THE POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE (PGCAP)

Academic year 2018/19
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WELCOME FROM THE UNIVERSITY OF YORK

September 2018

The University of York is proud of its record as a leading teaching and research university. Student surveys generally give high ratings of the teaching and learning experience at York. We value our students and are concerned to ensure that we provide a first rate, intellectually stimulating and supportive learning experience for them. In part this has to do with the care we take in ensuring that our programmes are properly planned, adequately resourced and carefully monitored. More importantly, though, our success rests on the interaction between staff and students, the way learning is assessed and the feedback we provide. Making this happen isn’t something we are born with, but something we acquire.

Many of us come into the profession thinking of ourselves as researchers; by the time we take up our first jobs we have spent several years developing our research skills under close supervision. We are teachers as well, though, charged with training the minds of the next generation. At York we are proud of maintaining a balance between teaching and research. Indeed all of our National Teaching Fellowships (of which there are six including one NTFS project worth £200,000) were awarded to staff from departments rated very highly in the last REF. You will find that in your first years as an academic you will spend considerable time learning about this aspect of the job, and about how we do things at York.

The Post Graduate Certificate in Academic Practice (PGCAP) is a programme of study that is designed to help you to develop your understanding and skills in learning and teaching and support your development as a researcher. It is spread over two years and makes use in part of the teaching materials and practices you will be developing for the courses you teach and the research you may be undertaking. The programme also encourages you to reflect upon the optimal balance between your research and knowledge exchange activities, teaching and administration, as appropriate. You will have the support of a supervisor to whom you can turn for advice. We welcome you to this programme; we hope you enjoy it, and we are confident that we can rely on you to maintain York’s outstanding teaching tradition.

Professor John Robinson
Pro-Vice-Chancellor Teaching, Learning and Students
Chair, University Teaching Committee
Section 1: INTRODUCTION

1.1 Introduction to PGCAP

The Postgraduate Certificate in Academic Practice is a well-established programme, having first been delivered to York staff in 1998. Co-ordinated by the Academic Practice Team in the Academic Support Office (section 5.1), it is designed to introduce you to the fundamentals of modern higher education teaching and learning and further, in accordance with your individual role and responsibilities, to provide you with opportunities to access support in the areas of research and academic citizenship.

1.2 Statement of Purpose

PGCAP provides the knowledge, skill and insight that will help you to embark upon a successful academic career. The drive to push the boundaries of knowledge, and to provide the best opportunities for learning for our students within a rapidly changing policy landscape, means we work in a challenging environment. PGCAP will prepare you for this challenge by exposing you to principles of current good practice, policy and research in higher education and by equipping you with the skill of critical self-reflection. Alongside your discipline-based expertise, you will be able to develop your teaching, research, administrative duties and other academic activity to become a fully participating colleague within your department and the University. You will engage with current thinking on learning and teaching and will yourself undertake learning and teaching scholarship. If your role involves research, you will be supported in developing your research profile and preparing to take on research leadership responsibilities. You will also be guided through the key systems and frameworks that underpin academic policy and strategy at York so that you are equipped to undertake your role efficiently and to good effect.

PGCAP is taught by a range of experienced academic and professional staff. The programme is interactive, delivered using a combination of face-to-face and online formats and it is designed to integrate with your departmental responsibilities. You will be engaging with staff from across the University, allowing you to benefit from a genuinely multi-disciplinary working environment. At the same time you will have an opportunity to receive guidance particular to your discipline in the form of Faculty-specific workshops and regular meetings with an academic supervisor from your own, or a cognate, discipline. On successful completion of PGCAP, you will be eligible to claim Fellowship of the Higher Education Academy (see section 4.5). If you are responsible for teaching nurses and midwives you will also have the opportunity to secure Nursing and Midwifery Council accreditation.

