CONTENTS

WELCOME ........................................... 5

Section 1:
PROGRAMME INFORMATION .......... 6
1.1 Introduction .................................. 6
1.2 Requirements of the Programme ...... 7
1.3 Programme aims and learning outcomes ... 7
  1.3.1 Aims .................................... 7
  1.3.2 Learning outcomes ...................... 7
1.4 Programme structure ..................... 8
1.5 PGCAP and The UK Professional Standards Framework ....................... 8

Section 2:
MODULE INFORMATION ............. 11
2.1 Learning, Teaching and Assessment in Higher Education .................. 11
  2.1.1 Aims .................................... 11
  2.1.2 Learning outcomes ...................... 11
  2.1.3 Workshops and activities ............... 11
  2.1.4 Assessment ............................ 16

2.2 Scholarship of Teaching and Learning ...... 18
  2.2.1 Aims .................................... 18
  2.2.2 Learning outcomes ...................... 18
  2.2.3 Workshops and activities ............... 18
  2.2.4 Assessment ............................ 19

2.3 Planning for professional development ... 21
  2.3.1 Aims .................................... 21
  2.3.2 Learning outcomes ...................... 21
  2.3.3 Assessment ............................ 24

Section 3:
ASSESSMENT AND PROGRESSION ........ 27
  3.1 Assessment presentation .................. 27
  3.2 Assessment submission .................... 27
  3.3 Scheduling and deadlines .................. 27
  3.4 Academic misconduct ...................... 29
  3.5 Moderation ................................ 29
  3.6 Resubmission ............................. 29
  3.7 Appeals .................................... 30
  3.8 Extensions to submission deadlines ....... 30
  3.9 Exceptional Circumstances affecting Assessment Policy .................... 30
  3.10 Assessment feedback ...................... 31
  3.11 External Exam Board ...................... 31
  3.12 Recording progress ....................... 31
  3.13 Leaves of absence ......................... 32
  3.14 Extension to period of study ............. 32
  3.15 Withdrawal ................................ 32
  3.16 Participant contact ....................... 32
  3.17 Credit Transfer and recognition of prior learning ......................... 33
  3.18 PGCAP completion and HEA Recognition .... 33

Section 4:
PROGRAMME SUPPORT ................. 35
  4.1 PGCAP core staff ......................... 35
  4.2 Supervisors ............................... 35
  4.3 Yorkshare Virtual Learning Environment .... 37
  4.4 PGCAP participant representatives ....... 38
WELCOME FROM THE UNIVERSITY OF YORK

September 2016

Dear Colleague

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 and six of our staff have been awarded National Teaching Fellowships over recent years and one an NTFS project worth £200,000. 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, it has to do with the success of what goes on in 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 mostly 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 the National Teaching Fellowships were awarded to staff from departments rated very highly in the last RAE. 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 is a programme of study that is designed to help you to do this 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: PROGRAMME INFORMATION

1.1 Introduction

The Postgraduate Certificate in Academic Practice (PGCAP) was first introduced in 1998 and is institutionally a well-established programme. It carries 60 credits at M-level, is delivered over two academic cycles, and aims primarily to expose participants, within a critical environment, to the fundamentals of modern higher education teaching and student learning support. The overall purpose of the programme is to prepare participants for their role, primarily as higher education teachers, but also as researchers and administrators where appropriate, by introducing them to key evidence-based good practice, contextualised through exposure to relevant institutional and national policy and analysed through the lens of personal experience. The programme does not purport to ‘teach how to teach’ but rather to provide York staff with requisite knowledge and appropriate tools of reflective analysis and adaptation, to be able to adjust to the challenges they will face in their roles.

PGCAP adopts a scholarly approach, combining disciplinary-based practice with multidisciplinary study, and in so doing seeks to foster a supportive and challenging environment within which participants will learn and exchange thoughts and experiences. It achieves this through a combination of strategies:

- Identifying and discussing disciplinary approaches to, and convention in, academic practice
- Exploring essential principles of, and research into, academic practice
- Encouraging considered reflection upon the application of (inter-)disciplinary and general principles within both departmentally-specific environments and the particular context of the University of York.

PGCAP is intended to be completed part-time over a two-year period. Completion is 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 more than 3 years full-time (equivalent) experience of teaching in Higher Education. PGCAP welcomes applications from other University of York staff providing they have support from their department to undertake the programme and their professional practice will allow them to achieve the module and programme learning outcomes. Individuals are encouraged to contact the programme director if they wish to discuss or clarify this. Successful completion of PGCAP leads to the award of a Masters-level certificate.

As well as leading to an University of York postgraduate award PGCAP is accredited by the Higher Education Academy (HEA) against Descriptor 2 (D2) of the UK Professional Standards Framework (UKPSF) (section 1.5). Successful completion of the PGCAP programme, therefore, will enable participants to be recognised as a Fellow of the Higher Education Academy. For staff wishing additionally to secure Nursing and Midwifery Council accreditation, this is provided via an option in the Planning for Professional Development module (section 2.3). PGCAP has been designed to align with the University’s professional development framework to support staff through their career. As their professional role evolves, staff will have the option to engage in the University’s YPAD scheme in order to develop further their practice and secure more advanced categories of HEA recognition aligned to the UKPSF: Senior Fellow (D3), or Principle Fellow (D4).

---

1 www.heacademy.ac.uk
2 www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf
PGCAP is co-ordinated through the Academic Support Office. It comprises a range of workshops, online activities and supervisions, covering a broad spread of subjects delivered by a team of experienced and specialist staff from across the Institution.

1.2 Requirements of the Programme

PGCAP is a part-time programme which participants are expected to complete within two years. A 60-credit programme carries with it the expectation of approximately 600 hours of study. PGCAP is designed to integrate into participants’ daily professional practice and it is anticipated that approximately 80% of these notional hours will therefore comprise normal work-based activity.

1.3 Programme aims and learning outcomes

1.3.1 Aims

- To equip participants with the requisite pedagogic knowledge, skills and attitudes to become professional and effective teachers and supporters of student learning
- To assist participants in seeking the optimum balance between all areas of their professional practice
- To support participants in their capacity for continuing professional development through critical reflection and a scholarly approach to their practice

1.3.2 Learning outcomes

On completion of PGCAP participants will be able to demonstrate knowledge and understanding (K) of:

K1 how students learn
K2 approaches to the design, delivery and assessment of student learning that are inclusive and appropriate to the subject area and the level of the academic programme
K3 approaches to the evaluation of practice
K4 scholarship of relevant practice
K5 the potential impact of learning technologies on teaching and learning

Participants will also be able to develop skills (S):

S1 select and apply design, delivery and assessment approaches appropriate to the subject and the stage of learners’ development
S2 employ appropriate methods to evaluate practice
S3 act upon evaluation to demonstrate progression in practice
S4 effectively employ critical reflection upon work-based experience to facilitate continuing professional development of practice
S5 work collaboratively towards the development of practice

www.york.ac.uk/about/departments/support and admin/academic support
S6 demonstrate a concern for, and commitment to, students’ development  
S7 demonstrate attitudes consistent with a commitment to equity, inclusivity and ethical practice

### 1.4 Programme structure

PGCAP comprises three 20-credit modules, structured across two years 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>
</table>
| Learning Teaching and Assessment in Higher Education  
(20 credits) |

#### PGCAP Year 2

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
<th>Vacation</th>
</tr>
</thead>
</table>
| Scholarship of Teaching and Learning Pathway A  
(20 credits) |
| OR |
| Scholarship of Teaching and Learning Pathway B  
(20 credits) |
| Planning for Professional Development  
(20 credits) |
| OR |
| Planning for Professional Development – NMC Route  
(20 credits) |

The intention is that participants engage in key aspects of learning and teaching and broader academic practice with increasing depth and sophistication as the programme progresses, starting with exposure to essential concepts in all key areas of learning and teaching activity and associated research in the first year, and moving into scholarly engagement with higher education pedagogy and personal professional development in the second year.

