

Postgraduate Certificate in Academic Practice

Faculty of Arts, Humanities and Education

Learning and Teaching Enhancement

**Canterbury**

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[Ask the iZone](https://www.canterbury.ac.uk/faqs/faqs.aspx)

**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.

The purpose of this handbook is to provide information about your course. 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**

**SALOMONS**

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0333 011 7101

[Ask the iZone](https://www.canterbury.ac.uk/faqs/faqs.aspx)

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**Graduate Attributes Statement

Canterbury Christ Church University is committed to the development of graduates who are intellectually curious, skilled and ethically engaged with the world and its future. Through transformative experiences, students have the opportunity to develop critical and imaginative thinking and compassionate responsibility.

Set of Graduate Attributes: adaptable, digitally literate, effective communicator, informed, innovative, professional, self-aware.

www.canterbury.ac.uk/graduateattributes

CCCU Logo**

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptor 1:**  **Associate Fellow** | **Typical individual role/career stage** | **Descriptor 2:**  **Fellow** | **Typical individual role/career stage** |
| **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 (if undertaking the UCAP as the first module, or in January if the first module is not taken because of RPCL). For this academic year it will be delivered through a blended learning mode with sessions run via Blackboard Collaborate and face-to-face sessions planned.

What are the aims of the course?

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 VLE when you are enrolled on to the course. You will also find information and supportive documents in relation to meeting the UKPSF Fellowship requirements as part of the PGCAP course.**

You will see indicated, the opportunities for you to meet the UKPSF 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 UKPSF on pages 5-7.

To assist you in meeting the relevant UKPSF 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

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

Module Leader: Small-Scale Pedagogic Inquiry

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Claire Loffman (SFHEA)

Module Leader: Introduction to Facilitating Learning in HE

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Jack Charter

Course Administrator: PGCAP/UCAP

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IT Services [it-services@canterbury.ac.uk](mailto:it-services@canterbury.ac.uk)

# How we will communicate with you

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

# Key Dates, TIMETABLES and COURSE STRUCTURE

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) and Blackboard analytics are 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.

## Accessing your timetable

There are a number of ways to keep track of where and when your workshops and other course-related activities are due to take place. See the module and course handbook and the UCAP webpage [The University Certificate in Academic Practice (canterbury.ac.uk)](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/academic-development-Courses/the-university-certificate-in-academic-practice.aspx)

