

University/ Postgraduate Certificate in Academic Practice UCAP/PGCAP

Faculty of Arts, Humanities and Education

School of Teacher Education

Learning & Teaching Enhancement

**Canterbury**

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[Ask the iZone](https://www.canterbury.ac.uk/our-students/i-zone/chat-with-the-i-zone-and-it-hub)

**DO YOU have any queries after reading this guide?**

**for COURSE queries please contact** [**ucap\_pgcap@canterbury.ac.uk**](mailto:ucap_pgcap@canterbury.ac.uk)

**for any other queries contact the i-zone:**

This handbook sets out a range of information about your course and points to a number of other important documents to help support you through your studies at the University.

It should be read in conjunction with [Your Essential Guide](http://www.canterbury.ac.uk/guides/university-student-handbook), which sets out general information relevant to all students at the University, and your Module Handbooks available on each module Blackboard. You can also find more information about all aspects of the University on the [Current Student webpages](https://www.canterbury.ac.uk/students/current-students/current-students.aspx).

This information is designed to support you throughout your studies. It is important to familiarise yourself with it.

**Your**

**COURSE**

**Handbook**

**CANTERBURY CHRIST CHURCH UNVERSITY**

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# Welcome from the Course Director

Welcome to the Postgraduate Certificate in Academic Practice. This taught course forms part of the University’s My Accredited Pathway: Higher Education (MAP:HE) framework, which provides ways for all our staff who teach and support learning to achieve recognition in learning, teaching and assessment practices by Advanced HE.

The Postgraduate Certificate in Academic Practice (PGCAP) has been designed specifically for new academic staff and professional service staff who have a role in teaching and supporting learning in Canterbury Christ Church University and our collaborative partners. Successful completion of the course will give you a qualification in higher education academic practice. In addition, provision of appropriate evidence of attainment of specific outcomes will also give you Associate Fellowship of the AdvanceHE (HEA). *Please note that if you are a member of staff working in a partner institution, unless your institution is a subscriber of the HEA, you will have to pay the HEA for recognition of the Fellowship.*

Higher education has changed greatly over the past twenty years. There has been a significant increase in research and scholarship in higher education which has informed our understanding of how best to facilitate learning, for example away from a traditional model of content ‘transmission’ to one which is student-centred and encourages active learning. The digital revolution has also transformed the ways in which knowledge is managed, accessed and created as well as providing innovative learning environments and opportunities for collaboration. The policy context of English higher education has changed the way universities are funded and managed, with students now entering university with potentially different expectations and demands than previously.

As a new lecturer or professional service staff member you will gain the knowledge, skills and values to be able to manage and develop your students’ learning and progression within this new higher education context.

The course is closely mapped against the Professional Standards Framework (UPSF) and therefore provides you a transferable and sector recognised award should you continue your academic career elsewhere in the future.

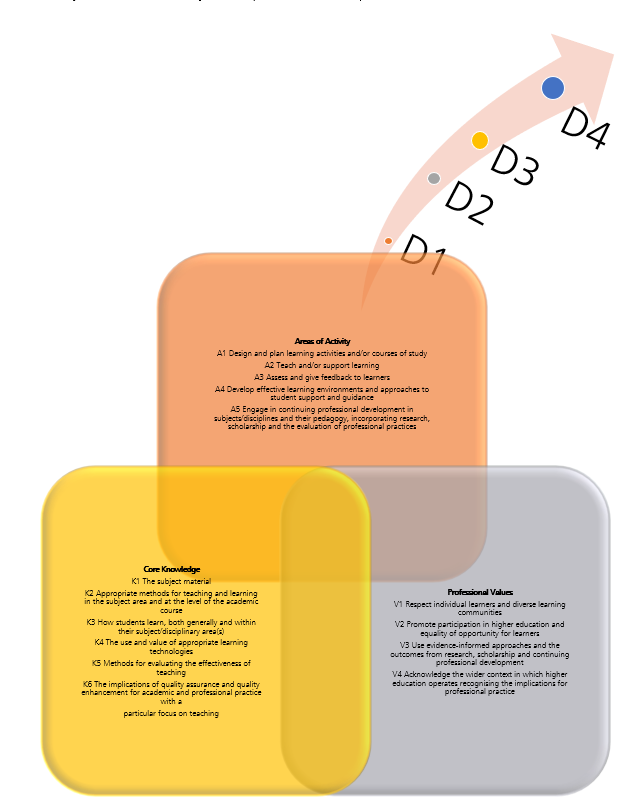
* The Professional Standards Framework (PSF) Explained

The UK PSF was developed through consultation across the UK Higher Education sector and is housed by Advance HE). It is primarily designed to be used flexibly by individuals and institutions as a recognised benchmark for higher education practice in teaching and supporting learning. It should not, however, be mistaken for a competency framework with fixed definitions and performance criteria. The framework is designed to be open to a degree of interpretation to allow contextualisation of roles, institutions and circumstances particular to an individual or institutional context. For this reason, you might initially find the descriptions of the expectations rather vague and feel the need for greater clarification. When you reach the section on preparing for fellowship or if you are undertaking the taught route, you will see that you will be supported in understanding the framework and how best to evidence your claim.

The UK PSF is a simple way of representing a highly complex and dynamic practice. For this reason, people speak of ‘engaging’ with the framework. It has two key components:

1. The three **dimensions** of practice;
2. The four **descriptors** (D1-D4)

The three dimensions; Areas of Activity (A), the Core Knowledge (K) and Professional Values (V) form the core of all academic practice. The four descriptors (D1-D4) describe different types of practice and correspond to the different categories of fellowship: Associate Fellow (D1), Fellow (D2), Senior Fellow (D3) and Principal Fellow (D4). There are common elements to all four descriptors but as you engage with them you will see that they build upon each other. For example, the Fellow (D2) and Senior Fellow (D3) both require a solid practice in learning and teaching but D3 has additional descriptors associated with leadership of learning and teaching.