1.3 Programme Learning Outcomes

On successful completion of the PGCAP programme, you will be able to:

1. Design and undertake effective teaching, research, administrative and other academic responsibilities in a way that is equitable and inclusive by employing approaches, including those enhanced by technology, aligned to the ways students learn and the way knowledge is created, both generally and in the discipline.

2. Adopt and communicate informed philosophical and practical positions in regard to fulfilling your academic responsibilities, through an understanding of the key policies, frameworks and issues that underlie modern higher education practice within the context of the University of York.
3. Apply intellectual robustness and creativity to all areas of your academic work by utilising your experiences of engaging with scholarly activity on PGCAP alongside the development of your research and scholarship in work-based practice.

4. Analyse and adapt your practice by implementing thought-through evaluation strategies and critically reflecting upon experience and the assumptions which underpin your approaches to academic activity.

5. Fulfil your role as an academic citizen responsibly and with integrity, whether that be working independently or collegially, by being able to contextualize personal responsibilities against departmental, institutional and societal expectations and requirements.

6. Identify, develop and implement strategies for personal professional development that are realistic in being evidence-informed and which are mindful of both disciplinary and sector trends and priorities and factors of uncertainty and risk.

1.4 Eligibility and Admissions

Completion of PGCAP is normally an expectation for any member of academic staff with a significant teaching commitment who is taking up a permanent contract or a fixed-term contract of two years or more, unless he or she has equivalent qualification or relevant experience. We welcome applications from other University of York staff providing they have support from their department to undertake the programme and their professional practice is sufficient to enable them to satisfy programme requirements.

All potential applicants, including those undertaking the programme as an expectation of employment, should complete an application form. These forms allow the admissions team to make a decision on a case by case basis as to whether, in the year of your application, you will have a range and scope of teaching responsibility that will allow you to achieve relevant module and programme learning outcomes. Where this is not the case, you will be offered a deferred place or alternative course/development opportunity. Priority of place will always be given to staff who are required to undertake the programme as an expectation of employment (and who have the requisite teaching responsibilities).

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1 Application forms can be downloaded from the PGCAP website: www.york.ac.uk/staff/teaching/develop/pgcap/
Section 2:
PROGRAMME DESIGN: THE CURRICULUM

2.1 Programme Structure

PGCAP is a 60-credit programme, carrying with it the expectation of approximately 600 hours of study. Because it is designed to integrate into your daily professional practice, we anticipate that approximately 75% of these notional hours will therefore comprise normal work-based activity.

You will study the programme over a twenty-two month period, engaging with three 20-credit modules as follows:

PGCAP Year 1

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Teaching and Assessment in Higher Education (20 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning (20 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PGCAP Year 2

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of Teaching and Learning (20 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Identity and Professional Development (20 credits)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: PGCAP Programme Structure

Details of the individual modules, including outcomes, attendance requirements and assessment guidance are provided in separate module handbooks.

2.2 The UK Professional Standards Framework

The design of PGCAP is first and foremost framed against the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). The UKPSF provides a nationally-accepted reference point for the recognition and development of teaching and the support of student learning. It describes the range of activity that HE practitioners may be involved in, the core knowledge that is needed to undertake this activity effectively, and the professional values that would be expected to permeate an individual's approach to teaching and to supporting student learning within an HE context:

2 https://www.heacademy.ac.uk/ukpsf
### Areas of Activity

| A1 | Design and plan learning activities and/or programmes of study |
| A2 | Teach and/or support student learning |
| A3 | Assess and give feedback to learners |
| A4 | Develop effective learning environments and approaches to student support and guidance |
| A5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |

### Core Knowledge

| K1 | The subject material |
| K2 | Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme |
| K3 | How students learn, both generally and within their subject/disciplinary area(s) |
| K4 | The use and value of appropriate learning technologies |
| K5 | Methods for evaluating the effectiveness of teaching |
| K6 | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |

### Professional Values

| V1 | Respect individual learners and diverse learning communities |
| V2 | Promote participation in higher education and equality of opportunity for learners |
| V3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |
| V4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |

