

**PROGRAMME SPECIFICATION FOR THE POST GRADUATE CERTIFICATE IN ACADEMIC PRACTICE (PGCAP) (formerly the York Certificate of Academic Practice (YCAP))**

**1 Programme title(s) covered by this specification**

Post Graduate Certificate in Academic Practice (PGCAP)

(Preparing Future Academics (PFA) programme specifications provided separately)

**2 Name(s) of final award(s)**

Post Graduate Certificate in Academic Practice (PCAP)

*NB – this is a formal name change agreed for October 2007 onwards.*

**3 Awarding body/institution**

University of York

**4 Teaching institution (if different)**

n/a

**5 UCAS code (where relevant)**

n/a

**6 Criteria for admission to the programme**

University staff whose employment is likely to require a teaching commitment of over 30 hours per annum for the institution

Participants who, on successful completion of the programme, wish to register as a teacher with the Nursing and Midwifery Council must meet the following criteria for admission to the programme:

- Be a registered nurse or midwife on the same part or sub part of the register as the students they support;
- Have completed 3 years post-registration experience, gained additional professional knowledge and skills and have experience in an area where students are gaining practice experience relevant to their registration;
- Have gained qualifications at a minimum of degree level in a field relevant to their practice; and
- Have recent experience in the support, supervision and assessment of learners in the practice environment.

**7 Length and status of programme and mode of study**

Normally 3 years part time ( 2 years for NMC requirements)

**8 Proposed starting date (month and year; for new programmes only)**

n/a

**9 Relevant subject benchmark statement(s)**

None

**10 Accreditation (if applicable)**

Higher Education Academy (HEA) and Nursing and Midwifery Council (NMC)

**11 Educational aims of the programme**

The aim of this programme is to equip participants with the requisite pedagogic knowledge, skills and attitudes to become highly professional and effective academics. It also aims to enable participants to avail themselves of opportunities to enhance disciplinary - research and professional practice skills, as and when appropriate. Finally, programme deliverers would wish to assist participants as they seek to achieve the optimum balance between teaching, research, practice and administration as appropriate to their particular post.

**12 Programme structure**

<b>PGCAP Programme Routes</b>			
<b>Module 1</b> Normally Year 1 <b>40 credits</b>	<b>Mandatory Procedural Attendance</b> Attendance at 8 workshops and academic induction (AP(E)L ing by Board of Studies for specific workshops allowed where appropriate)	<b>PLUS</b>	<b>Mandatory</b> Portfolio construction. To include an extended piece of analysis of one or more easily identified outcome (guideline 2,000 words) and demonstrate some secondary reading.
<b>Module 2</b> Normally Year 2 and 3 <b>20 credits</b>	<b>Mandatory Year 2 Procedural Attendance</b> Attendance at 4 appropriate workshops [free choice but approved by PGCAP Board of Studies]		
	<b>PLUS EITHER</b>		
	<b>OPTION A</b>  Project (normally 5,000 words max.) <b>or</b>		
	<b>OPTION B</b>  2 assignments 3,000 words or equivalent tasks - following up workshop/secondary reading <b>or</b>		

### **OPTION C**

Submission of

- Peer-reviewed research paper accepted for publication
- 1,000 word summary of research skills acquired and enhanced during period of PGCAP registration
- 500 word summary of ways in which research in the substantive scholarly activity might be drawn upon in the support of T & L.

**or**

### **OPTION D** (for teachers of nurses and midwives)

Completion and submission of a Learning Contract Portfolio involving 200 hours of supervision and negotiated work over two years

### **Programme level:**

In preparation for Subject Review (October 2001) the programme outcomes were specifically considered within the Framework for Higher Education and fixed at level 'M'. Evidence of this might be found by matching the 'M' level descriptors to the final submissions. Holders of the qualification are typically able to demonstrate those attributes detailed in the Framework document.

### **Progression: Year 1 and 2**

#### Module 1 'The Portfolio of Academic Practice' 40 credits

Year 1 of PGCAP is normally common to all and participants must attend 8 'core' workshops (*where necessary, and as approved by PGCAP Board of Studies, participants may be AP(E)Ld from certain elements of the programme as a result of previous experience or learning.*) In the first year, in consultation with supervisors, participants also embark upon the compilation of a reflective portfolio based upon their practical experience as academics.

**Year 2** - consists of attendance at 4 'free choice' workshops and the completion of the reflective portfolio. In year 2 participants also select one of four options:

#### Module 2 'Further Explorations of Academic Practice' 20 credits

##### **Pathway A - 'A Discipline – Specific Project in Teaching and Learning in Higher Education'**

– construction of a discipline-specific project.