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| **Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.**  **Individuals should be able to provide evidence of:**  **I. Successful engagement with at least two of the five Areas of Activity**  **II. Successful engagement in appropriate teaching and practices related to these Areas of Activity**  **III. Appropriate Core Knowledge and understanding of at least K1 and K2**  **IV. A commitment to appropriate Professional Values in facilitating others’ learning**  **V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities**  **VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities** | **Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities.**  **This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:**  **a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral students etc.)**  **b. Staff new to teaching (including those with part-time academic responsibilities)**  **c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)**  **d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities**  **e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio** | **Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.**  **Individuals should be able to provide evidence of:**  **I. Successful engagement across all five Areas of Activity**  **II. Appropriate knowledge and understanding across all aspects of Core Knowledge**  **III. A commitment to all the Professional Values**  **IV. Successful engagement in appropriate teaching practices related to the Areas of Activity**  **V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice**  **VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices** | **Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:**  **a. Early career academics**  **b. Academic-related and/or support staff holding substantive teaching and learning responsibilities**  **c. Experienced academics relatively new to UK higher education**  **d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings** |

LTE webpage: [Learning and Teaching Enhancement (canterbury.ac.uk)](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/learning-and-teaching-enhancement.aspx)

# Course Overview

Course duration and modes of study

The PGCAP is a 15-month course with entry points in September and March (or September and January if the first module is not taken because of RPCL). It is a flipped and blended course delivered largely on Canterbury campus with some online sessions delivered on Blackboard Collaborate.

Course learning outcomes

The Postgraduate Certificate in Academic Practice aims to:

* Provide you with the core knowledge and professional values necessary to design and deliver high quality learning activities within your discipline area of Higher Education.
* Establish critical reflective practice and enquiry into your teaching and learning as the core
* Give you the foundations for being an educator in a Higher Education context.
* Enhance and develop your practice in learning and teaching against the UK PSF in teaching, facilitating and/or supporting learning.
* Equip you to engage in academic practice within the Higher Education context to meet the Quality Assurance standards and regulations locally and nationally.
* Enable you to interpret and respond to a fluid Higher Education context and critically evaluate emerging educational policies and practices.
* To ensure the University has suitably qualified staff who teach and support learning.

What you should achieve at the end of the course - outcomes

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

1. Critically evaluate HE learning and teaching theories and research in order to identify and apply innovative strategies to enhance your teaching, support of learning and assessment and feedback practices.
2. Draw on systematic and apply detailed knowledge of the UK HE sector, and of disciplinary and institutional strategic priorities in order to enhance your practice. Areas covered include, but are not limited to: technology enhanced learning, inclusive curricula, graduate employability and other topics to reflect developments in the sector.
3. Demonstrate the conceptual understanding and core knowledge in exhibiting respect for individual learners and diverse learning communities, including through collaboration with services across the University, to embed inclusive and student-centred practices into your teaching, assessment and feedback strategies.
4. Evaluate the effectiveness of your practice with respect to the needs of students in your discipline, the quality assurance requirements of HE Sector, the Quality Assurance Agency and, where applicable, professional and statutory regulatory bodies.
5. Develop a comprehensive understanding and carry out evidence-informed evaluation of an aspect of your own continually developing professional practice, utilising appropriate methodologies and making research-informed plans for future enhancements.

**Full module descriptors will be available on the course Blackboard Ultra VLE when you are enrolled on to the course. You will also find information and supportive documents in relation to meeting the Professional Standards Framework (PSF) Fellowship requirements as part of the PGCAP course.**

You will see indicated, the opportunities for you to meet the PSF Dimensions and the Descriptor Categories, by each of the learning outcomes for each module. For futher information and broader descriptions of these please see the section about the PSF on pages 5-7.

To assist you in meeting the relevant PSF Dimensions and Descriptor level through your studies and assessments you have a self assessment tool which is used in class and then as an on going tool for use at individual or group tutorials as well as with your mentor. You will find further information about the support and mentoring available within this handbook.

* What are the aims of the course?

The Postgraduate Certificate in Academic Practice aims to:

* Provide you with the core knowledge and professional values necessary to design and deliver high quality learning activities within your discipline area of higher education.
* Establish critical reflective practice and enquiry into teaching and learning as the core foundation of being an educator in a higher education context.
* Enhance and develop your practice in learning and teaching against the UK PSF in teaching and supporting learning
* Equip you to engage in academic practice within the higher education context to meet the Quality Assurance standards and regulations locally and nationally.
* Enable you to interpret and respond to a fluid higher education context and critically evaluate emerging educational policies and practices.
* To award the FHEA on successful completion of the PGCAP
* To award the AFHEA on successful completion of the Introduction to Facilitating Learning in HE module

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* Course learning outcomes

By the end of the **Postgraduate Certificate in Academic Practice** you will be able to:

1. Critically evaluate HE learning and teaching theories and research in order to identify and apply innovative strategies to enhance your teaching, support of learning and assessment and feedback practices.
2. Apply detailed knowledge of the UK HE sector, and of disciplinary and institutional strategic priorities in order to enhance your practice. Areas covered include, but are not limited to: technology enhanced learning, inclusive curricula, graduate employability and other topics to reflect developments in the sector.
3. Demonstrate respect for individual learners and diverse learning communities, including through collaboration with services across the University, to embed inclusive and student-centred practices into your teaching, assessment and feedback strategies.
4. Evaluate the effectiveness of your practice with respect to the needs of students in your discipline, the quality requirements and assurance processes of the University, the Quality Assurance Agency and, where applicable, professional and statutory regulatory bodies.
5. Carry out evidence-informed evaluation of an aspect of your own continually developing professional practice, utilising appropriate methodologies and making research-informed plans for future enhancements.

* Course Modules

**Introduction to Facilitating Learning in HE (IFL)**

**Module Aims**

The aim(s) of the module is to provide the student with the foundation knowledge, skills and values for academic practice in Higher Education, grounded in effective personal critical reflective practice. To award the student with the AFHEA on successful completion of this module.

**Learning Outcomes**

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

1. Apply relevant HE learning, teaching and feedback strategies, theories and scholarship to design and deliver effective teaching /or support of learning within your own discipline or role. (D1 – A1, A2, A4, A5 & V3).
2. Plan and deliver effective and efficient teaching and/or support of learning, showing critical awareness of the curriculum requirements and quality assurance processes, in order to support student success. (D1 – A1, A2, & K6)
3. Create engaging, collaborative and inclusive learning environments to promote participation and success in HE for *all* individual students. (D1 – K2, V1, V2)
4. Develop and maintain a critically reflective practice based on self-reflection, stakeholder feedback and other evidence, to continuously enhance your teaching and/or support of learning (D1 - K1, K4, A5, K3).