### 1.5 PGCAP and The UK Professional Standards Framework

In implementing the recommendations of the 2003 White Paper on the Future of Higher Education, the HEA, on behalf of the sector, developed the Professional Standards Framework for Teaching and Supporting Learning in Higher Education. The current iteration of the UKPSF provides a nationally-accepted reference point for the recognition and development of teaching and the support of student learning. It comprises three broad interconnecting dimensions of practice:
### Areas of Activity

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

### Core Knowledge

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

### Professional Values

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

Achievement against these dimensions is categorised into four descriptors which reflect the range and scope of responsibility for higher education teaching and student learning support that an individual may have. The PGCAP module learning outcomes and assessment criteria, and consequent alignment of the modules' substantive content and approach, have been constructed to articulate closely to Descriptor 2 of the UKPSF⁴:

---

⁴ Sections 2.1, 2.2 and 2.3 for more detail
UKPSF Descriptor 2:

<table>
<thead>
<tr>
<th></th>
<th>Successful engagement across all five Areas of Activity</th>
<th>A1, A2, A3, A4, A5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>A1, A2, A3, A4, A5</td>
</tr>
<tr>
<td>II</td>
<td>Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>K1, K2, K3, K4, K5, K6</td>
</tr>
<tr>
<td>III</td>
<td>A commitment to all the Professional Values</td>
<td>V1, V2, V3, V4</td>
</tr>
<tr>
<td>IV</td>
<td>Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td>D2V</td>
</tr>
<tr>
<td>V</td>
<td>Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td>D2.VI</td>
</tr>
</tbody>
</table>

This has allowed the programme to secure HEA accreditation against Descriptor 2 and consequently graduates from PGCAP are entitled to receive Fellowship of the Higher Education Academy (FHEA), a national and transferable recognition.
Section 2: MODULE INFORMATION

2.1 Learning, Teaching and Assessment in Higher Education

This module will introduce participants to the major elements of higher education learning and teaching, from theories of learning, to session and programme design and assessment, to teaching in practice and supporting student learning, to the nature and impact of key policy initiatives. Participants will be required to engage with this broad context to critically reflect upon the range of their teaching and learning responsibilities. In completing the attendance requirements, and successfully passing the module assessment, participants will have demonstrated achievement across the following dimensions of the UKPSF which are relevant to Descriptor 2:

<table>
<thead>
<tr>
<th>UKPSF Descriptor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.I and D2.IV</td>
</tr>
<tr>
<td>D2.II</td>
</tr>
<tr>
<td>D2.III</td>
</tr>
<tr>
<td>D2.V</td>
</tr>
<tr>
<td>D2.VI</td>
</tr>
</tbody>
</table>

- A1
- A2
- A3
- A4
- A5
- K1
- K2
- K3
- K4
- K5
- K6
- V1
- V2
- V3
- V4

2.1.1 Aims

- To expose participants to a range of research and good practice in higher education learning, teaching and assessment
- To provide participants with a framework that will support their reflection upon their own practice

2.1.2 Learning outcomes

By the end of this module participants should be able to demonstrate through critical reflection how they have been able to effectively:

1. Design coherent blocks of teaching and learning activity, modules or programmes of study that are appropriate to the students and subject being taught
2. Employ teaching and learning methods that will enable effective student learning
3. Develop effective environments and approaches to student support and guidance
4. Use assessment and feedback methods that inform and measure student learning
5. Use a range of evaluation approaches to identify ways of developing their teaching and learning practice

2.1.3 Workshops and activities

Further information regarding the workshops and activities, including resources and reading lists, will be made available through the PGCAP Yorkshare site. It should be noted that all workshops associated with this module will appear on teaching timetables because it feeds directly into timetabling from SITS and room bookings. Each workshop entry below cross-references to applicable dimensions of the UKPSF to support participants in mapping their progress towards Descriptor 2 and securing HEA Fellowship.
### Core: All workshops and activities in this list are required to be completed

<table>
<thead>
<tr>
<th>Workshop/Session</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to PGCAP</strong></td>
<td>This session will provide a brief introduction to PGCAP: its structure, expectations and requirements and how it fits with current national trends in learning and teaching in higher education, including how it articulates with the UKPSF. It will outline the philosophy of the programme and provide an opportunity to engage in discussion on some of the key issues which currently impact upon UK higher education.</td>
</tr>
<tr>
<td><strong>Principles of Learning Design</strong> (A1-A4, K1-K6, V1-V4)</td>
<td>The core requirements and components of designing for effective learning will be explored through a project / problem based approach. Key issues relating to higher education curriculum design theory, the implementation of teaching and learning strategies, assessment, feedback and evaluation will be covered and situated both within the national and York-specific context. The intention is that participants will gain a critical insight into ‘the way things are done’ and will be able to engage effectively in learning design practice, be that at the level of an individual teaching session, module or programme.</td>
</tr>
<tr>
<td><strong>Supporting Students at York (online)</strong> (A2, A4, V1-V2)</td>
<td>The University is a large and lively community of students and staff from diverse cultures and previous educational experiences, pursuing a wide variety of academic and professional studies. The University has a well-articulated infrastructure of student support services with staff employed to offer their expertise on matters ranging from the academic to the pastoral, including financial, psychological and future employment issues.</td>
</tr>
<tr>
<td><strong>Micro Teaching</strong> (A5, K1, K2 plus other dimensions as appropriate to each individual’s practice)</td>
<td>Constructive feedback within a supportive environment and personal reflection are an important means by which to improve upon teaching practice. After delivering a short session upon a subject with which they are comfortable, this session will provide an opportunity for participants to both engage with active reflection and to receive objective feedback on their teaching from a small group of peers and a PGCAP tutor.</td>
</tr>
<tr>
<td><strong>Regroup and Assessment Support</strong></td>
<td>This session provides an opportunity for the whole cohort to reconvene to discuss their experiences of teaching during the course of the year and to raise and explore key issues. It also aims to support and inform participants in the composition of their PGCAP practice-based portfolios. It will serve to both elaborate upon the nature of the reflective writing required in the portfolio and on the viva element of the module assessment.</td>
</tr>
</tbody>
</table>
It is important, in looking to develop teaching, to consider your teaching practice from various perspectives in order to secure as comprehensive and as informed a picture of what is going on as possible. Stephen Brookfield’s much cited work on critical reflection\(^5\) suggests four different lenses through which teaching should be analysed: 1. The autobiographical; 2. The students’ eyes; 3. Colleagues’ experiences; 4. The theoretical literature. The purpose of this self-directed activity is to ask you to engage with some pedagogical literature that has been searched for, and chosen by, yourselves, to critique what you read and in so doing contribute to the creation of a resource for dissemination to your peers on PGCAP which will hopefully be of use to the whole cohort in writing their assessments.

### PGCAP Supervisions (see section 4.2)

#### Teaching Observation by PGCAP Programme Director or Senior Adviser

(A5, K1, K2, plus other dimensions as appropriate to each individual's practice)

### Options: Attendance at 4 workshops is required from the following:

#### Lecturing Skills

(A1-A2, A4, K2-K5)

Participants can choose one of two workshops on lecturing skills, with differences between the two based on broad variances in teaching practice across different disciplines.

Lecturing to large groups remains fundamental to the higher education teaching and learning experience despite the increasing, and often perceived contradictory, call for ‘active’ and ‘student-centred’ learning. Indeed, as student numbers increase, lecturing is becoming more rather than less prevalent. Both of the sessions explore the particular role lecturing has in higher education and the various issues and problems that may arise. They will also seek to address key points in being an effective teacher of large groups through maintaining engagement and exploring ways of improving learning, understanding and the retention of knowledge. There will be the opportunity in both sessions to discuss the teaching issues and to air past experiences.

**Workshop A** will also cover issues common to lecturing in science/maths based disciplines; such as using demonstrations and mini-experiments in lectures, or “flipping” lectures using e-learning for problem sets, quizzes and games to enhance learning outside the classroom.