### Course and Module Timetable

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | **Module 1: Introduction to Facilitating Learning in HE** |
| UNI WEEK | W/B DATE | TRIMESTER TEACHING WEEK |  |
| 10 | 3-Oct-22 | 2 | IFL Day 1 - Monday 3rd October 2022 9-1 ON CAMPUS Room: MDf04 (Maxwell Davis building) |
| 11 | 10-Oct-22 | 3 | IFL Day 2 - Tuesday 11th October 2022 9-1 ON CAMPUS Room: MDf02 (IT) (Maxwell Davis building) |
| 13 | 24-Oct-22 | 5 | IFL Day 3 - Wednesday 26th October 2022 1-4 pm ONLINE - Blackboard Collaborate |
| 15 | 7-Nov-22 | 7 | IFL Day 4 - Monday 7th November 2022 1-4 pm ON CAMPUS – Jg08 (Johnson building) |
| 16 | 14-Nov-22 | 8 | IFL ‘Day 5’ - Mon 14th, Tue 15th, & Wed 16th November 2022, ON CAMPUS for microteaches (exact microteach slots TBC) |
| 18 | 28-Nov-22 | 10 | IFL Day 6 - Tuesday 29th November 2022 9-1 ON CAMPUS Room: MDf02 (IT) (Maxwell Davis building) |
| 20 | 12-Dec-22 | 12 | IFL Day 7 - Wednesday 14th December 2022 9-1 ON CAMPUS Room: Lg39 (Laud building) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | **Module 2: Enhancing Teaching and Assessing Learning in HE (ETAS)** |
| 27 | 30-Jan-23 | 1 | ETAS Day 1 – Provisional date/time: Tue 31 Jan 2023 9am-1pm. ON CAMPUS – Room TBC |
| 28 | 06-Feb-23 | 2 | ETAS Day 2 – Provisional date/time: Thu 09 Feb 2023 9am-1pm. ONLINE – Blackboard Collaborate |
| 30 | 20-Feb  23 | 4 | ETAS Day 3 – Provisional date/time: Wed 22 Feb 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 32 | 06– Mar–23 | 6 | ETAS Day 4 – Provisional date/time: Mon 06 Mar 2023 1-4pm. ON CAMPUS – Room TBC |
| 34 | 20–Mar –23 | 8 | ETAS Day 5 – Provisional date/time: Fri 24 Mar 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 37 | 10–Apr– 23 | HOL | ETAS Day 6 – Provisional date/time: Wed 12 Apr 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 39 | 24–Apr- 23 | 11 | ETAS Day 7 – Provisional date/time: Wed 25 Apr 2023 9am-1pm. ON CAMPUS – Room TBC |
|  | | | Medway Festival of Learning and Teaching – June 2023 (date tbc)  Learning and Teaching Conference – June 2023 (date TBC) |
|  | | |  |
|  | | | **Module 3: Small Scale Pedagogical Inquiry (SSPI)** |
| 47 | 19-Jun-23 | 3 | SSPI Day 1 – Provisional date/time: Mon 19 Jun 2023 9am-1pm. ON CAMPUS – Room TBC |
| 48 | 26-Jun-23 | 4 | SSPI Day 2 - Provisional date/time: Wed 28 Jun 2023 9am-1pm. ON CAMPUS – Room TBC |
| 6 | 04-Sep-23 | 14 | SSPI Day 3 - Provisional date/time: Fri 08 Sep 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 6 | 02-Oct-23 | 2 | SSPI Day 4 - Provisional date/time: Tue 03 Oct 2023 1-4pm. ON CAMPUS – Room TBC |
| 11 | 06-Nov-23 | 7 | SSPI Day 5 - Provisional date/time: Thu 09 Nov 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 13 | 22-Nov-23 | 9 | SSPI Day 6 - Provisional date/time: Wed 22 Nov 2023 1-4pm. ONLINE – Blackboard Collaborate |
| 16 | 11-Dec-23 | 12 | SSPI Day 7 - Provisional date/time: Tue 12 Dec 2023 9am-1pm. ON CAMPUS – Room TBC |

University 2022/23 calendars can be found at <https://www.canterbury.ac.uk/our-students/ug-current/academic-services/timetable-and-dates/university-dates-2022-23> >

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.

**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.

**Individual Student Timetables (ISTs)**

The majority of students have access to an online personalised timetable (usually referred to as an Individual Student Timetable or IST), which tells you where and when your classes are due to take place. Some can be online. If you have an IST, you can access it at [mytimetable.canterbury.ac.uk](http://mytimetable.canterbury.ac.uk/).

Using My Timetable you will be able to import your IST into the calendar service you use most, such as Outlook, Google Calendar, or Apple Calendar.

**Course and Module Timetable**

You can also view the full timetable for the course(s) you are studying – and any other courses running at Canterbury or Medway campus – via the online timetables at [unitimetables.canterbury.ac.uk](https://unitimetables.canterbury.ac.uk/).

For more information about ISTs and OnTime (the University’s central timetabling database), including full guides and video tutorials, visit the [Student Timetables](https://www.canterbury.ac.uk/students/current-students/academic-services/timetables-and-dates/student-timetables.aspx) page of the website.

Canterbury Christ Church University is committed to publishing a fully roomed academic timetable before the start of the academic year, and minimising the number of changes thereafter, in order to help you plan ahead and better manage your work-life balance. Amendments to the published timetable may happen due to occurrences outside of the University’s control (such as periods of lockdown), so you are advised to check your IST and/or course timetables regularly.