**Enhancing Teaching, Assessing & Supporting Learning in HE (ETAS)**

**Module Aims**

The aims of the module are to continue to develop the knowledge, skills and values in relation to teaching, learning and assessment activities, whilst continuing to develop a well-established critical reflective practice.  It also aims to introduce a range of enhancements to inclusive design in the facilitation of learning and support for learners.

**Learning Outcomes**

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

1. Articulate a philosophy of education which includes a commitment to respecting diversity and inclusive practice (D2 – V1 & V2);
2. Critically evaluate a range of learning and assessment related enhancements including technology enhanced learning (D2 – A1, A2, A3,A5, K1, K2, K4, V1-V4);
3. Evaluate the effectiveness of your practice with respect to the needs of students in your discipline, the quality requirements and assurance processes of Canterbury Christ Church University, the Quality Assurance Agency and professional and statutory regulatory bodies (D2 – A4, K3, K5 & K6);
4. Apply detailed knowledge of the UK HE sector, disciplinary and institutional strategic priorities in order to enhance your practice (D2 – V4);
5. Apply critical reflective practice which supports ongoing professional development and pedagogical enquiry within the wider context of higher education (D2 – A5, V3 & V4).

**Small Scale Pedagogical Inquiry (SSPI)**

**Module Aims**

The aim of the module is for small scale pedagogical inquiry to be carried out to build on the first two modules of this PGCAP.  You will be able to enhance your knowledge, skills and values in relation to teaching, learning and assessment activities, whilst continuing to develop a well-established critical reflective practice.

**Learning Outcomes**

1. Critically evaluate HE learning and teaching theories and research in order to identify and apply innovative strategies to enhance your teaching, support of learning and assessment and feedback practices (D2 - A5, K6 & V3);
2. Apply detailed knowledge of the UK HE sector, disciplinary and institutional strategic priorities in order to enhance your practice. Areas covered include, but are not limited to: technology enhanced learning, inclusive curricula, graduate employability, internationalisation, sustainability in HE, mental health and wellbeing in HE (D2 – A1, A4, K1-4, V1, V2 & V4);
3. Carry out evidence-informed evaluation of an aspect of own continually developing professional practice utilising appropriate methodologies and making research-informed plans for future enhancements (D2 – A5, K5, K6 & V3).

# Key Staff and Contact Details

Chloe Courtenay (SFHEA)

Course Director (UCAP/PGCAP)

Module Leader: Enhancing Teaching Assessing & Supporting Learning in Higher Education (ETAS)

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Claire Loffman (SFHEA)

Module Leader: Introduction to Facilitating Learning in HE (IFL)

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Emma Scanlan (FHEA)

Module Leader: Small-Scale Pedagogic Inquiry (SSPI)

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# How we will communicate with you

We will contact you with important information and updates via your University student e-mail address, so please make sure you check your e-mails regularly or set up an auto-forward to your staff account. We will stop contacting you on a personal/staff email address once you are registered as a student on the course.

# Key Dates and Timetabling

<https://www.canterbury.ac.uk/our-students/ug-current/academic-services/timetable-and-dates/university-dates-2023-24>

Attendance at timetabled sessions (onsite or online) and engagement with your studies is a fundamental part of your learning experience. You **must** make yourself available to undertake all activities relating to your course. The University will monitor your attendance of onsite and online sessions, and your engagement with Blackboard and Library Services (a [Student Engagement Dashboard](https://www.canterbury.ac.uk/current-students/support-services/personal-support/personal-academic-tutor) is used to monitor your engagement). For onsite sessions, make sure you ‘tap in’ to on-campus sessions with your Smart Card.

If you cannot attend a session for any reason, you should let your tutors and Personal Academic Tutor know.

You should also attend at least one Learning and Teaching Conference as these are an excellent way to find out about the latest developments in learning and teaching.

### Course and Module Timetable

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| **Module 1: Introduction to Facilitating Learning in HE** |
| IFL Day 1: Monday 2nd October 2023, 9 - 1, **ON CAMPUS**, room: VH.2.59 (Verena Holmes) |
| IFL Day 2: Tuesday 10th October 2023, 9 - 1, **ON CAMPUS**, room: Mg15 (Moore) |
| IFL Day 3: Wednesday 25th October 2023, 12 - 4, **ONLINE** via Blackboard Collaborate (on the IFL Blackboard) |
| IFL Day 4: Mon 6th, Tue 7th, Wed 8th Nov 2023 (**rooms: TBC**), 9 - 1, for Microteaching slots ON CAMPUS. You will be able to choose which one of these days you attend. |
| IFL Day 5: Monday 13th November 2023, 12 - 4, **ON CAMPUS**, room: Rf31 (Ramsey) |
| IFL Day 6: Tuesday 28th November 2023, 9 - 1, **ON CAMPUS**, room: Lg48 (Laud) |
| IFL Day 7: Wednesday 13th December 2023, 9 - 1, **ON CAMPUS** room: Mg16 (Moore) |
| Learning & Teaching Conference: 15th November 2023 |

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| **Module 2: Enhancing Teaching and Assessing Learning in HE (ETAS)** |
| ETAS Day 1: Tuesday 30th January 2024, 9 - 1, **ON CAMPUS**, room: Mg15 (Moore) |
| ETAS Day 2: Thursday 8th February 2024, 9 - 1, **ON CAMPUS,** room: Lg48 (Laud) |
| ETAS Day 3: Wednesday 21st February 2024, 12 - 4, **ON CAMPUS,** room: Nf03 - 04 (Newton) |
| ETAS Day 4 – Monday 4th March 2024, 12 - 4, **ONLINE** |
| ETAS Day 5 – **F**riday 22nd March 2024, 12 - 4, **ONLINE** |
| ETAS Day 6 – Wednesday 10th April 2024, 9 - 1, **ON CAMPUS,** room:Ns03-04 (Newton) |
| ETAS Day 7 – Tuesday 23rd April 2024, 9 - 1, **ON CAMPUS**, room: Mg15 (Moore) |
| Universities at Medway Learning and Teaching Conference – June 2024 (date tbc) |
|  |
| **Module 3: Small Scale Pedagogical Inquiry (SSPI)** |
| SSPI Day 1 – Thursday 20th June 2024, 9 - 1, **ON CAMPUS**, room: VH.2.59 (Verena Holmes) |
| SSPI Day 2 - Friday 28th June 2024, 9 - 1, **ON CAMPUS**, room: Lg27 (Laud) |
| SSPI Day 3 - Wednesday 11th September 2024, 12 - 4, **ON CAMPUS**, room: TBC |
| SSPI Day 4 - Tuesday 1st October 2024, 9 - 1, **ON CAMPUS**, room: TBC |
| SSPI Day 5 - Wednesday 6th November 2024, 12 - 4**, ONLINE** |
| SSPI Day 6 - Thursday 28th November 2024, 12 - 4, **ON CAMPUS**, room: TBC |
| SSPI Day 7 - Friday 10th January 2025, 9 - 1, **ONLINE** |