Figure 2: Dimensions of the UKPSF
Moreover, the UKPSF recognises that different individuals have different roles and responsibilities and that these may change through time. This diversity is articulated within the Framework through four descriptors. PGCAP has been designed using, and is accredited by Advance HE against, Descriptor 2 of the UKPSF. This characterizes individuals who are able to demonstrate: a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. This means that, having completed PGCAP, you will have been able to show:

<table>
<thead>
<tr>
<th>UKPSF Descriptor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.I Successful engagement across all five Areas of Activity</td>
</tr>
<tr>
<td>2.II Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
</tr>
<tr>
<td>2.III A commitment to all the Professional Values</td>
</tr>
<tr>
<td>2.IV Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
</tr>
<tr>
<td>2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
</tr>
<tr>
<td>2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
</tr>
</tbody>
</table>

**Figure 3: UKPSF Descriptor 2**

It is important to highlight that achievement against the elements of Descriptor 2 is qualitative as well as quantitative. The caveat ‘key contributions’ is essential in this respect and, in the case of PGCAP, this means that you must have substantive responsibility in your personal practice for all the UKPSF Areas of Activity. An assessment of this will be made at the admissions stage of applying for the programme (see section 1.4).

### 2.3 PGCAP and UKPSF Descriptor 2

In order to support you in demonstrating achievement against Descriptor 2 of the UKPSF, PGCAP has been designed using the pedagogical model of the spiral curriculum whereby all key concepts are introduced and then revisited with increasing levels of complexity as the programme progresses. As figure 4 illustrates, in *Learning, Teaching and Assessment in Higher Education* you will be introduced to all the Dimensions of the Framework. In *Scholarship of Teaching and Learning* you will be required to consolidate your understanding of the Dimensions through reflecting upon your teaching practice through the lens of evidence-informed research and scholarship. In *Academic Identity and Professional Development* you will be required to reflect both upon how you will continue to evolve your practice with respect to the dimensions and how your learning and teaching practice integrates with your other academic responsibilities and your broader academic identity.
By progressing through the PGCAP modules in this fashion, and by satisfactorily completing the module assessment, you will have demonstrated achievement against Descriptor 2 of the UKPSF in your personal practice. Advance HE offers different categories of fellowship to individuals according to achievement against different UKPSF descriptors. Because PGCAP is accredited by Advance HE against Descriptor 2, successful completion of the programme will make you eligible to become a Fellow of the HEA.

2.4 PGCAP Attendance

Each PGCAP module has specific attendance requirements, but these requirements will include all, or some, of the following:

Workshops: PGCAP workshops are either a half-day or full-day in length. They will comprise a mix of activity, including lecturing, small group discussion and problem- and case-based analysis orientated around various elements of the UKPSF. The aim is to enable you, within a multi-disciplinary environment, to consider key principles of learning and teaching and other academic practice and to explore how these principles relate to your own experience and work.

Seminars: PGCAP seminars are conducted in multi-disciplinary groups of between ten and fifteen participants facilitated by a member of the Academic Practice Team. Each seminar will have a specific focus, ranging from a detailed consideration and discussion of a learning and teaching research paper to providing collegial support in your work towards completing a PGCAP assignment.
Supervisions: PGCAP supervisions are termly meetings between your academic supervisor (section 5.2) and yourself. These will focus upon your general progress on PGCAP, your experience as an academic at the University of York and also, specifically, your engagement with Descriptor 2 of the UKPSF. Academic supervisors are also able to provide you with feedback on excerpts of, or other material relating to, your summative assessment.

Teaching Observations: As part of your engagement with PGCAP you will have your teaching observed in situ by a member of the Academic Practice Team, as well as undertaking microteaching exercises whereby you will receive feedback from other participants on the programme.
Section 3: ASSESSMENT

Module specific assessment information, including guidance on presentation, format and assessment criteria is provided in individual module handbooks.

3.1 Assessment Scheduling

The scheduling of summative assessment for all three PGCAP modules is detailed below. Please consult with the relevant module handbook for specific dates.

