore some areas further but from a different perspective to broaden your expertise and skills. In addition you may choose to examine theory related to leadership and implementing change alongside how to coach and support your peers or you may wish to develop your skills as a research supervisor and explore further undertaking research in an educational context.

The assessments you undertake to achieve this qualification will again focus on activities related to your role and developments you wish to implement or examine further.

The postgraduate diploma will provide you with an extended repertoire of skills needed as you develop into an experienced educator and introduce you to the broader theories related to academic practice.

#### MA ACADEMIC PRACTICE

For the MA, you must - in addition to achieving the requirements for one of the

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Postgraduate Diploma awards - complete successfully the educational research project and publication module EDM114. It would normally be expected that if you wish to complete the MA you would undertake the Educational Research Methods module EDM109.

For all of you completing the MA in Academic Practice in addition to the above you will spend the project module examining an aspect of academic practice that impacts on your students experiences. This might be through a systematic and evaluative review of the current literature or through some empirical exploration of a topic which leads to you changing practice or designing a tool that will enhance practice.

The assessment for the project module provides you with a choice of producing a comprehensive and clearly synthesised literature review, a traditional dissertation reporting your work or the development and submission of a conference presentation delivered before submission alongside an article submitted to a peer review journal for review.

The MA will provide an opportunity to explore an aspect of practice in depth through the literature and/or empirical evidence and make recommendations to improve and develop this practice. It will also provide you with the confidence to undertake further studies related to your academic practice and support you disseminating this work.

### Aims

The programme aims to:

- Promote evidence-led innovation and change in academic practice
- Develop reflective practitioners who engage with appropriate and relevant research and literature
- Demonstrate a range of skills related to academic practice that can be enhanced and applied in both a specific and general education context
- Critically evaluate current practice and identify opportunities for innovation, change or sharing good practice

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this programme, you will be expected to be able to:**

#### Knowledge and understanding:

- Discuss the impact of internationalisation on learning, teaching and assessment
- Evaluate the aims of higher education for students and how these might be realised within individual discipline contexts
- Examine the role and approaches used to ensure quality enhancement is accounted for in education
- Critically evaluate and apply relevant theory to academic practice in Higher Education
- Discuss critically the importance of evidence as a rationale for innovation and change in academic practice

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Skills:

- Evaluate critically the methods by which students can be supported in their learning in both the discipline context and institutional practice and apply these appropriately
- Demonstrate enhanced and confident oral presentation skills, both individually and as a member of a group with demonstration of good academic practice
- Collaborate with others in the working environment to share good practice, gain peer feedback and develop personal practice
- Demonstrate good academic practice with written skills that produce clear and concise reports, feedback and publishable scholarly materials
- Critically evaluate the impact of social, economic, political and cultural influences on institutional management and leadership
- Continue to develop skills as a reflective, independent, lifelong learner able to plan for personal and peer development
- Integrate the use of learning technologies that enhance student engagement in learning communities and learning activities
- Apply principles of good practice in designing innovative and inclusive assessment approaches and in methods of feedback to students
- Conduct a detailed analysis of a research problem relevant to academic practice, applying appropriate research methods and producing a comprehensive report

Values and attitudes:

- Examine the importance of co-operation and tolerance in promoting an effective and just learning environment
- Explore the importance of responding to the needs of a diverse learning community
- Critically analyse and demonstrate the need to take account of ethical issues when conducting research using human subjects

This programme has been developed in accordance with the QAA Subject Benchmark for generic masters level programmes.

**HOW WILL I LEARN?**

The rationale for learning, teaching and assessment strategies is predicated on the modelling of an active approach to learning in education. Thus, the learning and teaching strategies for each module will encompass a range of methods which support this objective, including lectures, workshops, group work, case studies and problem-based learning, role plays, presentations, technology-supported and enhanced learning, self-reflection, peer review and collaboration, evidence-based practice, peer review and supervision.

An emphasis will be placed on your active engagement during class contact time. The strategy will be guided by the educational aim to develop reflective practitioners who engage with appropriate and relevant research and literature. This is interpreted broadly as including the taking of a critical stance on your own work in a professional context, independent reading, and debating issues related to academic practice with peers. It will, therefore, necessarily include acquiring information about such practice as well as critical reflection.