**Accessing your timetable**

There are a number of ways to keep track of where and when your lectures, seminars, practicals and other course-related activities are due to take place.

**Course and Module Timetable**

The timetable is shown above, on the PGCAP webpages and the Course Administrator sends calendar invites for all PGCAP sessions via Outlook.

Your timetable at Canterbury Christ Church University is typically made up of the following for each module that you study:

* + Seminars and workshops that all students studying the PGCAP attend
  + Optional additional assignment writing workshops, dates negotiated during the programme, that form part of the mentoring offer
  + Online directed study
  + Supplementary online learning in the form of full online learning objects but also self-directed packaged topics to extend your learning
  + *Workplace learning which includes:*
  + Your teaching/ supporting learning hour during which you facilitate learning for students
  + Design and planning
  + Reflection on practice
  + Other activities such as peer observation and professional discussion/feedback time

Attendance at timetabled sessions is a fundamental part of the student learning experience. You must make yourself available to undertake all activities relating to your programme of study. If you are unable to attend the session please let your module leader know, copying in ucap\_pgcap@canterbury.ac.uk

# Special Events

As well as your taught sessions, there are special weeks within your timetable for focussed activities. The

Welcome Week  
This week is for students who are starting at the university or progressing to a new course of study. It gives you a chance to meet students and tutors on your course before teaching on your modules begins, plus you’ll learn more about your student timetable including which groups you’re in for seminars (where applicable). You’ll discover different ways we support you and the opportunities to join the wider community through activities like the Students’ Union Freshers’ Fayre. For all these reasons, it’s really important that new students attend their Welcome Week.

Find out more by accessing your [Course Essentials](https://www.canterbury.ac.uk/our-students/ug-new/course-essentials) and [Welcome Hub](https://www.canterbury.ac.uk/our-students/ug-new#postgraduates) (postgraduate)

Study/Academic Development Weeks  
In study weeks, there is generally no timetabled teaching, to give you time to consolidate your learning and academic skills and/or prepare for assessments or placements. You might meet with your [personal academic tutor](https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support/personal-academic-tutor) to get advice on the next steps you need to take to achieve your full potential, explore [study support](https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support) on offer to you like the Library or the [Learning Skills Hub](https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support/learning-skills-hub) or access wider development opportunities such as [volunteering](https://www.canterbury.ac.uk/our-students/ug-current/careers-volunteering-and-opportunities/volunteering-activities-and-sports/volunteering) and [peer mentoring](https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support/access-a-student-peer-mentoring).

Your Course team will tell you if any activities scheduled during study weeks are mandatory. If you are on a Student Route visa, please remember that it’s important you attend all mandatory timetabled activities as they count towards [your attendance record](https://www.canterbury.ac.uk/our-students/ug-current/academic-services/student-records-and-registration/registering-your-attendance).

Personal Development Week  
This is a dedicated week involving focussed activities that will develop your wider skills, enhance your employability and prepare you for your future career. [Find out more](https://www.canterbury.ac.uk/news/personal-development-week) about what is on offer.

Reassessment Week  
If you don’t pass all your modules at the first attempt, you may be given the opportunity to undertake [reassessment](https://www.canterbury.ac.uk/our-students/ug-current/academic-services/assessments/reassessment) in the period between the current academic year ending and the next one starting. For more information about reassessments, see [Your Guides to Awards and Assessments](https://www.canterbury.ac.uk/our-students/online-documents/your-student-university-guides).

# Course Structure

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# Learning and Teaching

**Learning and teaching activities**

Classes on the PGCAP are a mix of campus and online teaching to give students the chance to learn in different environments. Online sessions are easier for staff members to attend given their other duties but face to face sessions give people the chance to meet each other and form links so that you will feel that you know each other before working together in an online environment. This has been set in this way in response to feedback from the previous UCAP and PGCAP cohorts who felt a mix of online and face-to-face would be ideal.

**Learning Technologies**

Your tutors will be using a range of learning technologies to support your learning. To become more familiar with the use of these technologies, please refer to the [IT Services website](https://www.canterbury.ac.uk/current-students/it-services).

* The course will use use ReCap or Blackboard Collaborate to record all synchronous sessions so that they can be reviewed. Captioning will be used to make recorded sessions more accessible.
* Asynchronous activities will be delivered via the module and course Blackboard pages.
* Mentimeter, Padlet and Blackboard Collaborate’s whiteboard function will be used to make sessions more interactive and to provide a record of class discussions where appropriate.

**Self-study and independent learning**

As well as participating in live sessions, you are expected to undertake self-study and learn independently.

The PGCAP requires around 600 hours of study (including taught sessions and tutorials) for successful completion. The course has also been designed around a flipped learning model which means that it is essential that you do the prelimiary reading and study for each session so that you can take part in session activities effectively.