<table>
<thead>
<tr>
<th>Module</th>
<th>Submission</th>
<th>Viva</th>
<th>Resubmission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning, Teaching and Assessment in Higher Education</td>
<td>Year 1 Summer Term Week 6</td>
<td>Year 1 Summer Term Week 6 to Year 1 Summer Vacation Week 2</td>
<td>Year 1 Summer Vacation Week 6</td>
</tr>
<tr>
<td>Critical Review of Teaching Portfolio and Viva</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning</td>
<td>Year 2 Spring Term Week 10</td>
<td>–</td>
<td>Year 2 Summer Term Week 6</td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning Article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Identity and Professional Development</td>
<td>Year 2 Summer Term Week 6</td>
<td>–</td>
<td>Year 2 Summer Vacation Week 2</td>
</tr>
<tr>
<td>Critical Reflection: Academic Identity and Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: PGCAP Assessment Scheduling

3.2 Academic Conduct

PGCAP operates to the University of York’s definition of academic misconduct³ and abides by its procedures for investigating suspected, and penalising confirmed, instances of malpractice (as detailed in the booklet Academic Misconduct: Policies, Guidelines and Procedures for taught programmes of study⁴).

3.3 Marking Process

You should submit all assessment electronically by the due date through the Yorkshare VLE with an accompanying and completed cover sheet⁵.

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³ [https://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.7](https://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.7)

⁴ [https://www.york.ac.uk/media/newstudents/Academic%20Misconduct%20Policy%20Guidelines%20and%20Procedures%20Revised%20for%202017_03.pdf](https://www.york.ac.uk/media/newstudents/Academic%20Misconduct%20Policy%20Guidelines%20and%20Procedures%20Revised%20for%202017_03.pdf)

⁵ Available from the PGCAP VLE
PGCAP assessment is blind-double marked by a member of the Academic Practice Team and an academic supervisor (not your own supervisor and not a colleague from your department). Due to the nature of the assignments, we do not operate an anonymised marking policy.

All PGCAP assessment is marked on a pass / fail basis as follows:

<table>
<thead>
<tr>
<th>Marker 1</th>
<th>Marker 2</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
<td>Markers confer and agree a consensus. Where this is not possible a third marker will be appointed whose judgement will be final.</td>
</tr>
</tbody>
</table>

Figure 6: PGCAP Assessment Decision-Making

3.4 Feedback
You will be given the opportunity to receive formative feedback on excerpts of, or preparatory material for, your summative assessments through the supervisory process. Feedback on summative work will be provided no more than four weeks from the point of submission. Where a piece of work has been failed, the feedback will include an explanation for the fail grade and, in the event that you are eligible for a resubmission opportunity, guidance on what needs to be done to achieve a pass.

3.5 Resubmission
If, after an assessment has been submitted and marked, it is decided any of the criteria have not been sufficiently addressed to allow it to pass and it receives a ‘fail’ grade, you will receive an explanatory report. On receiving this feedback, you will be offered a resubmission deadline (see section 3.1) providing you have not been offered a resubmission opportunity for an earlier failed module. If, after the resubmission, the assessment is still judged unsatisfactory, this will constitute a final fail of the module in question.

3.6 Appeals and Complaints
Where an assessment submission is judged a fail by the examiners, you have the right of appeal in accordance with University Regulation 6.7. Please note, appeals may only be made on the basis of procedural error and not against the exercise of academic judgement (which includes, by virtue of the way the UKPSF is integrated into PGCAP, confirmation of eligibility to receive Fellowship of the Higher Education Academy on completion of the programme). Further information on making an appeal is available in the Student Academic Appeals Procedure. You are also directed towards the Advance HE accreditation policy for key requirements on the operation of accredited programmes.

