

**PGC in Academic Practice
For students entering Part 1 in 2013/4**

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	60 months
Date of specification:	30/Sep/2013
Programme Director:	Elizabeth McCrum
Programme Advisor:	Ms Clare McCullagh Dr Nina Brooke
Board of Studies:	Institute of Education
Accreditation:	By the Higher Education Academy (HEA) against the UK Professional Standards Framework (UK PSF)

Summary of programme aims

This programme aims to support the initial and continuing professional development of staff engaged in teaching and supporting learning in the University. It enables students to provide evidence of achievement at Descriptor 2 of the UK Professional Standards Framework (UK PSF) through demonstrating a broad understanding of effective approaches to teaching and learning support and providing evidence of: engagement in appropriate areas of activity; possession of core knowledge; and commitment to shared professional values.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The programme provides the opportunity to develop a range of transferable skills associated with working in the UK Higher Education context. These include the ability to:

- communicate effectively orally;
- write for different audiences;
- reflect upon and evaluate practice;
- use appropriate learning technologies to support teaching and learning; and,
- design, carry out and report a research project.

The programme aims to begin the process of academic career planning and enables students to begin to compile a portfolio of professional development activity.

Programme content

The programme consists of three compulsory modules totalling 60 credits at Level 7.

Code	Title	Credits	Level
EDMAP1	Introduction to Academic Practice	10	7
EDMAP2	Developing Academic Practice	30	7
EDMAP3	Academic Research and Practice	20	7

The successful attainment of all 60 Level 7 credits will lead to the award of a Postgraduate Certificate in Academic Practice.

Progression requirements

In order to progress to EDMAP3 students must have a pass in EDMAP1 and EDMAP2 (40 Level 7 credits).

Assessment and classification

The programme is taught through interactive workshops including: group work, sharing practice, problem solving and case studies.

The programme follows the University's classification scheme:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

Further information on the classification conventions, including borderline criteria, are available at <http://www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf>

To qualify for a Postgraduate Certificate, students must pass (with a mark of at least 50%) all modules.

Admission requirements

Entrants to this programme are normally required to hold an academic/academic-related post in higher education.

Admissions Tutor: Jackie Ward

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Learning support is provided by a wide array of services across the University, including: the University Library, the Centre for Quality Support and Development, the Graduate School (where appropriate), In-session English Support Programme, the Statistical Advisory Service, IT Services and the Study Advice team. Student guidance and welfare support is provided by the Programme Director, Module Convenors, and Discipline-specific Mentors.

Career learning

Career prospects

Those not holding a permanent post in higher education and who aspire to do so, are advised that completion of a programme of study that qualifies them for FHEA status (encompassing EDMAP1 and EDMAP2) is now expected at the majority of UK universities.

Opportunities for study abroad

N/A

Placement opportunities

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1.ational policies and strategies relating to HE

Teaching/learning methods and strategies

Interactive workshops including discussions, group

2. University quality assurance and student support procedures and policies
3. The theories behind, and complexities of, student learning.
4. Conceptual frameworks of pedagogic practice
5. Good practice in teaching and supporting learning
6. Resources to support and enhance academic practice
7. The dimensions of the UK Professional Standards Framework, their relevance to the programme and to professional development.

work, sharing good practice, problem solving and case studies (EDMAP1 and 2)
 Work in departments/schools with mentors and other colleagues on discipline-specific issues (EDMAP1, 2 and 3)
 Individually tailored tutorials with mentor/supervisor and module convenors (EDMAP1, 2 and 3)
 Individual reading.

Assessment
 Planning and evaluating a learning activity (EDMAP1)
 >Group research and presentation task (EDMAP2)
 Two separate case studies (EDMAP2)
 Portfolio of evidence of engagement with UK PSF (EDMAP2)
 Research-based project (EDMAP3).

Skills and other attributes

B. Intellectual skills - *able to*:

1. Justify the decisions relating to design, assessment and teaching and learning methods from a pedagogical standpoint with reference to the literature
- Evaluate good practice and make decisions on its relevance and application to discipline specific situations
- Analyse factors contributing to successful or problematic learning situations
- Identify opportunities for innovation where appropriate.

Teaching/learning methods and strategies

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C. Practical skills - *able to*:

1. Translate theories of teaching and learning into practice
2. Provide an effective learning environment for undergraduate and postgraduate students
3. Reflect on own practice
4. Disseminate good practice to colleagues
5. Plan continuing professional development
6. Establish a research profile
7. Work to University expectations, guidelines and policies.

Teaching/learning methods and strategies

Interactive workshops including discussions, group work, sharing good practice, problem solving and case studies (EDMAP1 and 2)
 Work in departments/schools with mentors and other colleagues on discipline-specific issues (EDMAP1, 2 and 3)
 Peer reviews of teaching (EDMAP2)
 Individually tailored tutorials with mentor/supervisor and module convenors (EDMAP1, 2 and 3)
 Individual reading.

Assessment
 Planning and evaluating a learning activity (EDMAP1)

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D. Transferable skills - *able to*:

1. Communicate effectively orally
2. Write for different audiences
3. Reflect upon and evaluate practice
4. Use appropriate learning technologies to support teaching and learning
5. Design, carry out and report a research project.

Teaching/learning methods and strategies

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Peer reviews of teaching (EDMAP1 and 2)
Individually tailored tutorials with mentor/supervisor and module convenors (EDMAP1, 2 and 3)
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Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.