The courses are inspired by, and reflect the nine principles that form part of the CCCU Learning and Teaching Strategy 2015-22:

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| **Learning and Teaching Strategy principle** | **How the PGCAP delivers these principles** |
| An integrated approach to Graduate Employability | The UCAP is designed to ensure you complete with the knowledge, skills and values required of an academic practitioner in the current HE sector and context. The course is accredited to the Advance HE (AHE) Dimensions and Descriptor 1 and this further ensures that the course reflects the attributes required for this profession. Additionally, the AHE fellowships are recognised both nationally and internationally thus ensuring the transferable nature of these awards and increasing the employability status of successful participants. |
| Building learning communities | Building a learning community is integral to the courses. You will be facilitated and given time to know one another, and benefit from the cross disciplinary experiences brought to the sessions. Our alumni contribute back to the course as mentors and as contributors to our conferences, this builds a wide community of practice beyond the duration of the courses. |
| Curriculum design for transformation | The curriculum is designed to expose you, as students, to as many relevant and, appropriate to the AHE D1 Descriptor, teaching strategies as possible as well as demonstrating inclusive practice. This includes a variety of accessible and inclusive assessment design. It is important that you are given every opportunity to reflect on transformative design first hand to enable you to better consider your own students.  The course utilises a variety of resources and signposts these to participants. These are books, ebooks, journals, twitter feeds and podcasts. This also models for you how you might also meet the needs of your own diverse communities of students. |
| Educating the whole person | Starting with building a learning community, your personal and professional development is a high priority. It is intended that you will experience a wide variety of resources, teaching strategies and learning opportunities to enhance pedagogical knowledge and critical reflection. Ensuring that you are armed with the tools and knowledge required to fulfil your on-going academic roles and progress in your careers is of utmost importance. |
| Flexible and responsive learning environments | These are taught courses as we recognise the benefits of networking and rich discussion. However, the demands of our participants are highly considered and not only a wealth of multi-media supportive resources made available through Blackboard but relevant CPD and conferences are also encouraged and advertised as we recognise that these types of independent learning might suit some of you more. |
| Internationalisation and global citizenship | The AHE Fellowships are recognised internationally.  The course also draws upon up to date scholarly resources, case studies and examples from across the globe. |
| Outstanding learning, teaching and assessment practices | The learning, teaching and assessment practices are designed to provide ‘role modelling’ for new academic practitioners. Using a wide variety of teaching strategies, in particular, collaborative and co-operative strategies such as ‘think-pair-share’ and ‘jigsaw’ are used to provide examples of how to design for and delivery within an inclusive environment. This is particularly important to support the University Retention and Success Framework. |
| Students as partners in learning | You will be invited to evaluate sessions, give feedback on an ongoing basis and contribute to the direction of learning throughout each module. As well as more structured types of feedback, through the module surveys for example. You will be invited to join the course team in curriculum design workshops as co-creators of the design of the module and aspects of delivery. |
| Supporting success for all students | We recognise that you have many conflicting demands upon your time. To maximise your success, we plan our assessment calendars to avoid peak marking times as far as possible. We provide mentoring and tutorials in a number of ways; through online support, group sessions and we also offer individual mentoring. Observations and developmental feedback of authentic[[1]](#footnote-1) practice are carried out at times and venues to best support you, the participants. |

In addition, you will receive mentoring as part of a learning set and personalised feedback from teaching observations. Your mentors are all people who hold an HEA fellowship at D2 (Fellow) or above. Most are alumni of the course. They have been trained in individual, group and online mentoring and assessment of practice. In addition, their training includes supporting you in meeting the requirements for recognition of the UK PSF descriptors, D1 (and D2 should you progress to the PGCAP).

The Postgraduate Certificate in Academic Practice (PGCAP) is formed of three modules, worth 60 credits at Level 7. Once you are enrolled, you will undertake the **Introduction to Facilitating Learning in HE** modulewhich begins with an intensive two-day workshop on critical reflective practice and learning and teaching. **Introduction to Facilitating Learning in HE** (IFL) is mapped against the D1 descriptor of the UK Professional Standards Framework (UKPSF) which go towards your achievement of Advance HE (see pp. 7-8). If you complete this module successfully you will exit the course being awarded the Associate Fellowship.

**Developing your skills**

Your Learning Skills team offer guidance on enhancing your skills in finding, using and evaluating information, academic skills to prepare, write and reflect on assignments, and your digital capabilities. We offer:

* workshops that groups of students or your tutors can request, tailored to your requirements;
* one-to-one tutorials and other activities for students timed specifically around your assessment needs;
* a service which is responsive to your academic progress and which prioritises attainment, success and employability;
* high quality online resources for you to use whether you are on campus or not.

Learning Developers and Learning & Research Librarians are based in each Faculty to provide advice that will help you become a successful, independent learner during your time at CCCU and beyond.

Find out more, access resources and book one-to-one tutorials by going to Blackboard (<https://learn.canterbury.ac.uk>) and clicking the Student Support tab. For more information about what help we can provide email [learner@canterbury.ac.uk](mailto:learner@canterbury.ac.uk)

**Self-study and independent learning**

As well as participating in live sessions, you are expected to undertake self-study and learn independently

The PGCAP requires 600 hours of study and you should attend a minimum of 4 out of the 7 taught sessions per module.

**Developing your skills**

Your Learning Skills team offer guidance on enhancing your skills in finding, using and evaluating information, academic skills to prepare, write and reflect on assignments, and your digital capabilities. We offer:

* workshops tailored to your requirements that are organised by tutors, or can be requested by groups of students;
* one-to-one tutorials and other activities for students to offer personalised guidance according to identified academic needs;
* a service that is responsive to your academic progress and which prioritises attainment, success and employability;
* a range of online modules, accessed via the Learning Skills Hub (<https://www.canterbury.ac.uk/learning-skills-hub>), that aim to support you in developing the academic skills you need to succeed at and beyond University

Learning Developers and Learning & Research Librarians are based in each Faculty to provide advice that will help you become a successful, independent learner during your time at CCCU and beyond.

To find out more about the team, access specialist modules and resources or book a one-to-one tutorial visit the [Learning Skills Hub](https://www.canterbury.ac.uk/learning-skills-hub). For more information on our offer, you can also email [learner@canterbury.ac.uk](mailto:learner@canterbury.ac.uk).

# Assessment

The assessment strategy of the course aims to be integrative, whereby all strands of assessment are brought together coherently to support learning and achievement. There will be opportunities for formative assessment prior to summative assessment and the assessment tools will be chosen to align with the module outcomes, UKPSF descriptors and learning tasks.

* How will you be assessed?

The module will be assessed and you will receive a grade in line with the standards set out for work at Level 7 and in line with the **Regulation and Credit Framework for the Conferment of Awards**.