6 https://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-6/#6.7
7 https://www.york.ac.uk/students/help/appeals/
In the event that you wish to make a complaint about your experience on PGCAP, we operate in accordance with University procedures as detailed in Regulation 6.7 and as detailed in the Student Academic Appeals Procedure (referenced previously). Academic decisions cannot be overturned as a result of a complaint.

3.7 Exceptional Circumstances Affecting Assessment (ECA)

PGCAP follows the University’s policy on Exceptional Circumstances Affecting Assessment\(^9\). In the event that you feel that there are personal circumstances, medical or other, that may impact upon your ability to successfully complete PGCAP assessment by the published submission date you should make contact with your PGCAP supervisor as soon as possible. Any application for exceptional circumstances to be taken into account must be submitted to the ECA Committee of the Board of Studies for Academic Practice, via the PGCAP Programme Director, using the Exceptional Circumstances Claim form and should be accompanied by appropriate evidence to substantiate the claim. A successful application will normally result in the approval of an extension to the submission deadline of up to 20 working days. In the event that the impact of extenuating circumstances cannot be resolved by an extension of up to 20 working days, a recommendation may be made that you consider taking a leave of absence from the programme (section 4.2).

Dates for the submission of applications for exceptional circumstances are given below and within individual module handbooks. If you wish to have exceptional circumstances taken into account that were not disclosed before the submission of a piece of assessment, it is essential that you discuss the issue(s) with your PGCAP supervisor prior to the Board of Examiners meeting (section 3.9). Appropriate evidence should be produced to support your claim for exceptional circumstances. The application will be considered by a special meeting of the Exceptional Circumstances Committee and a decision made as to what to recommend to the formal Board of Examiners meeting. The normal compensation following acceptance of exceptional circumstances that are disclosed after the date of assessment submission is that you will be permitted to resubmit the work ‘as if for the first time’.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Submission Date for EC Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Teaching and Assessment in Higher Education</td>
<td>Year 1</td>
</tr>
<tr>
<td><strong>Critical Review of Teaching Portfolio</strong></td>
<td>Thursday, Week 5, Summer Term</td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Scholarship of Teaching and Learning Article</strong></td>
<td>Thursday, Week 9, Spring Term</td>
</tr>
<tr>
<td>Academic Identity and Professional Development</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>Critical Reflection: Academic Identity and Development</strong></td>
<td>Thursday, Week 5, Summer Term</td>
</tr>
</tbody>
</table>

Figure 7: Exceptional Circumstance Claim Submission Deadlines

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\(^9\) [https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/)
3.8 Credit Transfer and the Recognition of Prior Learning

On rare occasions participants bring with them substantial experience and/or certificated learning. On PGCAP it is possible to apply to have relevant prior learning credited against the module *Learning, Teaching and Assessment in Higher Education* through the Recognition of Prior Learning (RPL) process. (We do not permit applications for RPL against more than 20 credits.)

If you believe that you may have a case for claiming RPL from the *Learning, Teaching and Assessment* module assessment, you should contact the Programme Director at the earliest possible opportunity. All applications for RPL are undertaken in accordance with the University Principles and Policy on Credit Transfer and the Recognition of Prior Learning\(^\text{10}\) and will involve the submission of a portfolio of evidence and interview with an RPL panel consisting of the Chair of Board of Studies for Academic Practice and the PGCAP Programme Director.

You should be aware that RPL procedures on PGCAP aim to determine equivalence in two ways, both of which have to be satisfied before RPL will be awarded. The first measure is to determine that the outcomes of the applicant’s prior learning are at least equivalent to the learning described in the module outcomes of *Learning, Teaching and Assessment in Higher Education*. The second purpose is to determine that the applicant’s knowledge of, and achievement against, Descriptor 2 of the UKPSF is equivalent to a participant who has successfully completed the *Learning, Teaching and Assessment in Higher Education* module. As well as evaluating against all dimensions of the UKPSF, this will involve checking that key accreditation requirements embedded within the module’s delivery have been achieved (for example, that there is evidence for a teaching observation having been taken place by an appropriately qualified individual).