**Workshop B** will cover issues of student attention and retention of information in lectures, focusing on discursive, oratory or narrative based lecturing styles more common to arts and humanities based disciplines.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare lecturing from different disciplinary perspectives.

---


6. Participants will be informed by the PGCAP Coordinator whether they have had their teaching observation allocated to the Programme Director or Senior Adviser and should contact them directly to arrange a convenient time for the teaching observation to be undertaken.
### Enhancing Small Group Teaching

(A1-A4, K2-K5)

Participants can choose one of two workshops on enhancing small group teaching, with differences between the two based on broad variances in teaching practice across different disciplines.

York, which has an enviable reputation for teaching excellence, sees the small group format as a distinctive feature of the learning experience it provides. Small group teaching is central to most departmental teaching programmes. In these workshops we will consider why small group teaching is effective and discuss how we can provide a high quality learning experience for tutorials and small seminar groups. We will consider how we can develop our own current practices.

- **Workshop A** will consider small group teaching common to science/maths based disciplines, such as problem classes, lab-based workshops, and tutorials.
- **Workshop B** will consider small group teaching common to arts and humanities based disciplines, such as presentation/discussion seminars, reading groups or performance workshops.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare small group teaching from different disciplinary perspectives.

### Effective Assessment and Feedback

(A2-A4, K2-K3, K5)

Participants can choose one of two workshops on effective assessment and feedback, with differences between the two based on broad variances in teaching practice across different disciplines.

Following on from the consideration of assessment practice in the *Principles of Learning Design* project, these sessions will focus in on disciplinary approaches to effective assessment and feedback practice. Participants will be exposed to current practice within the University, and will have the opportunity to explore issues, difficulties and innovative approaches with departmental staff recognised for their practice in this area of teaching and learning.

- **Workshop A** will focus on assessment and feedback practices common to science/maths based disciplines, such as assessing group project work, lab reports, programming, solutions to problem sets, or quantitative data analysis and so on.
- **Workshop B** will focus on assessment and feedback practices common to arts and humanities based disciplines, such as essays, position pieces, performance or presentations and so on.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare assessment and feedback practices from different disciplinary perspectives.

### Teaching International Students

(A2-A3, K2-K3, V1-V2)

The University of York is, or aspires to being, an international Higher Education institution: creating and maintaining an international student community requires actions at all levels, particularly and crucially in teaching rooms. How can teaching staff help in this endeavour in their interactions with individual students, small and large groups?

Paul Roberts is a fellow of the Higher Education Academy with a special interest in Internationalisation at Home. This part-experiential workshop will examine and address some of the challenges involved in teaching in international contexts and propose some ways forward.
PhD Supervision (A2-A4, K2-K3)

Participants can choose one of two workshops on PhD supervision, with differences between the two based on the broad variances in teaching practice across different disciplines.

These workshops are intended for academic staff who are relatively new to the role of PhD Supervisor. Other more experienced staff wishing to find out more about current views on best practice in supervision are also welcome to attend. During the session reference will be made to the latest codes of practice and national policy papers on research supervision, including your obligations as supervisor to ensure supervisees comply with University policy on research ethics and integrity.

**Workshop A** will consider issues common to science/maths based disciplines, such as securing PhD funding for your students, managing doctoral research teams on group projects, and shared authorship of research papers.

**Workshop B** will consider issues common to arts and humanities based disciplines. The session is very interactive and participants are encouraged to share issues and past experiences. In the past these have included issues such as supporting students in defining a sustainable and steady work pace for writing a thesis, supporting students on finance issues, including accessing small grants for research trips, supporting students who are also teaching or engaged in other type of paid work, and managing student isolation.

It should be noted that these sessions are not narrowly discipline or department specific, given that the participants are drawn from a wide and often practice-wise incompatible range of departments. You are encouraged, but by no means required, to review your department’s regulations for the supervision of PhDs before attending this session.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare PhD supervision from different disciplinary perspectives.

Using Your Voice Most Effectively (A2, A4, K3)

As a lecturer one of your most valuable tools is your voice, and yet voice failure is common in the academic profession. How is voice produced? How can you improve your voice production/projection and avoid pitfalls that may damage your voice? This session will be run by an independent consultant with training in acting, and a practicing academic whose academic research interest is in voice. It will look at the science of healthy voice production, indicating what can go wrong, and it will include practical guidance on optimising your voice performance.

“A number of vocal exercises are used in the course to help participants recognise the strength and use of their voice and diaphragm. If you are not comfortable taking part in these ‘hands on’ exercises please make this known to the facilitators.”

Advanced Learning Design with Learning Technologies (A2, A4, K4)

This workshop is for staff who are already familiar with using Yorkshare or virtual learning environments, and who wish to explore strategies and techniques to make their use of learning technologies more effective for learning and teaching. This session adopts a critical perspective on the use of learning technologies in higher education, exploring frameworks for practice and the application of them to module design. Participants are welcome to suggest areas for discussion, which may include ‘flipped’ learning approaches, online group work, blended and distance learning module design. A good familiarity with the Yorkshare VLE is a prerequisite for attending this workshop. The minimum expectation is that you will have completed the Getting Started Online tutorial (self-paced):

Developing an Inclusive Curriculum
(A1-A4, K3, V1-V2)

How do we ensure that our students are all included in discussion in our classrooms? Can we say that our curricula are designed in a truly inclusive way? To date most of the initiatives looking at diversity have focused on particular groups of students (e.g., disabled students, international students), and have identified strategies that assist these students to participate to their full potential. Given the current student diversity in higher education, it is appropriate to consider how these strategies can also have a positive impact on the wider student body. Through discussion, activity, and presentation, this session will explore such issues and will consider appropriate points for action.

Employability in the Curriculum
(A1-A4, V2, V4)

Preparing students for their future life, whether this is in employment, research, or in some form of self-employment, has always been a key part of Higher Education, but in the highly competitive labour market, and with more visible scrutiny on what our students do once they leave York, it is becoming increasingly important that we help students to consider their University education as an integrated component of their lifelong learning. Universities have a responsibility to give students the opportunity to equip themselves with the skills and attributes that will help them succeed in achieving their aspirations. Many of the skills that students will require once they leave university are integral to being an effective learner, but how can we enable our students to better understand the importance of these transferable skills through our teaching activities?

Case studies in Technology-Enhanced Learning (TEL)
(A1-A4, K3-K4)

Following on from our consideration of embedding TEL into your teaching covered in the PGCAP introductory sessions on Learning Design, this workshop will showcase innovative and effective use of TEL techniques and tools. The session will be based upon selected case studies of practice at York, demonstrating a range of tools and include analysis of the learning design. A good familiarity with the Yorkshare VLE is a prerequisite for attending this workshop. The minimum expectation is that you will have completed the Getting Started Online tutorial (self-paced): http://bit.ly/eltd-get-started-post

Due to the flexibility offered in the choice of optional workshops, it is essential that you book places on sessions in advance by emailing (academic-practice@york.ac.uk). At each workshop a signing in system operates for the purpose of recording attendance. Summaries of PGCAP workshop attendance are forwarded to all participants on a termly basis.

2.1.4 Assessment

The assessment for this module comprises two elements: the submission of a written Critical Experience Analysis portfolio and a follow-up viva based upon the content of that portfolio. Both elements will be assessed holistically together against the criteria detailed below.

A Critical Experience Analysis, within the context of PGCAP, is a structured consideration of a particular one-off event, a series of successive events, or a consideration of a recurring issue or other experience that has been encountered in teaching. It is often the case that the incident in question, for either positive or negative reasons, is one that has stood out and raised questions or issues or otherwise challenged views about practice. However, there is also value in subjecting more ‘ordinary’ experiences to examination, again in order to understand personal approaches to teaching, to identify assumptions about how teaching is undertaken and how students learn and to determine whether these assumptions are safe.