If you are experiencing problems with accessing your timetable, please contact the i-zone.

* **Outlook Calendar Invites**

Where the students on this programme are staff, or if you have an Outlook email address, we will also send out Outlook Calendar invitations as we have found this to be helpful in supporting you to balance your normal workload and PGCAP studies.

You can also view the full timetable for the course(s) you are studying – and any other courses running at Canterbury or Medway campus – via the online timetables at [unitimetables.canterbury.ac.uk](https://unitimetables.canterbury.ac.uk/).

For more information about ISTs and OnTime (the University’s central timetabling database), including full guides and video tutorials, visit the [Student Timetables](https://www.canterbury.ac.uk/students/current-students/academic-services/timetables-and-dates/student-timetables.aspx) page of the website.

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

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# Special Events

As well as your taught sessions, there are special weeks within your timetable for focussed activities. The special weeks that apply to you will depend on your course and level of study.

Welcome Week  
This week is targeted at all students starting or progressing onto a new course. It will familiarise you with the University and offer time to get to know students and tutors on your course. It will also showcase the different ways we will support you here at Christ Church and the opportunities to join the wider community through activities like the Students’ Union Freshers’ Fayre.

Academic Development Week  
This is a week dedicated to you advancing your learning through focussed activities and allowing you time to prepare for assignments and develop your academic skills. This is a vital opportunity for you and your Personal Academic Tutor to reflect on your academic progress so far and for you to get advice on the next steps you need to take to achieve your full potential. It is also a chance for you to access wider development opportunities around the University for example, in volunteering and peer mentoring.

Personal Development Week  
This is a dedicated week for you to engage in focussed activities that will develop your wider skills, enhance your employability and prepare you for your future career.

Reassessment Week  
This is when formal reassessment for modules will take place where applicable, as per the calendar above (for more information about reassessment, see [Your Guide to Undergraduate/Postgraduate Assessment and Award Processes](https://www.canterbury.ac.uk/our-students/online-documents/your-student-university-guides)).

Further information on events, activities and support offered during each of these weeks will be published on the[Student Blog](https://blogs.canterbury.ac.uk/studentnews/)throughout the year.

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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:

|  |  |
| --- | --- |
| **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)

**S**elf-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.

# 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 Award Processes](https://www.canterbury.ac.uk/our-students/online-documents/your-student-university-guides).

On successfully graduating from this course, you will be granted Associate Fellowship of Advance HE.

# Personal Academic Tutoring/ Mentoring

All students are offered mentoring, which is provided in several formats. We offer mentoring online through discussion boards and email, through group mentoring which often take the form of assignment tutorial workshops and you can also be allocated an individual mentor (who will have previously completed the PGCAP) and will have Advance HE Fellowship at D2. Early in the course you will be sent a survey asking you for your preferences.

The course team will take the role of Personal Academic Tutors when it comes to extension requests etc.

Please note that all requests for extensions should be made to the Course Director via the course administration email: [ucap\_pgcap@canterbury.ac.uk](mailto:LTE-ADMIN@canterbury.ac.uk)

You should make yourself aware of the [information on the Extenuating Circumstances webpage](https://www.canterbury.ac.uk/students/current-students/academic-services/updating-your-status/extenuating-circumstances.aspx) so that you are fully aware of these options should you need them.

Please note that workload is not a recognised reason for an extension. However, should you have an ‘unexpected’ change in your workload which can be verified you can speak to the Course Director about this. It is usually helpful to speak to your Module Leader first of all though.

You may find it helpful to consult the list below to help you know who to speak to about different situations:

**Personal Academic Tutor**

* Pastoral issues and some academic skills
* Extension requests

**Mentor**

* Subject specific queries
* Observations
* Generic university related queries

**Course Director**

* Interruptions
* Withdrawals
* Course level queries

**Module Tutor/Lead**

* Module specific queries regarding materials, assessments etc.