This would normally be a piece of 'action research' based upon a specific interest arising from the workplace and usually relating to specific disciplinary pedagogies. It is also possible to undertake a literature-based project where appropriate. (Guideline 5,000 words)

The project is supervised individually by a PGCAP supervisor.

### **Pathway B - 'Teaching and Learning in Higher Education: Principles and Practice'**

– submission of two assignments of 3,000 words or equivalent.

These are normally written submissions which engage, in depth, with secondary reading relating to matters arising from the workshops, directly from the learning outcomes or from specific needs in the work place. Other formats for submission e.g. video, electronic may be appropriate in some instances. The specific assignments will be negotiated in the style of a 'learning contract' between the participant, appropriate supervisors and the Programme Director.

### **Pathway C – 'Development of Disciplinary Research (and its potential interface with teaching)'**

- submission of:

- a peer-reviewed research paper that has been accepted for publication;
- a 1,000 word summary of the research skills acquired and enhanced during the period of PGCAP registration with some indication of likely future directions for research activity; and
- a 500 word summary of ways in which research in the participant's discipline might be drawn upon in the support of teaching and learning.

Participants will be required to show progression in their research career. This will necessitate the provision of evidence and also of an articulation of the process of the enhancement of skills. They will also be required to consider actual or potential links between their research and their teaching

### **Pathway D – 'Teaching and Supporting Learning in the Workplace'** (for teachers of nurses and midwives)

- submission of a 'Learning Contract' Portfolio

This Portfolio will address the six learning outcomes that are mapped against the Stage 4 competencies of the Nursing and Midwifery Council Standards to Support Learning and Assessment in Practice. It involves 200 hours work over two years and focuses on specific objectives negotiated with the NMC appointed facilitator. How learning is to be evaluated will also be agreed by the facilitator and the participant and will be reported in the Portfolio.

**Year 3** – consists of the completion of the selected Option A, B or C.

## **13 PGCAP Learning Outcomes**

### **Programme outcomes**

At the end of the programme participants will demonstrate that they have:

**A.** effectively participated in a range of common teaching and learning activities (see outcomes 1 - 5, Module 1) and attained two additional learning outcomes selected

according to their relevance to their working environment (and evidenced in the portfolio of academic practice) (Module1);

**B.** reflected on and critiqued their own professional practice and demonstrated evolution of that practice where appropriate (Modules 1 and 2);

**C.** demonstrated an awareness of relevant, underpinning scholarship and synthesised this in relation to their own experiences and professional practice (Modules 1 and 2); and

**D.** demonstrated awareness and application of the following **principles and values**, as appropriate:

1	An understanding of how students learn
2	The recognition that individuals learn in different ways
3	A concern for students' development
4	A commitment to scholarship
5	The recognition of the importance of working as a team
6	The practice of equal opportunities
7	The need for effective and continued reflection on professional practice

### Module 1 Outcomes

At the end of the programme participants will demonstrate that they have successfully completed outcomes 1 – 5 and two others as appropriate to their professional circumstances and responsibilities:

1	Designed teaching sessions from a course outline, document or syllabus in a way that integrates scholarship, research and professional activities as appropriate
2	Used a wide and appropriate range of teaching and learning methods effectively and efficiently in order to work with large groups, small groups and one to one. Such approaches should be underpinned by scholarship, research and professional activities as appropriate
3	Acted professionally in a pastoral and academic supervisory role to students in a way which is acceptable to a range of students (e.g. international/mature/ undergraduate/postgraduate)
4	Used a wide range of assessment techniques to assess student work to enable students to monitor their own progress

5	Used a range of self, peer and student monitoring and evaluation of your teaching
6	Successfully performed the teaching support and administrative tasks involved in teaching as required by your Department
7	Demonstrated progression in your research career and an awareness of future opportunities in the appropriate field
8	Demonstrated an awareness of the range of potential sources of funds to support research or other academic activities and/or demonstrated understanding of best practice in research, teaching, administration, or project management
9	Developed professional strategies for operating as a successful academic practitioner within the constraints and opportunities of the institutional setting and participated in activities with the aim of enhancing professional development

## Module 2 Outcomes

At the end of the module participants will demonstrate that they have:

1	Produced appropriate texts demonstrating proficiency in a key aspect of their academic role (teaching, research, administration and/or workplace practice as appropriate)
2	Critically evaluated the chosen topic in relation to the general context of their teaching

The above applies to all Module 2 Pathways. For NMC accreditation participants will follow Pathway D and its specific outcomes as set out in the Pathway D Learning Contract documentation.