Participants are required to write a Critical Experience Analysis for each of the five module learning outcomes.
The reflection required in the Critical Experience Analysis portfolio should be a deliberate and thought-through investigation of practice rather than a purely descriptive account. Each analysis should be at least 600 words long. The combination of these analyses, submitted together with the Assessment Cover and contents page, will constitute the Critical Experience Analysis portfolio which should be submitted by the due date at the end of Year 1 of PGCAP (see section 3.3).

Participants’ critical experience analysis portfolios will be considered by two markers. The markers at this stage will not be summatively judging the participants’ work but will identify any areas of weakness and/or particular interest in the portfolios. These areas will form the basis of a discussion between both markers and the participant during the CEA viva. The viva will last up to one hour and in addition to providing participants with the opportunity to address areas of weakness, it aims to explore the incidents in the CEA portfolio in more detail and to enable further professional development through constructive dialogue.

Summative assessment of the participants’ work will be undertaken only after the viva has taken place. Assessment will involve combining the CEA portfolio and the proceedings of the CEA viva discussion and judging them holistically against the module criteria.

In order to pass this module assessment, participants will demonstrate within their CEA portfolio the following criteria:

1. **Clear and coherent coverage of all five learning outcomes within the context of the specific subject material being taught (2.1.2)**
   Assessors will expect the portfolio to be clearly and appropriately organised and to include a genuine CEA attempt for each of the module’s five learning outcomes although not all five will necessarily be considered during the viva. The written (portfolio) and spoken (viva) English should be of a good standard.

2. **The ability to reflect effectively and convincingly upon practice**
   Assessors will expect the reflection to be critical and credible, involving a genuine consideration of practice where conclusions are reasonable and logically derived from the preceding analysis of experience.

3. **The capacity to adopt approaches that are appropriate to how students learn and to the particular students being taught, so as to enable inclusive learning**
   Assessors will be looking for evidence that participants’ practice has been influenced, to an appropriate level, by explicit consideration of the students they are teaching.

4. **The capacity to adopt approaches (including e-technologies) that are appropriate to the subject matter and level of learning**
   Assessors will expect to see that participants’ approaches to teaching have taken account of, and are appropriate to, the specific nature of the subject matter being covered and the level at which it is being taught.

5. **The ability to evaluate the applicability of higher education learning and teaching principles, including those of quality assurance, and research to practice**
   Although the portfolio should not resemble an academic essay, assessors will expect participants to have engaged appropriately with educational literature and research to inform their reflection.

Further information and guidance with regard to the module assessment will be provided in the Regroup and Assessment Support session outlined in section 2.1.3.
2.2 Scholarship of Teaching and Learning

This module will progress from PGCAP Year 1 work by asking participants to engage with a scholarly investigation into an aspect of learning and teaching that is relevant to their own personal practice. The module is in the most part self-directed with the PGCAP programme team providing support. In completing the attendance requirements, and successfully passing the module assessment, participants may have demonstrated achievement across various dimensions of the UKPSF, but in all instances will have evidenced successful engagement with:

<table>
<thead>
<tr>
<th>UKPSF Descriptor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.I and D2.IV</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td>✓</td>
</tr>
</tbody>
</table>

2.2.1 Aims

- To expose participants to the concept of learning and teaching as a scholarly exercise
- To enable participants to undertake an inquiry-based piece of work that will benefit their practice

2.2.2 Learning outcomes

By the end of this module participants should be able to:

1. Demonstrate critical engagement with relevant pedagogical literature, research and theory
2. Evidence in-depth exploration into an aspect of higher education learning and teaching
3. Articulate how their teaching practice has or will develop as a result of engaging with scholarly inquiry

2.2.3 Workshops and activities

Further information regarding the workshops and activities, including resources and reading lists, will be made available through the PGCAP Yorkshare site. Each workshop entry below cross-references to applicable dimensions of the UKPSF to support participants in mapping their progress towards Descriptor 2 and securing HEA Fellowship.
Peer Support Learning Groups

This activity is intended to support participants in undertaking their module assessment (section 2.2.4) by providing them with an opportunity to discuss with colleagues, and receive feedback on, an aspect of their practice relevant to the assessment they have chosen to do. Consequently, whereas the teaching observation undertaken by a member of the PGCAP team in the first year of the programme was based upon classroom practice, the support groups may instead focus upon a different aspect of teaching, for example, the design of a teaching session or module, the provision of student feedback, the design of a learning resource etc.

Whatever the focus of the peer support groups, the following guidance applies:

1. Each peer support group will meet twice prior to the assessment submission date. (Groups will be assigned by the PGCAP office to ensure all members are working to the same submission date).
2. Each of these groups will be facilitated by a member of the Academic Practice team.
3. The peer support groups will primarily operate according to the principles of action learning. Each member of the group will have an equal amount of time both to summarise their progress with relation to the assignment they are undertaking, and also to identify problems, issues or obstacles that may arise or which have arisen.
4. The role of the other group members is to support the presenter to investigate what they have summarised and for them to identify an effective way of progressing by asking open questions that are neutral and non-judgemental.

2.2.4 Assessment

Participants are given a choice of two assessment formats for the Scholarship of Teaching and Learning module, either a primary research enquiry or a critical literature review into an area of their practice.

Research Project

Participants choosing this option will undertake a small-scale research project into an aspect of their teaching practice. This could involve investigating a particular hypothesis or research question, or it could involve an evaluation of an innovation or new approach that they have employed. Where appropriate, participants may want to align this project with peer support for teaching activity in their department, or with some departmental-level innovation. The aim of the project should be to enhance the learning experience of students with whom the participant interacts or that of future students within the department.

Due to the very individual nature of such projects, no parameters are set upon what can be explored. However, participants are encouraged to maintain perspective and not to pursue a project that is beyond the scope of what might be expected for a 20-credit piece of work. Further, it is a condition that the project be based upon no more than two terms worth of teaching / teaching related activity. Alternative pathways (A & B) are offered by which participants can focus on either the Autumn/Spring (A) terms or the Spring/Summer (B) terms (there is no provision for Autumn/Summer term based projects).

Please note, although the Scholarship of Teaching and Learning module does not formally start until October of the second year of the programme, participants must have decided which assessment option they wish to take, and have had the area of practice they are looking into approved by the Board of Studies for Academic Practice, by the time the module commences. Consequently, the assessment requirements of this module will be introduced in the Summer term of the first year of the programme during the session on Progress and CEA Assessment Support for the LT AE module.
Please note: participants should consider carefully, and have responsibility for determining, whether there are ethical issues with regard to any project they wish to conduct. As a matter of good practice, relevant students should be informed of the research and why it is being undertaken. Beyond this, however, if it is suspected that formal ethical review might be required, participants should consult with the Chair of the appropriate Ethics Committee or Chair of their Departmental Research Committee. The submitted assignment itself will be a ‘write-up’ of the research undertaken, its results and any conclusions that might be drawn from it, including implications for future practice.

**Critical Literature Review**

Participants choosing this option will undertake a critical engagement with the literature and existing research and thinking on a question that is related and relevant to their teaching practice. The literature in question may be general and/or disciplinary, but should be peer-reviewed and related to learning and teaching/pedagogy.

The submitted assignment will take the form of an essay that explains the purpose/motivation for your choice of title and which engages in a critical discussion of the literature you have read. It should explain how the research resonates (or does not resonate) with your experience, and it will include an assessment of the implications of the research for future practice.

Both the Research Project and the Critical Literature Review should be between 3,000 and 4,000 words in length. Reference lists for the Critical Literature Review should be included in a format most relevant to your own discipline. The projects will be collated into an online resource that will be made available to future PGCAP cohorts, unless you specify you do not wish your work to be included. Both assessments should include an Assessment Cover sheet, available on the PGCAP [Yorkshare](#) site.

In order to pass this module, participants will demonstrate within their assessment the following criteria:

1. **The capacity to select an approach / methodology that is appropriate to the assessment option and assessment question chosen**
   Participants will be expected to have met the essential guidelines of the assessment option they choose. This means that they will either have followed a sensible and appropriate methodology for the collection and interpretation of empirical information or that they have considered an extensive range of pedagogical literature and research.