In some instances, top-up activity – for instance a teaching observation by a member of the Academic Practice Team – may be recommended to meet outstanding requirements.

Where it has been determined by your department that you should complete PGCAP, but you believe that your qualifications or experience should exempt you completely, you will need to have the expectation to complete the programme removed from your expectations of employment. This should be done via your Head of Department in consultation with the PGCAP Programme Director using the Full Exemption from PGCAP application form\(^\text{11}\). All such applications for full exemption are required to be approved by the Pro-Vice-Chancellor for Teaching, Learning and Students.

3.9 Exam Board

The PGCAP External Examiner has responsibility to monitor standards across the programme and to ensure that assessment systems are fair and equitable. This includes reporting on participant experience and the appropriateness of decision-making in relation to the UKPSF. In undertaking their role, the external examiner will inspect a sample of participant work in advance of their attendance at Board of Examiners’ meetings.

The current PGCAP external examiner is Dr Saranne Weller from St George’s, University of London who holds Senior Fellowship of the Higher Education Academy.

The main Exam Board is normally held in Week 4 of the Summer vacation.

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\(^{10}\) [https://www.york.ac.uk/media/study-new/undergraduate/applying/CreditTransfer_RPL_Policy_Final_20160805.pdf](https://www.york.ac.uk/media/study-new/undergraduate/applying/CreditTransfer_RPL_Policy_Final_20160805.pdf)

\(^{11}\) Please contact academic-practice@york.ac.uk to obtain a form.
Section 4: PROGRESSION AND RECORDING

4.1 Recording Progress

Your attendance at PGCAP workshops and seminars will be recorded and the information stored centrally in order to monitor that programme requirements are being satisfactorily fulfilled. Likewise, supervisors will confirm attendance of termly supervision meetings with the Academic Practice Team.

You will receive a report on your personal progress on PGCAP every term. However, you should ensure that you are fully aware of programme attendance expectations and assessment and other deadlines as you will have ultimate responsibility for ensuring all requirements are fulfilled.

Your enrolment status, assessment results and progression details are recorded and updated on SITS, the University’s modular student records management system.

Because PGCAP is an expectation of employment for many of those registered upon it, the Programme Director is required to write a regular, factual memo to Heads of Department as to the satisfactory progress of staff within their department who are enrolled upon the programme.

4.2 Leave of Absence

It is important that if you feel you will not be able to engage with PGCAP for a period of time that means you are unable to fulfil programme requirements to the published timetable, you apply for a leave of absence. Securing a leave of absence will mean that your registration upon PGCAP is suspended for the duration of that absence. This may result in either your restarting affected module(s), and/or submitting missed assessment, on your return. Possible reasons for applying for a leave of absence include maternity or extended paternity leave, research or other obligations that will take you away from the university for a period of time or long-term personal and medical circumstances etc. Participants are advised to consult with their supervisor in considering a leave of absence. The relevant Leave of Absence Request form should be completed and returned to the PGCAP Programme Director for consideration by the Board of Studies for Academic Practice in accordance with University requirements12.

4.3 Extension of Enrolment

Some flexibility is built into PGCAP in recognition that you may face unexpected work pressures at specific points in time. It is not therefore expected that you will need to extend beyond your registration period to complete the programme. In the exceptional circumstance that an extension is needed, however, you should consult with your PGCAP supervisor at the earliest opportunity. Any continuation beyond the second year of the programme will necessarily involve completion of the University’s Recommendation for Extension of Submission form together with the attachment of appropriate supporting evidence. The application will then be forwarded by the Board of Studies to the University’s Special Cases Committee in accordance with University requirements13.