## 14 Teaching, learning and assessment methods used to achieve and demonstrate the learning outcomes

- range of teaching and learning experiences including large and small group activity, printed handouts and postscript resources, computer-based resources (web and VLE), individual supervision, peer discussion and peer observation;
- a 'structured mentoring' session can be created in lieu of a maximum of two workshops. This option is to allow participants to create their own training opportunity based upon work-place needs (most probably this will relate to queries regarding departmental practice, but it could relate for example to some wider role e.g. University Committee work).

- summative assessment of outcome-based portfolio of experience and one other substantial submission which may relate to any relevant aspect of academic practice; formative assessment in individual supervisions;
- a more detailed mapping of outcomes/credit rating is included in the PGCAP Handbook.
- assessment criteria for 'Pass', 'Refer' and 'Fail' are provided in the Handbook.

## **15 Variations and exceptions**

In a professional work-based learning programme a flexible approach is necessary and depends upon individual circumstances. However there are no major/standard variations to the programme other than the four Module 2 Pathways. Requests for partial exemptions from elements of the programme based upon experience of prior certificated or experiential learning are scrutinised by the PGCAP Board of Studies and approved as appropriate on a case by case basis and in the context of the expected learning outcomes.

## **16 Quality and standards**

### **(a) Outcomes of any relevant external reviews (e.g. QAA Subject Review)**

- QAA Subject Review under Department of Educational Studies – October 2001 (24/24)
- HEA accreditation - November 2005 (for 5 year period)
- Nursing and Midwifery Council accreditation - May 2007
- HEA approval of PGCAP mapping to Standard Descriptor 2 of the UK Professional Standards Framework – April 2008

### **(b) Other awards or distinctions (e.g. Queen's Anniversary Prize)**

Vice Chancellor's Teaching Award for the PGCAP team – February 2008

### **(c) Particular features of departmental systems for evaluating and improving the quality and standards of learning**

#### **External to PGCAP**

- HEA accreditation (November 2005)
- Participation in 24/24 Subject Review of Department of Educational Studies (October 2001)
- Nursing and Midwifery Council (May 2007)
- Annual Programme Review to University Teaching Committee (UTC)
- Programme Director reports to Director of Professional and Organisational Development (POD)
- Board of Studies comprising senior staff reporting to UTC
- University Teaching Committee periodic review July 2008.

## **Internal to PGCAP**

Review procedures are a mix of formal and informal mechanisms and were deemed to be sufficiently rigorous by the HEA accreditors, QAA reviewers and NMC accreditors.

- PGCAP Board of Studies (accountable to University Teaching Committee) comprising members of the PGCAP delivery team and of PGCAP programme participants provides regular monitoring;
- formal evaluation from workshops forwarded to Chair of Board of Studies;
- formal evaluation from participants forwarded to tutors concerned who are invited to respond and expected to revise future workshops appropriately;
- workshops are monitored, by the attendance of the PGCAP Programme Director and/or the Programme Co-ordinator thus monitoring continuity and progression;
- annual meeting held in programme planning period where all tutors can offer feedback and revision suggestions;
- Heads of Department and departmental Academic Training Officers are asked for comments annually by e-mail and on other occasions;
- PGCAP Programme Director provides workshop tutors with completed pre-course questionnaires and discusses requirements for workshops based upon monitoring of earlier sessions;
- informal departmental feedback to PGCAP supervisors and Programme Director;
- Evaluation and feedback to the PGCAP Programme Director at regular meetings;
- BoS holds a minuted annual review of the programme where a holistic overview of the programme is sought;
- PGCAP supervisors meet termly with each participant to discuss progress and the agreed written reports are summarised to relevant Heads of Departments. This ensures that individual needs are addressed and any difficulties are kept track of by the PGCAP Board of Studies;
- evaluation from PGCAP participant representatives on Board of Studies is a Standing Item for all meetings. It is their duty to email participants after the Board of Studies with any relevant responses;
- Annual Away Day to discuss pedagogic and policy topics and issues.

### **17 Date on which this programme specification written or revised**

May 2008

### **18 Other sources of information relating to this programme specification**

This specification provides a concise summary of the main features of this programme and the learning outcomes that a participant may reasonably expect to achieve if they take full advantage of the opportunities that are provided.

These specifications are written specifically as a quality management summary for the University Teaching Committee and therefore do not outline all the information that may be obtained from other sources.

More detailed information and guidance can be found in the Post Graduate Certificate in Academic Practice Handbook and on the PGCAP web site at <http://www.york.ac.uk/admin/hr/training/pgcap>