2. **Critical engagement with empirical data and / or appropriate critical analysis of secondary literature that is commensurate with Masters level work**
   Assessors will expect the participants to demonstrate critical discrimination in the evaluation of evidence and / or secondary literature.

3. **An ability to develop credible pedagogical argument from evidence**
   The assessment should present a credible argument that is persuasive within the confines of the scale of work undertaken and where conclusions are appropriately supported by reference to the research.

4. **The relevance and (potential) impact of the research undertaken to practice**
   Participants should be able to demonstrate credibly how the research they have undertaken or the literature they have read, may have an impact upon their future practice or, where it will not, this should be explained and justified.

5. **The ability to organise and present their work appropriately**
   The work should be organised logically and presented to a high standard, with a coherent and credible line of development and with ideas expressed in English appropriate to masters level work.
2.3 Planning for professional development

This module encourages participants to review their academic profile as a whole and to consider this against professional progression parameters (institutional, disciplinary and personal). The intention is to identify areas of academic practice that would benefit from some strategic thinking and to plan activity that will enhance that area of practice against the progression parameters identified. In completing the attendance requirements, and successfully passing the module assessment, participants may have demonstrated achievement across various dimensions of the UKPSF, but in all instances will have evidenced successful engagement with:

<table>
<thead>
<tr>
<th>UKPSF Descriptor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.I and D2.IV</td>
</tr>
<tr>
<td>D2.II</td>
</tr>
<tr>
<td>D2.III</td>
</tr>
<tr>
<td>D2.IV</td>
</tr>
<tr>
<td>D2.VI</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td>A4</td>
</tr>
<tr>
<td>A5</td>
</tr>
<tr>
<td>K1</td>
</tr>
<tr>
<td>K2</td>
</tr>
<tr>
<td>K3</td>
</tr>
<tr>
<td>K4</td>
</tr>
<tr>
<td>K5</td>
</tr>
<tr>
<td>K6</td>
</tr>
<tr>
<td>V1</td>
</tr>
<tr>
<td>V2</td>
</tr>
<tr>
<td>V3</td>
</tr>
<tr>
<td>V4</td>
</tr>
</tbody>
</table>

2.3.1 Aims

- To encourage participants to contextualise their practice within broader notions of higher education, disciplinarity and social responsibility
- To provide participants with the opportunity to identify or, where appropriate, implement strategies that will enable them to enhance their professional profile

2.3.2 Learning outcomes

By the end of this module participants should be able to:

1. Articulate their role within the University, their discipline / professional practice, the modern UK higher education sector and society
2. Critically appraise their current level of professional practice against institutional, disciplinary and / or other personal and professional progression expectations or aspirations and against the UKPSF
3. Identify key areas for future personal professional development and / or recognition and reward
4. Formulate a realistic plan by which to enhance their professional practice and profile

Workshops and activities

Further information regarding the workshops and activities, including resources and reading lists, will be made available through the PGCAP Yorkshare site. Each workshop entry below cross-references to applicable dimensions of the UKPSF to support participants in mapping their progress towards Descriptor 2 and securing HEA Fellowship.
**Core: All workshops and activities required**

<table>
<thead>
<tr>
<th><strong>Introduction to Planning for Professional Development</strong> (A5, V4)</th>
<th>This session introduces this PGCAP module, elaborating upon the change of focus from reflection on past and recent practice to considering future development. The session is also intended to provide an opportunity for the cohort to re-engage with their thinking about higher education academic practice within the context of a multi-disciplinary group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethics and Integrity in Academic Practice</strong> (K6, V1, V4)</td>
<td>The question of ethics and the adoption of an ethical approach to practice has always been fundamental in safeguarding the integrity and credibility of academic work in the eyes of both professional colleagues and the public. Over recent years this issue has become more explicit due to the emphasis that has been placed on formalising procedures within the higher education sector to ensure that research is pre-defined as operating within an approved ethical framework. The work of ethics committees and the securing of ethical approval is perhaps often seen as being particularly integral to certain disciplines – for example health, medicine and social work. The purpose of this session is to provide some philosophical insight into the importance of ethics in academia, but also to highlight how the application of an ethical approach to working applies to all disciplines and all facets of academic practice. The expectation of how members of the academic community should conduct themselves in their day-to-day work is increasingly subject to both statutory and non-statutory guidelines and rules. This emphasised and formalised definition of what might be called professional practice coincides with a rise in the ways by which academic staff can and are held accountable for their actions. This session aims to explore the expectations (and the rules) of good academic conduct, for example in data management and data protection, and to explore how this might impact upon all areas of academic practice as well as what the repercussions could be for failing to abide by those expectations and rules.</td>
</tr>
<tr>
<td><strong>PGCAP Supervisions</strong> (see section 4.2)</td>
<td>The PGCAP supervisions are particularly important with respect to this module in that your consideration of, and reflection upon, engagement with the UKPSF in these meetings is likely to feed through into the module assessment.</td>
</tr>
</tbody>
</table>
Options: Attendance at 2 workshops is required from the following:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Your Research Career</td>
<td>The central role that research plays in developing an academic career at the University of York is the core of this session: what the University expects of its staff in respect of research activity, and how it supports them in that and what personal targets staff might have. The impact of the Research Excellence Framework on staff early in their careers may be considered and the session will focus upon possible problems, strategies and benefits of life as a researcher. Participants are encouraged to indicate in advance particular areas that they would like covered.</td>
</tr>
<tr>
<td>Understanding your Market – Recruiting New Students</td>
<td>The session will provide a guide to the market intelligence available to departments and how it can be used to inform recruitment policy and practice, and will also look at the important roles of portfolio management and application handling in recruitment.</td>
</tr>
<tr>
<td>Impact and Public Engagement</td>
<td>The idea that the academic should serve the public good is not a new one, but it has been given added emphasis over recent years as universities, in the most part financed from public monies, have come under increasing scrutiny. There is more pressure now for academic staff and departments to demonstrate how what they do benefits society as a whole. This is no more evident than in the prestige currently given to public engagement and particularly the 'impact' of research activity. This session will explore what terms like these might mean for the modern day academic.</td>
</tr>
<tr>
<td>Being Media Savvy: Profile raising and firefighting</td>
<td>Are you interested in increasing your public engagement profile through press releases and social media? Have you ever wondered how you would manage the media firestorm if your research triggered a major news story? What is it like to be interviewed on local radio? This workshop will explore various aspects of the media’s relationship with academia. It will outline the professional dynamics and motivations of journalists; what they look for in a story, their interview techniques, and the opportunities and challenges you might face presenting your research to a public audience.</td>
</tr>
<tr>
<td>What is Leadership in Academia: Roles and Strategies?</td>
<td>There is no single, clear or accepted definition of leadership in academia. However, to take a 'leading role', to be a 'leader', to demonstrate 'leadership' are common terms in University vocabulary and are, for example, defining characteristics of the promotions criteria for academic staff in the dimensions of research, teaching and academic citizenship. This workshop aims to explore notions of academic leadership and what it means to lead, looking at the different roles within which a capacity to lead can be demonstrated, the specific issues that arise in trying to 'lead' within an academic context and the strategies that might be employed to increase leadership effectiveness.</td>
</tr>
</tbody>
</table>

Due to the flexibility offered in the choice of optional workshops it is essential that you book places on sessions in advance by contacting the PGCAP Programme Administrator (academic-practice@york.ac.uk). At each workshop a signing in system operates for the purpose of recording attendance. Summaries of PGCAP workshop attendance are forwarded to all participants on a termly basis.
2.3.3 Assessment

For staff not seeking Nursing and Midwifery Council accreditation

The assessment for this module revolves around the critical construction of a strategic plan for career development within the context of academic practice. Early consideration of career trajectory in the light of key criteria and ongoing planning for personal professional development is important for progressing within the higher education environment. The intention here is to encourage participants to begin to reflect upon their medium term aspirations and to undertake some analysis of the steps required to move from their current position to a position where those aspirations may become realised. In this way the module is intended to complement, by reflexive analysis, the career and personal development activity that individuals will be undertaking within their departments through, for example, the probationary process, mentoring schemes and annual performance review. Because the strategic plan is likely to be particularly individualised, the role of PGCAP supervisors in this instance will be to act as a ‘critical friend’ and to provide guidance and advice with regard to the assessment of the plan rather than with regard to the career planning activity itself.