Unless the query is sensitive it is best to always copy in [ucap\_pgcap@canterbury.ac.uk](mailto:ucap_pgcap@canterbury.ac.uk)

# 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-Staff Liaison Meetings. Meetings 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 SSLMs.

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 study, annual monitoring, 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/).

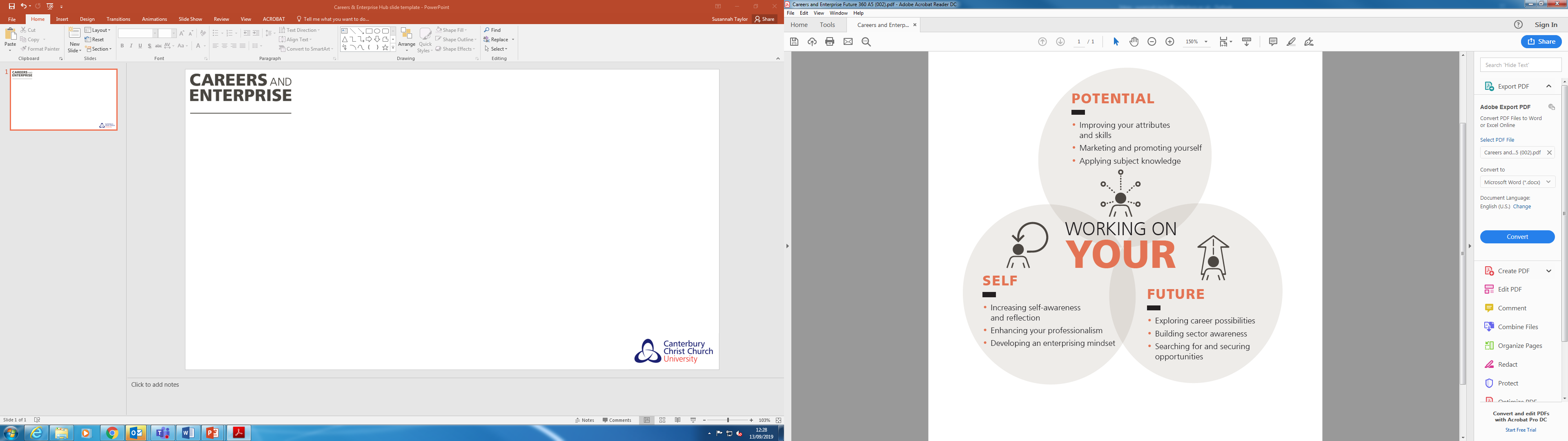
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# IT support

The IT department offers a range of support services to help you with your studies. You can access IT services by visiting [www.canterbury.ac.uk/it](http://www.canterbury.ac.uk/it). There you will find:

* Email and calendaring
* IT training and drop-ins
* Free and discounted software (including Microsoft Office)
* How to take free official certified Microsoft exams
* Information on printing, OneDrive, Wi-Fi, and where to find a PC
* Plus much more…

# Employability, Careers and Enterprise

All courses at Christ Church 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 and other tools to support your career development and job success
* Advice on writing CVs, personal statements and cover letters
* Regular online and on-campus workshops and events including job fairs
* Courses leading to Microsoft accreditation etc.
* Bursaries to assist with travel and other expenses related to gaining work experience
* Volunteering and part-time job opportunities with Unitemps
* 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 part of the University’s approach to assuring and enhancing academic quality for all of its academic provision.

External Examiners are drawn from higher education providers and industry. External Examiners are appointed by the University through a formal appointments process which assesses each External Examiner’s qualifications and experience within their subject specialism to confirm their suitability for the role. External Examiners are independent of the University. The University operates two-types of External Examiners, those which are subject specialists and appointed to individual modules, and those which are appointed to Progression and Award Boards and make recommendations about progression and award for your course.

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

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1. [↑](#footnote-ref-1)