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12 https://www.york.ac.uk/staff/supporting-students/academic/taught/loa-taught/
13 https://www.york.ac.uk/staff/supporting-students/academic/taught/extensions/
4.4 Withdrawal

If the circumstance arises when you need to withdraw from PGCAP (for instance, if you are leaving the University), you should inform your supervisor as soon as possible in order that options can be discussed (for example, at times it may be beneficial to complete a particular module if time permits in order that the credit for that module can be awarded and, if appropriate, carried forward onto the PGCAP-equivalent programme run by another university). If it is necessary for you to withdraw from the programme you will need to inform the PGCAP Programme Director of the last date of your engagement with PGCAP and complete the Withdrawal form in order that we can process the withdrawal in accordance with University regulations14.

4.5 PGCAP Completion and Advance HE Recognition

PGCAP will only be deemed completed when all programme requirements are satisfied: this includes attendance as well as assessment requirements. In the event that you have not satisfactorily completed all requirements by the final exam board, the University Special Cases Committee has requested you submit a report, signed-off by your Head of Department/line manager, detailing why you have not been able to complete commitments within the registration period of the programme. If these are deemed satisfactory, an extension to the programme enrolment period will be granted for a fixed time in order for the outstanding requirements to be completed (section 4.3).

The award of the Postgraduate Certificate in Academic Practice for successful graduates is made by the Vice Chancellor during a certificate ceremony.

On completing PGCAP, you will be eligible to become a Fellow of the HEA. Advance HE has published a Fellowship of the HEA Code of Practice which highlights a series of underpinning principles it expects its Fellows to abide by15. These principles reflect the core values of any member of staff at York who teaches and/or supports student learning, as articulated in section 9 of the University of York Statement on Teaching Performance Expectations16.

Advance HE also expects institutions that have accredited provision leading to the award of Fellowship to develop processes that allow individuals to actively engage in personal and continuing development for the purposes of remaining in good standing. York has a range of opportunities available that may be of interest, covering diverse areas of practice and responsibility17. This includes the York Professional and Academic Development scheme (YPAD), a continuing professional development process which is accredited by Advance HE against all UKPSF descriptors. YPAD is based upon the University’s Peer Support for Teaching Policy18 and involves engagement in collegial development of teaching and learning practice. By participating in the scheme you would have the opportunity, where appropriate, to apply for a different category of Advance HE recognition to that secured through completing PGCAP.

14 https://www.york.ac.uk/staff/supporting-students/academic/taught/withdrawing/
17 https://www.york.ac.uk/staff/teaching/develop/
18 https://www.york.ac.uk/staff/teaching/community/peer-support/peer-support/
Section 5: PROGRAMME SUPPORT

5.1 Academic Practice Team
PGCAP is co-ordinated and delivered by the Academic Practice Team in the Academic Support Office:

Dr Duncan Jackson (SFHEA)
Head of Academic Practice, PGCAP Programme Director
Email: duncan.jackson@york.ac.uk
Ext: 4843

Dr Phil Robinson-Self (SFHEA)
Academic Practice Advisor
Email: phil.robinson-self@york.ac.uk
Ext: 2109

Helen Alcelik (SFHEA)
Academic Practice Adviser
E-mail: helen.alcelik@york.ac.uk
Ext: 4425

Dr Maeve Pearson (SFHEA)
Senior Academic Practice Adviser
Email: maeve.pearson@york.ac.uk
Ext: 2920

Dr Lucy Turner-Voakes
Academic Practice Adviser
Email: lucy.turner-voakes@york.ac.uk
Ext: 2478

For general enquiries about PGCAP please email academic-practice@york.ac.uk in the first instance. For more specific and/or confidential enquiries please contact the Programme Director.