The learning and teaching approaches will require independent learning through your own reading which will be guided towards both greater understanding and critical evaluation of generic issues and to the ways in which those issues apply in the context of your specific discipline. This will enable you to actively engage in face to face activities by sharing your current practice and evaluating where through an evidence based approach you can identify where innovation and change to your academic practice can be undertaken.

You will be encouraged to learn through working collaboratively with a mentor/supervising teacher from your departmental/disciplinary context during modules and the programme of study chosen. The 'Professional and Personal Development Planning' module particularly encourages reflection on practice.

There is a significant amount of independent study within each module and this time is for you to read literature related to the modules you are studying, to observe the practice of others, plan and develop your assessments as well as reflect on your practice. At times we will also require you to participate in on line activities during this time as indicated within individual modules.

In addition to activities with the modules all of you who are intending and are eligible to record your qualification with the Nursing and Midwifery Council (NMC) must complete the teacher development portfolio which includes demonstrating a minimum of 12 weeks (360 hours) teaching practice. The portfolio is submitted at the end of the academic year.

All who undertake either a module or parts of the programme should identify a mentor/supervising teacher in your specific discipline to support you throughout the programme. This is important to gain support and feedback on progress during the programme. In addition if you are undertaking the 'Professional and Personal Development Planning' module there is a requirement to gain a minimum of two peer reviews of your teaching activity.

Each module uses formative assessment opportunities to help you prepare your summative assessment. These range from a micro teaching session to posting on a discussion board your proposed assessment focus to gain peer feedback to sharing short reports on your work to date in the face to face sessions. The module tutors also encourage you to submit a plan or draft of your summative assessment to gain feedback about your progress.

Each module normally has 20-24 hours face to face contact with some online activities and self directed study to support this.

This programme is undertaken part time so that you can undertake some facilitation of learning and teaching during the programme to support your growth on the programme.

#### **WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

Assessment and Assessment Criteria

Assessment will draw on a range of approaches which include verbal presentations, essays, a research proposal, on line activities and a research project or publication activities. The rationale for this is to assess a range of different skills as well as expose you to different approaches. The assessments link as closely as possible to relevant activities you would undertake in practice.

Most modules have only one summative assessment with 100% weighting but there are some modules where there is more than one assessment and the weighting for each assessment component is clearly outlined within the module specification.

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade- Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you at the beginning of each module where these be provided.

#### Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto moodle to enable you to access this easily.

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional mark that requires ratification at the assessment board by the external examiners. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at:

[https://www.city.ac.uk/\\_data/assets/pdf\\_file/0008/68921/assessment\\_and\\_feedback\\_policy.pdf](https://www.city.ac.uk/_data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf)

#### Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits. You are normally expected to have passed all your assessments and modules to progress to the dissertation module but might be able to progress with one module outstanding if this is agreed by the assessment board.

Each module of this programme is weighted in relation to the module credit for the purpose of providing your final classification.

The Pass mark for each module is 50%. Where more than one assessment component is required to pass how this contributes to your final module mark is outlined in the module specification.

If you fail an assessment component or a module, the following will apply:

Resit: where you are not eligible for compensation at the first attempt, you will be offered one resit attempt.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the pass the requirements for a module and do not complete your resit by the date specified you will not progress and the Assessment Board will require that you be withdrawn from the Programme.

If you fail to meet the requirements for the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

[http://www.city.ac.uk/\\_data/assets/word\\_doc/0003/69249/s19.doc](http://www.city.ac.uk/_data/assets/word_doc/0003/69249/s19.doc)

### WHAT AWARD CAN I GET?

#### Master's Degree:

Part	HE Level	Credits	Weighting (%)
Dissertation	7	60	33%
Taught	7	120	67%

Class	% required
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With Distinction	70
With Merit	60
Without classification	50

#### Postgraduate Diploma:

Part	HE Level	Credits	Weighting (%)
Taught	7	120	100%

Class	% required
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With Distinction	70
With Merit	60
Without classification	50

#### Postgraduate Certificate:

Part	HE Level	Credits	Weighting (%)
Taught	7	60	100%

Class	% required
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With Distinction	70
With Merit	60

Without  
classification

50

Introductory Certificate

Part	HE Level	Credits	Weighting (%)
Taught	7	15	100%

**WHAT WILL I STUDY?**

Taught component

There are two core modules and eight elective modules available in the taught component of the programme. The number and credits required to gain an award are identified in the, what award can I get section. The programme summary provides specific information about the modules required for each route and any pre/co requisite modules.