Participants should build their strategic plan as follows:

1. Construct a statement describing where you would envisage or hope your career being in the medium term. For many participants this may orientate around progressing towards, or achieving, promotion within the higher education sector, but it should also involve a consideration of personal values and other academic aspirations. You should include within this statement an explanation of the professional motivations and/or personal philosophy which provides the basis for your career and professional development ambitions.

2. Consider the pre-requisites for progress as detailed in (1). This may involve analysis of appropriate university promotions criteria (for instance to senior lecturer), departmental and University priorities and national agendas, but there are likely to be other/alternative parameters or structures which participants operate to and which are relevant. It is a requirement that you consider and refer to the UKPSF as a national benchmark for development in teaching and supporting student learning. Where the requirements are not stated in discipline-specific terms (eg promotions criteria) you should ensure you have achieved a full understanding of what they mean within your discipline and have explained this in your strategic plan.

3. Undertake a gap analysis by comparing where you believe you are now to where you want to be, as identified by the requirements / criteria you identified in (2) above (this should include articulation, as appropriate, of where you think you meet the relevant requirements / criteria as well as where you think work remains to be done).

4. Identify and explain what steps need to be undertaken and what objectives met in order to close the ‘gap’ between your current position and the position you need to have reached to allow your career aspirations for this area of academic practice to be achieved. It is important that as well as simply stating these steps and identifying relevant objectives, you should also detail timescales, resources needed and any factors which would threaten your achievement of them. It is important that your consideration is critical in its engagement rather than simply assertive, and should be fully contextualised against relevant departmental, institutional and national/international agendas and expectations.

The strategic plan should equate to between 2500 and 3000 words and should be submitted with the Assessment Cover Sheet by the due date detailed in section 3.3.

To pass the Planning for Professional Development module participants’ strategic plan assessment must demonstrate the following criteria:
1. Clear and coherent structure and communication
   It is expected that, within the guidelines provided above, participants may exercise considerable flexibility in constructing their strategic plan. However, a good standard of English and a logical and coherent structure is expected throughout.

2. An ability to engage with critical self-evaluation of professional practice, contextualized against appropriate personal and professional benchmarks including the UKPSF
   Assessors will be looking for participants to reflect honestly upon both their current strengths and weaknesses with regard to their professional practice.

3. A clear vision and understanding of career and professional development opportunities and obstacles within their discipline / field of work
   Assessors will expect participants to show personal insight into the nature of their particular discipline / field of work in terms of how they may progress their career within it and what the potential difficulties with doing so may be. There should also be due consideration of departmental, institutional and relevant national/international agendas. Where appropriate, participants might also choose to discuss the opportunities and obstacles they envisage characterise career progression at the University of York.

4. A realistic and achievable strategy for medium term personal and professional development
   It is to be anticipated that the strategies participants propose for moving along a career trajectory will be highly personalised. However, assessors will expect to see that the plan for development appears reasonable, credible and is clearly thought through. It is important that the strategy is critical, and not simply assertive, in nature.

For staff seeking Nursing and Midwifery Council accreditation

For participants wishing to seek teaching accreditation by the Nursing and Midwifery Council (NMC), the assessment for this module is structured by a Learning Contract. The learning contract is an agreement between the participant, their facilitator (this is an NMC accredited teacher from the same professional discipline as the participant) and their PGCAP supervisor. These individuals will support participants throughout the programme to pursue certain goals to further develop their competence, role and expertise.

The scope of the contract must be sufficient to warrant 200 hours of work and be worded in such a way as to reflect M level study.

A suggested distribution is:

| Supervision | 20 hours |
| Negotiated work | 180 hours |

For nurse and midwifery teachers, a log of hours engaged in workplace related activities must be kept and incorporated into the Portfolio of evidence (a minimum of 72 hours is recommended).

The Contract is made up of learning outcomes, specific activities to be completed to achieve those outcomes, and how both participant and facilitator will evaluate learning. The Contract is a formal agreement and both participant and supervisor should hold copies. The Contract constitutes the participant’s PGCAP assessment submission for this module.

The following process should be followed in the development of the contract:

1. Discuss the learning outcomes and their alignment with NMC requirements and the UKPSF, clarify what they mean and identify appropriate activities/opportunities related to the achievement of each outcome

2. Review existing knowledge and skill in relation to each outcome

3. Plan and agree what activities need to be undertaken to develop the knowledge and skills necessary to achieve each learning outcome
4. Agree the roles and responsibilities of both learner (PGCAP participant) and facilitator. Within the contract it is important to make the specific roles explicit. General roles and responsibilities can be summarised as follows:

- **The facilitator** is responsible for helping participants to identify and negotiate appropriate learning opportunities, to act as a resource and to provide support and encouragement to the participant. It is also the facilitator’s role to assess achievement of the outcomes summatively.

- **The participant** is responsible for making use of learning opportunities and resources identified to achieve outcomes and to seek feedback on the learning process regularly.

It is also essential to agree that participant and facilitator will communicate with each other during the module.

- **The PGCAP supervisor** acts as a critical friend/mentor within this module focusing on the PGCAP requirements and appropriate coverage of the UKPSF.

5. Agree time frames and review dates. It is important to maintain contact with the facilitator and build in supervision sessions to review progress, assess achievement and renegotiate activities if necessary. These should all be documented appropriately. There is a PGCAP Supervision Summary form to summarise termly meetings with PGCAP supervisors. The Learning Contract is the form to be used with the NMC facilitator.

Further details and guidance are provided in the Learning Contract Handbook which the NMC facilitator will give to participants.

To pass this module participants’ strategic plan assessment must demonstrate:

1. A clear awareness of the relevance of the identified outcomes to NMC professional requirements and the UKPSF.

2. Critical reflection showing satisfactory achievement against the six outcomes for professional development as set out in the Learning Contract Handbook.

3. The appropriate selection and integration of evidence to support the reflection showing achievement of the six learning contract outcomes.

4. Organisation and presentation of material in a competent and clear manner.

5. That professional skills have been enhanced through the planning and execution of activities appropriate to each outcome.

6. A high standard of English grammar and spelling.
Section 3: ASSESSMENT AND PROGRESSION

3.1 Assessment presentation
All assessment should be typed and organised so as to allow the assessors to easily navigate contents. Submissions should contain a PGCAP assessment cover sheet and, where appropriate, include a contents page. Full citations in the format most familiar to the participant should be given for referenced work.

It is essential that the names of any third parties that are referred to in any of the assessments are anonymised.

3.2 Assessment submission
It is expected that all assessment will be submitted electronically by the due date through the Yorkshare VLE.