5.2 Academic Supervisors
You will be allocated an experienced member of academic staff at the beginning of the programme who will act as a supervisor. It is not always possible to offer supervisors from your own Department, indeed a cross-fertilisation between departments in this relationship can be very useful. You are encouraged to contact the Programme Director should you specifically prefer someone from outside of your Department. It is anticipated that supervisory meetings will take place on a termly basis. During these meetings you will have the opportunity to discuss your learning on PGCAP, the development of your assessed work and any other issues relating to academic practice that you feel would provide useful discussion for PGCAP purposes. The supervisory meetings are also the principal points in time when you will be asked to reflect upon your practice as it relates to Descriptor 2 of the UKPSF.
Current PGCAP Supervisors are:

Dr Tom Cantrell (FHEA)
Senior Lecturer in the Department of Theatre, Film and Television
york.ac.uk/tftv/staff/academic/tom-cantrell

Dr Nicola Carslaw
Senior Lecturer in the Environment Department
york.ac.uk/environment/our-staff/nicola-carslaw

The Revd Dr David Efird (FHEA)
Senior Lecturer in the Department of Philosophy
york.ac.uk/philosophy/staff/david-efird

Paul Evans
Senior Lecturer, NMC Supervisor, Department of Health Sciences
york.ac.uk/healthsciences/our-staff/paul-evans

Dr John Issitt (FHEA)
Lecturer, Department of Educational Studies
york.ac.uk/education/our-staff/academic/john-issitt

Charlie Lloyd (FHEA)
Reader in the Department of Social Policy and Social Work
york.ac.uk/healthsciences/our-staff/charlie-lloyd

Dr Jason Lynam (FHEA)
Senior Lecturer in the Department of Chemistry, Chair of Exceptional Circumstances Committee for Academic Practice
york.ac.uk/chemistry/staff/academic/h-n/jlynam

Dr Nicola F McDonald
Senior Lecturer, Department of English and Related Literature
york.ac.uk/english/our-staff/nicola-mcdonald

Dr Peter Mayhew (FHEA)
Senior Lecturer in the Department of Biology
york.ac.uk/biology/research/ ecology-evolution/peter-j-mayhew

Dr Mark Nicholson (SFHEA)
Senior Lecturer in the Department of Computer Science, Chair of Board of Studies for Academic Practice
cs.york.ac.uk/people/?group=Academic%20and%20Teaching%20Staff&username=mark
Dr Lisa O’Malley (FHEA)
Senior Lecturer and Deputy Head of Department (Social Policy) in the Department of Social Policy and Social Work
york.ac.uk/spsw/staff/lisa-omalley

Dr Alet Roux (FHEA)
Senior Lecturer in the Department of Mathematics
york.ac.uk/maths/staff/alet-roux

Professor Stephen L Smith
Deputy Head of Department in the Department of Electronics
york.ac.uk/electronics/staff/stephen_smith

Jill Webb
Senior Lecturer in the York Management School
york.ac.uk/management/staff/jill-webb

5.3 Participants Representatives and the Board of Studies

One or two volunteers are asked for each cohort to represent PGCAP participants as members of the Board of Studies for Academic Practice. This is a genuine opportunity to help shape PGCAP in the direction that will best help present and future participants. Specific responsibilities include:

- attending a termly meeting of the Board of Studies for Academic Practice
- e-mailing participants before Board of Studies meetings to request items for discussion
- e-mailing participants after Board of Studies meetings with feedback
- attending one Annual Programme Review meeting per year
- attendance at Periodic Review when required (approximately once every six years)
- Supporting the PGCAP Programme Director and Chair of Board of Studies to develop the programme in accordance with participant views and feedback

5.4 Yorkshare Virtual Learning Environment

The University’s virtual learning environment is used to support engagement with PGCAP. On the site you will find copies of workshop materials as well as resources to complement and supplement seminar engagement. The site hosts key programme documentation, recommended reading lists and is the portal through which all PGCAP assessment is submitted. You will be registered upon Yorkshare after enrolling upon the PGCAP programme19

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19 PGCAP Yorkshare can be accessed from: https://www.york.ac.uk/vle
THE POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE (PGCAP)

Section 5: Programme support
CONTACT DETAILS

The University of York
The Post Graduate Certificate in Academic Practice (PGCAP)
Academic Support Office
Home Farm
Heslington
York YO10 5DD

academic-practice@york.ac.uk
york.ac.uk/staff/teaching/develop/pgcap