The assessment will draw on your ongoing work while developing your critical reflective practice and will therefore have many opportunities for formative feedback from course staff, peers and mentors. You will present elements of your reflections to be assessed summatively via an inclusive range of assessments types such as a review of authentic practice and either written or recorded reflections.

## Referencing system

We recommend that you use the Harvard referencing system but you may use a referencing system you are familiar with in your own School provided this is used consistently. See [Cite Them Right](https://www.citethemrightonline.com/)

## Assessment criteria

Please see the module handbook and Blackboard.

## How to submit your assessments

Most PGCAP assessments should be submitted through TurnItIn, the University’s e-submission service. TurnItIn allows you to check your assessment to avoid plagiarism. Find out how to submit to Turnitin [here](https://www.canterbury.ac.uk/current-students/it-services/software-and-online-services/blackboard).

The ETAS module assessment is submitted through PebblePad the eportfolio platform.

Learn more about the University’s computing systems and learning technologies [here](https://www.canterbury.ac.uk/current-students/it-services/software-and-online-services/blackboard). This covers everything from logging in and getting started to using Blackboard and Turnitin.

## Self-checking your assessments before you submit

For coursework submitted via TurnItIn, you will be able to submit a draft of your work to determine whether you are at risk of having plagiarised. The module Blackboard will offer draft Turnitin submission points to allow you to do so.

## Your Guide to Assessment and Awards processes

If you want to learn more about University assessment and award processes [these guide](https://www.canterbury.ac.uk/students/current-students/academic-services/policy-zone/undergraduate-and-postgraduate-guides-to-assessment-and-award-processes.aspx)s provide key information about how assessment is carried out, the formal steps involved in making a final award, and the University’s [Regulation and Credit Framework](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework.aspx) that governs academic awards.

## Feedback

You will receive your feedback on TurnItIn. The University has a 15 working day turnaround time for providing feedback, with the exception of a few assessments (such as examination and independent studies).

Once you have access to your marked work you should take time to read through/listen to comments, look at the highlighted assessment grid, and reflect on the guidance in the comments in Turnitin or Pebblepad. You can then consider what aspects of the feedback can feed into your own targets and actions to develop your academic work. Find out more about using your feedback [here](https://www.canterbury.ac.uk/current-students/learning-skills/assessment-and-reassessment-support).

## Preparing for Reassessment

If you have not passed assessment and have reassessment contact your Personal Academic Tutor or Course Director and ask for a tutorial to support you to re-engage with assessment or what you have to do to resubmit for reassessment or retake an exam. Find out more about how we can support you with your reassessment [here](https://www.canterbury.ac.uk/current-students/learning-skills/assessment-and-reassessment-support).

## Results

Your final results will only be confirmed after the meeting of the Board of Examiners. You will get your final results in an academic summary from Registry.

# Contact your tutor if you have any questions about how, when or where to submit your assessments

**Referencing system**

We recommend using Harvard to best meet the criteria for synthesis and application of sources. Other systems can be used as long as they are applied consistently. You can also consult [Cite Them Right](https://www.citethemrightonline.com/)>

**Assessment criteria**

Marking rubrics are on the module Blackboards.

Assessment dates and details are in the module handbooks

Module 1: Introduction to Facilitating Learning in Higher Education (IFL)

Submitted through Turnitin

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity Type** | **Activity Descriptor** | **Weighting** | **Length / Duration** |
| 1. Individual performance Authentic Practice Recording | Review of Authentic Practice\* Must demonstrate (i) inclusive practice, (ii) engagement of learners in active learning, and (iii) some form of effective inbuilt evaluation of practice | 30% | 15 minutes – 1,500 words (equivalent) |
| 1. Written report OR recorded individual presentation | **Written or recorded reflection on practice**  A critical reflection on your teaching and/or support of learning in the light of reflecting on’ (i) microteaching (ii) a teaching observation by a peer or mentor, (iii) my authentic practice (iv) theory and/or scholarship on teaching | 70% | 2,500 words OR 25 minutes |

Module 2: Enhancing Teaching Assessing and Supporting Learning in Higher Education (ETAS)

Submitted through PebblePad

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity Type** | **Activity Descriptor** | **Weighting** | **Length / Duration** |
| Portfolio | Teaching Portfolio   1. Long reflection (2000 words approx or 25 minute screencast) based on peer observation on a session based around one of the module themes.   3 shorter reflections of approx. 700 words or 4 minutes   1. Assessment & Feedback 2. Technology enhanced learning 3. Topic of your choice from the module themes | 100% | 4,000 words (equivalent) |

Module 3: Small-Scale Pedagogic Inquiry (SSPI)

Submitted through Turnitin

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity Type** | **Activity Descriptor** | **Weighting** | **Length / Duration** |
| Work Placement Report | Work based learning report delivered through one of the following methods:   1. Journal style report 2. Web based case study 3. Conference style presentation | 100% | 4,000 words (or equivalent) |

**How to submit your assessments**

Module 1 and 3 assessments should be submitted through TurnItIn, the University’s e-submission service. TurnItIn allows you to check your assessment to avoid plagiarism. Find out how to submit to Turnitin [here](https://www.canterbury.ac.uk/guides/learning-platform-suite/learning-platform-suite/turnitin/submitting-work-to-turnitin).

From 2023/24, the University is introducing anonymous marking for most assessments submitted to Turnitin. It means that for assessments that can be anonymised in your modules, you will provide only your Student ID (excluding your initials) when submitting the work, and markers will not know your identity when they mark the work. Un-anonymisation (when your identity is revealed, and staff can see your name) occurs only once the marking and moderation process is completed. Each Module Handbook will specify which assessments are marked anonymously. <https://www.canterbury.ac.uk/learning-and-teaching-enhancement/policies/Anonymous-Marking.aspx>

The nature of the assessments on the PGCAP mean that they cannot be anonymised as your work includes recordings, the option for screencast or presentation or you are working closely with the tutor, e.g., on a research proposal. PebblePad cannot be anonymised.

Learn more about the University’s [computing systems](https://www.canterbury.ac.uk/our-students/ug-current/it-services/software-and-online-services) and [learning technologies](https://www.canterbury.ac.uk/guides/learning-platform-suite/learning-platform-suite/turnitin/submitting-work-to-turnitin). This covers everything from logging in and getting started to using Blackboard and TurnItIn.