3.3 Scheduling and deadlines
The scheduling of the PGCAP modules is as follows:

Postgraduate Certificate (Year 1)

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning, Teaching and Assessment in Higher Education</strong></td>
<td>20 credit module</td>
<td>Summative assessment: CEA Portfolio and Viva</td>
<td>Submission third week of September</td>
</tr>
</tbody>
</table>
## Postgraduate Certificate (Year 2)

<table>
<thead>
<tr>
<th></th>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarship of Teaching and Learning</strong>&lt;br&gt;Option 1&lt;br&gt;Autumn/Spring&lt;br&gt;Pathway A&lt;br&gt;Research Project</td>
<td>20 credit module – Pathway A  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission week 1 Summer term</td>
<td>20 credit module – Pathway B  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission third week in July</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship of Teaching and Learning</strong>&lt;br&gt;Option 1&lt;br&gt;Spring/Summer&lt;br&gt;Pathway B&lt;br&gt;Research Project</td>
<td>20 credit module – Pathway B  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission third week in July</td>
<td>20 credit module – Pathway B  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission third week in July</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarship of Teaching and Learning</strong>&lt;br&gt;Option 2&lt;br&gt;Critical Literature Review</td>
<td>20 credit module  &lt;br&gt;Summative assessment: Literature Review  &lt;br&gt;Submission week 1 Summer Term</td>
<td>20 credit module – Pathway B  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission third week in July</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning for Professional Development</strong>&lt;br&gt;Strategic Career Plan or NMC Learning Contract</td>
<td>20 credit module  &lt;br&gt;Summative assessment: Strategic Career Plan  &lt;br&gt;Submission week 10 Summer Term</td>
<td>20 credit module – Pathway B  &lt;br&gt;Summative assessment: Project  &lt;br&gt;Submission third week in July</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The deadlines for the submission of assessment for participants beginning PGCAP in the 2016/17 academic year are no later than 5:00 pm on the following dates:
 Submission Date | Viva Date | Resubmission Date (see section 3.3)
--- | --- | ---
Learning, Teaching and Assessment in Higher Education | 13 September 2017 | By 18 October 2017 | 4 weeks from receipt of written feedback from the viva, and no later than 15 November 2017
CEA Portfolio & Viva | | |
Scholarship of Teaching and Learning Option 1 Autumn/Spring (Pathway A) | 11 April 2018 | | 20 June 2018
Research Project | | |
Scholarship of Teaching and Learning Option 1 Spring/Summer (Pathway B) | 18 July 2018 | | 26 September 2018
Research Project | | |
Scholarship of Teaching and Learning Option 2 Critical Literature Review | 11 April 2018 | | 20 June 2018
Planning for Professional Development | | |
Strategic Career Plan or NMC Learning Contract | 20 June 2018 | | 9 August 2018

Because PGCAP operates a pass/fail grading scheme there is no provision for penalising late submissions through the deduction of a percentage of marks and therefore the above deadlines are absolute. Any submission received after these deadlines will be awarded a fail unless mitigating circumstances are presented (see section 3.9).

### 3.4 Academic misconduct

PGCAP operates to the University of York’s definition of academic misconduct⁸ 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 study⁹).

---

⁸ [www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.74](http://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.74)

3.5 Moderation
All written assessment submissions are subject to blind double-marking\(^{10}\) by two members of the Board of Studies for Academic Practice (not your own supervisor or anyone in your department). In the event that a decision as to whether a submission is a pass or fail cannot be resolved between the two markers, the submission will be further moderated by a third marker whose judgement will be final. A selection of submissions is monitored by the External Examiner and the process as a whole is overseen by the Board of Studies for Academic Practice. Appropriate staff members also form the Academic Practice Board of Examiners.

3.6 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, the participant will receive an explanatory report. On receiving this feedback, participants will be offered a resubmission deadline (see section 3.3) **providing they 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.

3.7 Appeals
Where an assessment submission is judged a fail by the examiners, participants do have the right of appeal in accordance with University Regulation 6.7:

[www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-6/#6.7](http://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-6/#6.7)

3.8 Extensions to assessment submission deadlines
Although it is expected that participants will operate to the deadlines of the programme, it is recognised that situations can arise which may on occasion make this difficult. In this situation, extensions to submission deadlines can be negotiated within a specified framework.

- Participants should formally submit for an extension using the form Exceptional Circumstances Claim to the Programme Coordinator.

  The Exceptional Circumstances Committee of the Board of Studies for Academic Practice has responsibility for advising the Board of Studies on whether to accept or reject the application and will inform the participant once a decision has been made. If a participant feels they need an extension that will exceed 20 working days, they should consider whether applying for a leave of absence would be more appropriate (section 3.13). Please see below for further information on Exceptional Circumstances.

3.9 Exceptional Circumstances Affecting Assessment (ECA)
PGCAP follows the University’s policy on exceptional circumstances affecting assessment\(^{11}\). In the event that a participant feels there are personal circumstances, medical or other, that may impact upon their ability to successfully complete PGCAP assessment they should make contact with their 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

---

\(^{10}\) Obviously, anonymity ends at the point of the vivas for the LTAHE module.

\(^{11}\) [https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/)
Academic Practice using the exceptional circumstances claim form and should be accompanied by appropriate evidence to substantiate the claim. This may result in the participant being encouraged to apply for an extension (section 3.8) or a leave of absence (section 3.13) rather than submit work they feel is sub-standard. Dates for the submission of applications for exceptional circumstances are given below and published on the PGCAP Yorkshare site.

If a participant wishes to have exceptional circumstances taken into account that were not disclosed before the submission of a piece of assessment, it is essential that they discuss the issue(s) with their PGCAP supervisor prior to the Board of Examiners meeting. Appropriate evidence should be produced to support the 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 for the participant to be permitted to resubmit the work ‘as if for the first time’.

**Submission deadlines for exceptional circumstances for cohort 2016-17 are as detailed in the table below:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Submission Date for EC claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Teaching and Assessment in Higher Education</td>
<td></td>
</tr>
<tr>
<td>CEA Portfolio Deadline</td>
<td>30 August 2017</td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning Autumn/Spring option</td>
<td></td>
</tr>
<tr>
<td>SoTL Assignment</td>
<td>28 March 2018</td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>Critical Literature Review Deadline</td>
<td>28 March 2018</td>
</tr>
<tr>
<td>Scholarship of Teaching and Learning Spring/Summer option</td>
<td></td>
</tr>
<tr>
<td>SoTL Assignment</td>
<td>4 July 2018</td>
</tr>
<tr>
<td>Planning for Professional Development</td>
<td></td>
</tr>
<tr>
<td>Strategic Career Plan / NMC Learning Contract Deadline</td>
<td>6 June 2018</td>
</tr>
</tbody>
</table>

### 3.10 Assessment feedback

Participants may take the opportunity to receive formative feedback on drafts of assessed work through the supervisory process. There will also be an opportunity for participants to receive peer feedback on work that can contribute towards final assessment.

Participants will receive the collated feedback from both markers on summative assessment within six weeks 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 the participant is eligible for a resubmission opportunity, guidance on what needs to be done to achieve a pass.
3.11 External Exam Board

The Academic Practice External Examiner will have responsibility to monitor standards across the programme and to ensure that assessment systems are fair and equitable. This will involve inspection of a sample of participant work in advance of the Board of Examiners’ meeting. The External Examiner for the 2016/17 academic year is Professor Robert Matthew from the University of Durham. The Academic Practice Board of Examiners meets once annually.

3.12 Recording progress

An agreed report of the meetings between participants and supervisors is forwarded to the Academic Practice office to confirm satisfactory progress and as an additional avenue by which questions and issues can be forwarded. Details of personal progress are distributed to participants on a termly basis; however, participants are also advised to familiarise themselves thoroughly with programme requirements and deadlines as responsibility for meeting these ultimately lies with the participants themselves.

All assessment results are recorded on SiTS with successful progression leading to the University Award of the PGCert in Academic Practice.

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 relevant staff on the programme.

3.13 Leaves of absence

It is important that if a participant feels they will not be able to engage with PGCAP for a period of time that will mean they are unable to fulfill course requirements to the published timetable, they apply for a leave of absence. Securing a leave of absence will mean their registration upon PGCAP is suspended for the duration of the absence. Possible reasons for doing this may include maternity or extended paternity leave, research or other obligations, long-term personal and medical circumstances etc. Participants are advised to consult with the Programme Director in considering a leave of absence. The relevant Leave of Absence Request form should be completed and returned to the PGCAP Programme Coordinator for consideration by the Board of Studies for Academic Practice in accordance with University requirements\(^\text{12}\).

