

## MA ACADEMIC PRACTICE PROGRAMME SPECIFICATION

### 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 level 7. 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 'EDM120 Learning, Teaching and Assessment' module.

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 descriptor 1 so you can gain recognition as an HEA Associate Fellow.

The assessment you undertake to achieve this qualification will ask you to focus directly on teaching 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/The second exit point is the Postgraduate Certificate in Academic Practice which you are able to achieve through successful completion of EDM120 and EDM112 and then either EDM118 or EDM119 and EDM106 or EDM124,

EDM112 must be the last module undertaken for the postgraduate certificate so that

you can demonstrate achievement of descriptor 2 and HEA Fellowship (UKPSF 2011).

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 synthesise 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 programmes from a range of staff including personal tutors and research supervisors. You will also have explored the process of curriculum design and evaluation for the range of programme delivery approaches and have reflected on your practice and achievements against descriptor 2 of the UKPSF (HEA 2011) to gain recognition as an HEA Fellow.

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** A Postgraduate Diploma in Academic Practice may be achieved if you have successfully met the requirements of the Postgraduate Certificate award and have successfully completed modules that provide a total of 60 level 7 credits.

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. You may choose to examine theory related to leadership and implementing change or you may wish to develop your skills for digital education, explore policy implications and new directions for higher education and explore further undertaking research in an educational context. It would normally be expected that if you wish to complete the MA you would undertake the researching higher education module EDM109 unless you have previously agreed with the programme director this is not needed due to your existing research skills and experience and you can apply for RPEL based on this.

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 in your practice.

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 the Postgraduate Diploma award - complete successfully the educational research project and

publication module EDM114.

For all of you completing the MA in Academic Practice, in addition to the above you will examine 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, the development of a standalone teaching tool or resource with a dissertation or the development and submission of a conference presentation (to be delivered before submission) alongside an article submitted to a peer reviewed journal for review.

The MA will provide an opportunity to explore an aspect of practice in depth through investigation of the literature and/or empirical evidence and make recommendations to improve and develop this area of 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:

- Synthesise and apply relevant theory to academic practice in higher education (UKPSF K1 & V3)
- Discuss critically the importance of evidence as a rationale for innovation and change in academic practice (UKPSF V3)
- Examine the role of quality enhancement and the approaches used to ensure it is accounted for in higher education (UKPSF K6)
- Synthesise and apply appropriate research methodology to study related to academic practice (UKPSF V3)

#### Skills:

- Use appropriate theory to underpin your learning and teaching practice in both

face to face and online environments (UKPSF A2, A4 & K2)

- 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 (UKPSF A4, K3 & V4)
- Integrate the use of learning technologies that enhance student engagement in learning communities and learning activities (UKPSF K4 & V1)
- Design curricula that are inclusive and enable students to graduate as professionals able to practise in a range of settings (UKPSF A1, V1 & V2)
- Apply principles of good practice in designing innovative and inclusive assessment approaches and in methods of feedback to students (UKPSF A3 & V2)
- Critically evaluate the impact of social, economic, political and cultural influences on higher education (UKPSF K1 & V4)
- Use the evidence gained about academic practice to provide leadership in your practice and, where appropriate, implement change (UKPSF V3)
- Conduct a detailed analysis of a research problem relevant to academic practice, applying appropriate research methods and producing a comprehensive report (UKPSF A5, K1 & V3)
- Collaborate with others in the working environment to share good practice, gain peer feedback and develop personal practice (UKPSF A4, A5, K5 & V2)
- Demonstrate confident oral presentation skills, both individually and as a member of a group, with demonstration of good academic practice (UKPSF A5)
- Demonstrate good academic practice with written skills that produce clear and concise reports, feedback and where appropriate, publishable scholarly materials (UKPSF A5)
- Continue to develop skills as a reflective, independent, lifelong learner able to plan for personal and peer development (UKPSF A5)

Values and attitudes:

- Promote participation, inclusivity and equity in higher education (UKPSF V2)
- Examine the importance of co-operation in promoting effective and just learning environments which demonstrates respect for others (UKPSF V1)
- Explore the importance of anticipating the needs of a diverse learning community (UKPSF V1)
- Critically analyse and demonstrate the need to take account of ethical issues if conducting research using human participants (UKPSF A5, K1, V3)