**Self-checking your assessments before you submit**

For coursework submitted via TurnItIn, you will be able to submit a draft of your work to check whether you are at risk of having plagiarised. The module Blackboard will offer a draft TurnItIn submission point to allow you to do so. You can utilise a draft submission point on the ETAS module but the assessment itself must be submitted on PebblePad.

**Your Guide to Assessment and Awards**

To learn more about University assessment and award processes [these guides](https://www.canterbury.ac.uk/our-students/online-documents/your-student-university-guides) provide key information about how assessment is carried out, the formal steps involved in making a final award, and the University’s [Regulation and Credit Framework](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework.aspx) that governs academic awards.

**Feedback**

You will receive your feedback on TurnItIn (Module 1 and 3) or on PebblePad. (Module 2). The University has a 15-day turnaround time for providing feedback, with the exception of a few assessments (such as examination and independent studies).

Once you have access to your marked work you should take time to read through/listen to comments, look at the highlighted assessment grid, and reflect on the guidance in the comments in TurnItIn or Pebblepad. You can then consider what aspects of the feedback can feed into your own targets and actions to develop your academic work. Find out more about using your feedback [here](https://www.canterbury.ac.uk/current-students/learning-skills/assessment-and-reassessment-support).

**Preparing for Reassessment**

If you have not passed assessment and have reassessment contact your Personal Academic Tutor or Course Director and ask for a tutorial to support you to re-engage with assessment or what you have to do to resubmit for reassessment or retake an exam. Find out more about how we can support you with your reassessment [here](https://www.canterbury.ac.uk/current-students/learning-skills/assessment-and-reassessment-support).

**Results**

Your final results will only be confirmed after the meeting of the Board of Examiners. You will get your final results via [MyRecord](https://www.canterbury.ac.uk/our-students/ug-current/academic-services/student-records-and-registration/myrecord). You will also receive a congratulations email from the Course Director once all components of the course are complete. Guidance for how to download your Advance HE Associate Fellow or Fellow certificate will also be provided once you have confirmation of your results.

Contact your tutor if you have any questions about how, when or where to submit your assessments.

# Keeping a copy of your assessments

We will keep a copy of the assessments you submit for five years post-graduation. This is to meet the requirements of our regulator, the Office for Students.

# Regulatory arrangements

This course operates within the *Regulation and Credit Framework for the Conferment of Awards,* which provides the regulatory arrangements for the University’s courses.

This sets out how your degree classification will be calculated and the requirements for obtaining your award. The regulations are explained in more detail in [Your Guides to Assessment and Awards](https://www.canterbury.ac.uk/our-students/online-documents/your-student-university-guides).

This course has some special requirements because it is also regulated by Advance HE. The course learning outcomes are mapped to the Professional Standards Framework and your tutor will make clear which aspects of the PSF must be covered in each module.

On successfully graduating from this course, you will be awarded Associate Fellowship of Advance HE (UCAP) or Fellowship of HEA (PGCAP) [Fellowship | Advance HE (advance-he.ac.uk)](https://www.advance-he.ac.uk/fellowship)

# Personal Academic Tutoring

Every student is allocated a named member of academic staff from their course of study, called a Personal Academic Tutor (PAT).

Your PAT is there to provide you with academic support helping you to identify the academic skills you need to develop in order to succeed in your studies. The PAT monitors your engagement with your studies through the [Student Engagement Dashboard](https://www.canterbury.ac.uk/current-students/support-services/personal-support/personal-academic-tutor). If you are a combined honours student, you will have one PAT and a named contact in your other course.

PATs will provide regular scheduled appointments to meet with their tutees either individually or in groups; these will take place at least three times per year. To find out who your Personal Academic Tutor is please contact your Course Team.

# Student Voice

If you want to be more active and represent your course and peers, there are several ways you can do so. For example, you can become a Student Rep for your course or faculty and also get involved in the Students' Union.

Your course will run an election for course reps at the beginning of each academic year.

School and Faculty reps are elected via the Students’ Union. To get involved head to the SU website where you can find details on how to stand for school/faculty rep and even Union Council: [ccsu.co.uk](https://ccsu.co.uk/)

The University is keen to hear your views on your course and course delivery, and one of the ways this takes place is through Student Voice Forums (formerly called Student-Staff Liaison Meetings). Forums normally take place once per trimester and provide a chance for you to feedback course issues to allow staff to improve the quality of the student experience. The elected student representative(s) will attend these meetings, to raise the views of fellow students and report back to their peer group on the outcomes. Matters relating to individual students are not discussed at Student Voice Forums.

As a student rep you are also involved in representing your peers at academic meetings to improve the experience of all students, such as boards of studies and course approval or review. Your Course Team will let you know when there are opportunities to get involved.

All course reps are supported by the Students' Union who can be contacted on [coursereps@ccsu.co.uk](mailto:coursereps@ccsu.co.uk) or see [https://ccsu.co.uk/yourvoice/studentreps](https://ccsu.co.uk/yourvoice/studentreps/).

# IT support

The IT department offers a range of support services to help you with your studies.

Visit the [Setting up your IT](https://www.canterbury.ac.uk/our-students/ug-new/when-you-arrive/getting-started-with-it) webpage to find out about:

* Your email – we will use to contact you while you study
* Blackboard – easy access to your learning materials
* OneDrive - safely store and share your files from anywhere, at any time.

The University **Wi-Fi network** is called eduroam. Use your [*username@canterbury.ac.uk*](mailto:username@canterbury.ac.uk) and password to connect.

We ensure that you have all the **IT equipment** you need when on campus.

* There are computer study rooms across our campuses and our libraries, with Windows PCs and Apple Macs.
* We also have small, lightweight laptops, called iBorrows, which have the same software as University PCs.

We provide you with useful **free software** that you can use both on campus and at home. Find them in the [CCCU App Store](https://www.canterbury.ac.uk/guides/it/app-store).

* You can take advantage of productivity software like Microsoft Office, or Sophos Antivirus.
* There is a variety of accessibility software, like text-to-speech tools.

[Book one-to-one session](https://www.canterbury.ac.uk/our-students/ug-current/libraries-and-study-support/study-support/it-training-and-certification)s with the **IT Training team** to improve your basic IT skills, or to learn how to use free software.