3.14 Extension to period of study

Considerable flexibility is built into PGCAP in recognition that participants may face unexpected work pressures at specific points in time and therefore it is not expected that individuals will need to extend beyond their registration period to complete the programme. In the exceptional circumstance that an extension is needed, however, participants should consult with their 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 forward by the Board of Studies to the University’s Special Cases Committee in accordance with University requirements\(^\text{13}\).

\(^{12}\) www.york.ac.uk/staff/supporting-students/issues/academic/taught/loa-taught

\(^{13}\) www.york.ac.uk/staff/supporting-students/issues/academic/taught/extensions
3.15 **Withdrawal**

If the circumstance arises when a participant needs to withdraw from PGCAP (for instance, if they are leaving the University), they should inform their 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). Participants who are intending to withdraw from the programme need to inform the PGCAP Coordinator of the last date of their engagement with PGCAP in order that we can process the withdrawal in accordance with University regulations.\(^{14}\)

3.16 **Participant contact**

PGCAP is designed to give participants flexibility, within reason, in the way they meet programme requirements. It is therefore expected that the intensity and consistency of an individual’s engagement will fluctuate over the course of enrolment. However, under no circumstances would we expect participants to completely lose contact with the programme for more than one academic term. If the programme office has no evidence of contact of any sort over the course of any one term, we will attempt to contact the participant in question. If we are unable to do this within six weeks, assumed withdrawal proceedings will be initiated.\(^{15}\)

3.17 **Credit Transfer and the recognition of prior learning**

It is recognised that on occasion participants’ prior experience or learning may mean that attendance at particular PGCAP workshops is inappropriate. In these situations participants may apply for recognition of prior learning (RPL) to the Board of Studies using the [RPL Application form.](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/#tab-2)

On rare occasions it may be that a participant feels their experience / certificated learning should be acknowledged through exemption of one of the PGCAP assessments. In these situations the participant should contact the Programme Director to discuss their case at the earliest possible opportunity and will be required to follow the University Principles and policy on Credit Transfer and the Recognition of Prior Learning.\(^{16}\) Participants should be aware that RPL procedures on PGCAP are designed to consider both the award of academic credit on the basis of prior experience or certificated learning and also the position of an RPL applicant with regard to professional recognition against the UKPSF.

Where a participant believes their qualifications or experience should exempt them completely from undertaking PGCAP they will need to have the expectation to complete the programme removed. This should be done via their Head of Department in consultation with the PGCAP Programme Director using the [Full Exemption Application form.](https://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/)

In both partial and full exemption applications, the participant will be expected to demonstrate in writing how their prior experience and/or certificated learning maps on to relevant PGCAP learning outcomes to a satisfactory standard. The participant will also be interviewed by the Programme Director and Chair of Board of Studies for Academic Practice.

\(^{14}\) [www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing)

\(^{15}\) [https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/#tab-2](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/#tab-2)

\(^{16}\) [https://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/](https://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/)
3.18 PGCAP completion and HEA 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 an individual has not satisfactorily completed all requirements by the final exam board, the University Special Cases Committee has requested that participants submit a report, signed-off by their Head of Department/line manager, detailing why they were not 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.

Award of the Postgraduate Certificate in Academic Practice for successful graduates is made by the Vice Chancellor during a ceremony in week 1 of the Spring Term.

On completing PGCAP, participants will become Fellows of the HEA. The HEA has published a Code of Practice which highlights a series of underpinning principles it expects its Fellows to abide by. 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 Expectations.

The HEA 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 and has developed the York Professional and Academic Development scheme (YPAD) to allow staff to structure their engagement in such activities towards securing recognition against all categories of HEA fellowship.

---

Section 4: PROGRAMME SUPPORT

4.1 PGCAP core staff

PGCAP is co-ordinated by the Academic Practice Team in the Academic Support Office, any of whom can be contacted to provide information or advice regarding the programme and/or progression on the programme:

Dr Duncan Jackson
Head of Academic Practice and PGCAP Programme Director, Academic Support Office
Email: duncan.jackson@york.ac.uk
Ext: 4843

Dr Maeve Pearson
Senior Academic Practice Adviser, Academic Support Office
Email: maeve.pearson@york.ac.uk

Dr Phil Robinson-Self
Academic Practice Project Officer, Academic Support Office
Email: phil.robinson-self@york.ac.uk
Ext: 2109

Lesley Catt
Academic Practice Coordinator and Secretary to both the Board of Studies and Exceptional Circumstances Committee for Academic Practice, Academic Support Office
Email: lesley.catt@york.ac.uk
Ext: 4844

Margaret McAllister
Academic Practice Administrator, Academic Support Office
Email: margaret.mcallister@york.ac.uk

4.2 Supervisors

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

Dr Steve Ashby
Senior Lecturer in the Department of Archaeology, Chair of Board of Studies
www.york.ac.uk/archaeology/staff/academic-staff/steve-ashby

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

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

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

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

Charlie Lloyd
Senior Lecturer in the Department of Health Sciences
www.york.ac.uk/healthsciences/our-staff/charlie-lloyd

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

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

Dr Ian McIntosh
Senior Lecturer in the Department of Mathematics
http://maths.york.ac.uk/www/im7

Dr Peter Mayhew
Senior Lecturer in the Department of Biology
www.york.ac.uk/biology/research/ecology-evolution/peter-j-mayhew
Dr Mark Nicholson
Senior Research and Teaching Fellow in the Department of Computer Science, Chair of Board of Studies for Academic Practice
www.cs.york.ac.uk/people/?group=Academic%20and%20Teaching%20Staff&username=mark

Dr Lisa O’Malley
Lecturer and Deputy Head of Department (Social Policy) in the Department of Social Policy and Social Work
www.york.ac.uk/spsw/staff/lisa-omalley

Professor Duncan Petrie
Director of Research and Head of Film and Television Studies in the Department of Theatre, Film and Television
www.york.ac.uk/tftv/staff/petrie

Dr Alet Roux
Senior Lecturer in the Department of Mathematics
http://maths.york.ac.uk/www/ar521

Dr Stephen L Smith
Reader, Department of Electronics
www.york.ac.uk/electronics/staff/stephen_smith

Dr Roddy Vann
Senior Lecturer in the Department of Physics
Programme Director, School of Natural Sciences

Jill Webb
Senior Lecturer (Teaching and Scholarship), York Management School
www.york.ac.uk/management/staff/jill-webb

4.3 **Yorkshare Virtual Learning Environment**

The University’s virtual learning environment is used to support participants on PGCAP through blending seminar room based and online teaching and learning activities across the programme. In addition to being a repository for workshop materials, recommended reading lists, and key programme documentation, the PGCAP **Yorkshare** site is also used to facilitate a proportion of programme workshops and activities, and to enable the electronic submission of programme assessment.

Participants will be registered upon **Yorkshare** after being accepted onto PGCAP.\(^\text{18}\)

---

\(^{18}\) PGCAP **Yorkshare** can be accessed from: https://vle.york.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=-736_1
4.4 PGCAP participant representatives

A volunteer PGCAP participant is appointed to sit on the Board of Studies and to represent participants’ views. Volunteers are sought during the two Introductory Days to the programme. This is a genuine opportunity to help shape PGCAP in the direction that will best help present and future participants. Specific responsibilities include:

- attending Board of Studies for Academic Practice each time it meets (normally in week 5 of every term for approximately two hours) or arrange for appropriate reserve cover
- e-mailing participants before Board of Studies meetings to request items for discussion
- e-mailing participants after Board of Studies meetings with any feedback
- attending one Annual Programme Review meeting
- attendance at Periodic Review when required (approximately once every six years)

Please note that a ‘reserved’ business system operates should there be the need to discuss individual participants eg for examination purposes.
CONTACT DETAILS
The University of York
The Post Graduate Certificate in Academic Practice (PGCAP)
Academic Support Office
Heslington Hall
Heslington
York YO10 5DD
academic-practice@york.ac.uk
york.ac.uk/pgcap