You will be advised to undertake the educational research methods module EDM109 if you plan to proceed to the educational research project and publication module.

Module Title	SITS Code	Module Credits	Core/ Elective	Can be Compensated?	Level
Professional and Personal Development Planning	EDM112	15	C	N	7
Learning, Teaching and Assessment	EDM120	15	C	N	7
Curriculum Development and Evaluation	EDM106	15	E	N	7
Information and Communication Technology in Higher Education	EDM107	15	E	N	7
Researching Higher Education	EDM109	15	E	N	7
Technology Enabled Academic Practice	EDM116	30	E	N	7
Student Support and Personal Tutoring	EDM118	15	E	N	7
Research Supervision	EDM119	15	E	N	7
Developing Leadership and your reflective practice	EDM121	30	E	N	7

### Dissertation component

There is one module which is core for the dissertation component.

Module Title	SITS Code	Module Credits	Core/ Elective	Can be Compensated?	Level
Educational Research Project and Publication	EDM114	60	C	N	7

### **TO WHAT KIND OF CAREER MIGHT I GO ON?**

This programme is aimed at those of you who already work within teaching or a role facilitating learning which includes as a learning technologist or a PhD student who undertakes some teaching. This programme will however provide you with an opportunity to enhance your career prospects in this field through gaining both an academic qualification and a professional qualification with the Nursing and Midwifery Council where appropriate and/or the Higher Education Academy.

### **WILL I GET ANY PROFESSIONAL RECOGNITION?**

There are two professional bodies where recognition can be gained as appropriate.

#### **Nursing and Midwifery Council (NMC)**

The award of a Post-Graduate Certificate entitles the holder, if a registered nurse, midwife or health visitor with the Nursing and Midwifery Council (NMC) to apply for a recordable qualification as a lecturer with the NMC

Date of last review July 2012

Date of next review July 2017

#### **Higher Education Academy (HEA)**

The award of an Introductory Certificate in Academic Practice entitles the holder to apply for Associate Member status. The award of a Postgraduate Certificate in Academic Practice/Academic Practice (Technology Enabled) entitles the holder to Fellow Member status.

Date of last review August 2014

Date of next review August 2017

If you require further information about either of these please do ask a member of the programme team.

### **HOW DO I ENTER THE PROGRAMME?**

#### **Entrance Requirements**

APPLICANTS FROM NURSING, MIDWIFERY AND HEALTH VISITING:

You must be on an appropriate part of the Nursing and Midwifery Council (NMC) register, and have completed a minimum of three years full-time (or equivalent) in

relevant professional practice. This should have been in areas where students were gaining practice experience. You should also have extended your professional knowledge to at least first degree level prior to undertaking the programme.

**ALL OTHER APPLICANTS:**

For any element of the programme you must normally hold a recognised first degree or equivalent. If you wish to register for the Learning, Teaching and Assessment module only, leading to the Introductory Certificate in Academic Practice, you will not be required to have current responsibilities as an education practitioner but should have some opportunity to facilitate student learning. If you wish to register for further modules you must have a current, broadly defined teaching/student support role in education.

**RPL/RPEL Requirements**

If you possess an appropriate Postgraduate Certificate level teaching qualification in education you may enter the programme at Postgraduate Diploma level through advanced study. However, you may need to complete some modules from Year 1 as part of the Postgraduate Diploma.

If you possess at least three years experience of teaching in education you may also seek the accreditation of your prior (experiential) learning, of up to a maximum of 30 credits for the Postgraduate Certificate, and 60 credits for the Postgraduate Diploma or MA, on production of a satisfactory personal portfolio. The portfolio will normally consist of a reflective commentary based on prior experience, evidence of previous education and development relevant to academic practice and evaluation data. The personal reflection should incorporate an appropriate body of evidence of professional practice in education including engagement with reflective processes.

Version: 6

Version date: June 2016

For use from 2016-2017