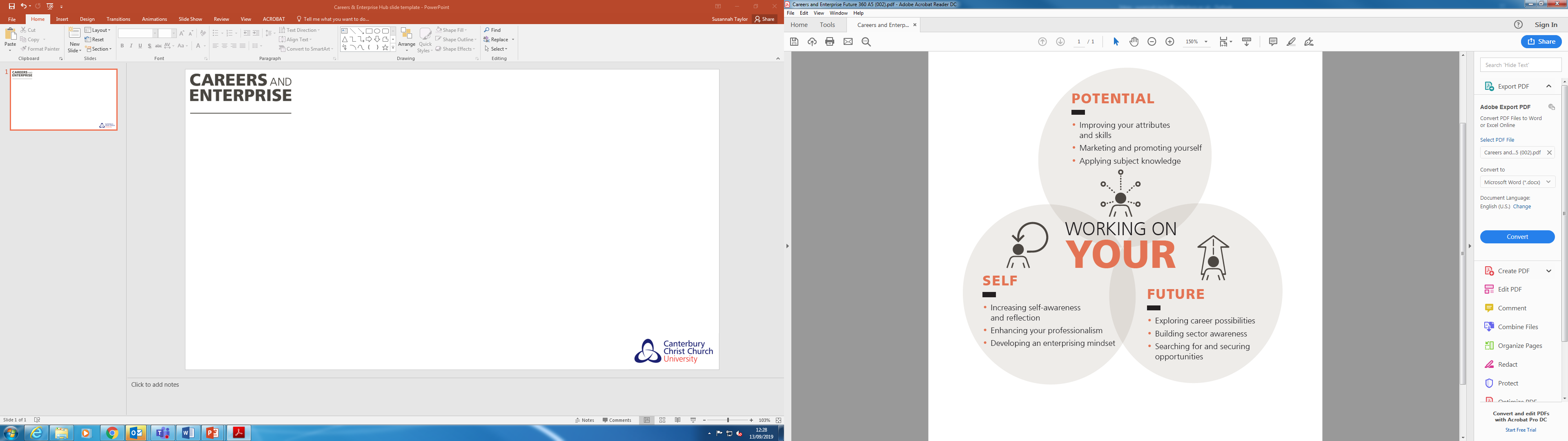
* You can benefit from the globally recognised Microsoft Office qualifications. They are free for all students, and they look great on your CV!

**You can print** on our Canterbury, Medway and Salomons campuses. We will give you £15 print credit at the start of every academic year, and you can top-up online if you need to.

For more details visit <https://www.canterbury.ac.uk/our-students/ug-current/it-services/campus-it-facilities>

Need some IT support? The first point of **contact** for IT issues is the [i-zone team](https://www.canterbury.ac.uk/our-students/i-zone/chat-with-the-i-zone-and-it-hub) (01227 922222 or [i-zone@canterbury.ac.uk](mailto:i-zone@canterbury.ac.uk)) 

# Employability, Careers and Enterprise

All courses at CCCU are aligned to our Future 360 Framework for Developing Enterprising, Professional Graduates (2019-2024).

To enhance your employability the Careers and Enterprise Hub provides a wide range of services and activities supporting this framework including:

* 1:1 careers guidance appointments
* Online resources i.e. AI based CV and interview software, employer/skills videos, and other tools to support your career development and job success including an online employability award certificate programme
* Advice on writing CVs, personal statements and cover letters
* Regular online and on-campus career development workshops and events including job fairs
* Courses leading to Microsoft accreditation
* Bursaries to assist with travel and other expenses related to gaining additional work experience (outside of curriculum–based placements) and starting your career
* Volunteering and part-time job opportunities alongside your studies with Unitemps
* Professional mentoring with CCCU alumni and employers
* Advice on starting your own business, enterprise workshops and the chance to attract seed money for your business idea
* And exclusively for final year students the opportunity to enrol in our exciting GradForce programme designed to fast track you into local graduate level employment
* Plus much more…

Visit: [https://www.canterbury.ac.uk/current-students/careers-and-volunteering/careers-and-jobs/careers-and-enterprise-hub](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canterbury.ac.uk%2Fcurrent-students%2Fcareers-and-volunteering%2Fcareers-and-jobs%2Fcareers-and-enterprise-hub&data=04%7C01%7Csuzanne.collins%40canterbury.ac.uk%7C11fc24b554eb45aaa58a08d8ff600306%7C0320b2da22dd4dab8c216e644ba14f13%7C0%7C0%7C637540135114708288%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1XB6tIWDUAXDYlpIIaJXpIPXxpdvb%2Bk9a%2FPNy9CzwfU%3D&reserved=0) or email: [careers@canterbury.ac.uk](mailto:careers@canterbury.ac.uk)

# External Examiner

The University appoints External Examiners to act as an independent check on the academic standards of each module and the overall award. This is in line with the QAA UK Quality Code and is part of the University’s approach in assuring and enhancing academic quality for all its academic provision.

External Examiners are drawn from higher education providers and industry. To confirm their suitability for the role, External Examiners are formally appointed by the University by assessing each External Examiner’s qualifications and experience within their subject specialism. External Examiners are independent of the University. The University operates two-types of External Examiners, those who are subject specialists and appointed to individual modules, and those who are appointed to Progression and Award Boards where recommendations about progression and award for your course are made.

At some point during your course, you may be asked to meet with the External Examiner(s). This will allow the External Examiner to gather information on the quality and standards of the assessed modules/course. Individual student performance will not be assessed at this meeting and External Examiners would not consider individual assessment outcomes. The External Examiner for your modules/award submits an annual report to the University each academic year, which can be made available to students upon request.

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# Additional information

## You may wish to cover:

* Any applicable Professional Body relationships and requirements
* Any applicable Fitness to Practise policy (e.g. Faculty specific)
* Collaborative Partner details, where appropriate
* Placement requirements/opportunities, where appropriate
* Study Abroad, Exchange opportunities, where appropriate
* Extra-curricular activities/societies to help with belonging and community building for this course
* Things staff expect students to do which are outside the modules or course
* Academic essay writing guidance specific to the course (or a link to this)
* Examples of how student feedback has informed the course’s development
* Course specific learning resources guide

The above list is not exhaustive and additional information may be added.

1. [↑](#footnote-ref-1)