This programme has been developed in accordance with the QAA Subject Benchmark for generic masters level programmes. The programme learning outcomes have been mapped to the UKPSF (HEA 2011) so that you can identify the dimensions against which you have undertaken development against. All modules through the programme have also been mapped against the UKPSF (HEA 2011). This will enable staff and students to see how the modules support their recognition as HEA Associate Fellow following successfully undertaking EDM120, recognition as an HEA Fellow following successful completion of the postgraduate certificate and, professional development against the UKPSF (HEA 2011) when undertaking any other modules.

## **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, online and blended learning (both synchronous and asynchronous) self-reflection, peer review and collaboration, evidence-based practice, peer review and supervision. These approaches will support your engagement with the teaching team and your peers so you can share your practice and evaluate through an evidence-based approach where innovation and changes to your practice may be undertaken.

The learning and teaching approaches will require significant amounts of self-directed learning through your own reading which will be guided towards critical evaluation of generic issues and to the ways in which those issues apply in the context of your specific discipline. You will develop as a reflective practitioner as you undertake the modules and engage with the assessments.

Each module uses formative assessment opportunities to help you prepare your summative assessment. These range from posting on discussion forums, to sharing assessment topic outlines and drafting outlines of your assessment. 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 hours lecturer guided face to face, online or blended activities with some recommendations for self-directed study to support your learning.

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, online 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 assessment 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 to 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 are 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 it might be able to progress with one 15 credit module outstanding if this is agreed by the assessment board and it is not Researching Higher Education EDM109.

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: 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

With Distinction	70
With Merit	60
Without classification	50

### Postgraduate Diploma:

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

### Class                      % required

With Distinction	70
With Merit	60
Without classification	50

### Postgraduate Certificate:

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

### Class                      % required

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 a number of elective modules available in the taught component of the programme as outlined below. 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 Researching higher education module EDM109 if you plan to proceed to the educational research project and publication module unless you have previously agreed with the programme director this is not required due to your experience.

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
Researching Higher Education	EDM109	15	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
Digital Literacies and Open Practices (in Higher Education)	EDM122	15	E	N	7
Enhancing Your Academic Practice	EDM123	15	E	N	7
Developing Digital Education	EDM124	15	E	N	7
Compassion and new directions in HE	EDM125	15	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?**

The modules of this programme are aimed at those of you who already work within teaching or have a role facilitating learning for example, as a learning technologist or a PhD Researcher 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 Advance HE.

**WILL I GET ANY PROFESSIONAL RECOGNITION?**

There is an opportunity to gain professional recognition for some parts of the programme.

**Advance HE** The award of an Introductory Certificate in Academic Practice entitles the holder to apply for HEA Associate Fellowship The award of a Postgraduate Certificate in Academic Practice entitles the holder to HEA Fellowship

Date of last review June 2017

Date of next review August 2021

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:**

To engage in 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 need to be providing some teaching at the level HE level 4 or above and, be able to have a peer supported review of education undertaken. If you wish to register for further modules you must have a current, broadly defined teaching/student support role in education and the module guide provides further information for each module's requirements.

**RPL/RPEL Requirements**

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

For City, University of London employees with more than 3 years' relevant experience, the limit to the volume of credit that can be permitted through RPL and / or RPEL will be:

- 30 credits for the Postgraduate Certificate
- 60 credits for the Postgraduate Diploma and MA

If you leave prior to the end of the programme (through failure or withdrawal), you will only be entitled to an Exit Award where the maximum volume of credit for prior learning for that Award has not been exceeded.

Please note you cannot RPEL the Professional and Personal Development Planning Module.

If you undertook the Introductory Certificate in Academic Practice and exited the programme you will be able to RPEL back into the programme using this award as long as you return within three years.

**Registration**

The period of registration to complete the Postgraduate Certificate is three years

The period of registration to complete the Postgraduate Diploma is five years

The period of registration to complete the MA Academic Practice Programme is seven years

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Version date: January 2021

For use from 2021/2022