

## **COURSE SPECIFICATION**

Course Aim and Title	Academic Professional Apprenticeship via the PG Cert Learning and Teaching in Higher Education
Intermediate Awards Available	None
	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	NA
UEL Academic School	School of Education and Communities
UCAS Code	NA
Professional Body Accreditation	Advance HE
Relevant QAA Benchmark Statements	Education Studies 2015
Additional Versions of this Course	By Distance/Online Learning, by Blended Learning, by On Campus Learning
Date Specification Last Updated	September 2020

### **Course Aims and Learning Outcomes**

#### **Overall Course aims:**

1. Provide opportunities for those who teach and support learning in higher education settings to develop their professional knowledge, skills, behaviours and understanding in relation to their current and developing roles;
2. engage participants in key educational processes underpinning development and action, such as critical analysis and reflection, critical enquiry and research, action planning and evaluation and collaborative learning;
3. develop understanding of management and leadership, and coaching and mentoring within the context of leading change at individual and organisational level;
4. provide access to current knowledge, thinking and practice in the field of learning and teaching in higher education settings.

#### **Course Learning Outcomes**

It is expected that by the end of the Course participants will have the ability to:

#### Knowledge

1. Demonstrate a conceptual understanding of theories of learning and a critical awareness of their use in informing approaches to learning and teaching in higher education.
2. Demonstrate a conceptual understanding of knowledge and a critical awareness of issues relating to equality and diversity, inclusivity and widening participation in higher education.
3. Demonstrate a systematic understanding of knowledge and critical awareness of issues relating to coaching, mentoring and developing others.
4. Demonstrate an understanding of leadership, learning and the policy context of leading change within organisations.

#### Thinking skills

5. Evaluate, select and use an increasing range of learning and teaching strategies, and explain why they are appropriate to the teaching context
6. Critically evaluate research in learning and teaching in higher education and use it to inform the development of practice

#### Subject-Based Practical Skills

7. Demonstrate a critical approach to designing effective environments, participant support and guidance, and learning communities that enhance the participant learning experience.
8. Evaluate, select and use an increasing range of strategies used in formative and summative assessment, participant feedback and guidance to support participant learning

9. Engage with and evaluate the effectiveness of policies, quality assurance and learning enhancement initiatives in HE for their effectiveness in supporting participant learning

#### Skills for life and work

10. Engage with and learn from others within the subject and from within the wider higher education community
11. Evaluate their practice and continuing professional development.

#### Learning and Teaching

The Course provides professional development opportunities for experienced educational professionals in Higher Education by offering the chance to engage critically with new developments in Higher Education teaching, practices and policies in a local, national and international context, with academic and practical rigor in the work environment. The Course engages students in key educational processes underpinning the development of learning and teaching and the positive management of professional development and change through:

- Critical analysis and reflection
- critical enquiry, scholarship and research;
- action planning and evaluation;
- collaborative learning.

Engagement in these processes will enable students to develop:

- Understanding of current thinking in relation to education research, policy and practice
- ability to analyse, critique and develop their own and others' practice;
- intellectual, organisational, personal, communication and professional skills;
- the use of research and scholarship to contribute to improving practice in the context of their own role.

Knowledge is developed through

- Guided reading
- Knowledge-based activities with feedback
- Discussions and activities

Thinking skills are developed through

- Reflective activities with feedback
- Discussions and activities

Practical skills are developed through

- Teaching observation with peer support, feedback, and engagement with reflective processes
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through

- The demands of the study medium (e.g. distance learning)
- Practical support for teaching, assessment and curriculum design and planning
- Project work and practitioner research opportunities

## Assessment

Knowledge is assessed by

- Coursework – including reflective tasks in coursework, research projects and portfolio tasks

Thinking skills are assessed by

- Reflective tasks in coursework, research projects and portfolio tasks

Practical skills are assessed by

- Reflective commentaries on teaching

Skills for life and work (general skills) are assessed by

- Project work

- Group work

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the Course.

### Work or Study Placements

Successful completion of the learning tasks for this Course requires students to be 'in-service' teachers in Higher Education. The Course requires that all students show that around 40 hours or more per year is spent teaching / supporting learning in higher education for enrolment/application. Emphasis is given to the use of peers to support observational practices of learning and teaching for the assignment for ET7408 and support is provided to such colleagues.

### Course Structure

All Courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree Course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

## The module structure of this Course

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	ET7411	Leading Individual Change	0	Core	Y
7	ET7408	Pedagogy and Learning in Higher Education	30	Core*	Y
7	ET7412	Professional Development Using Coaching & Mentoring	0	Core	Y
7	ET7410	Action Research Project in Learning and Teaching in Higher Education	30	Core*	Y

\* On successful completion of the coursework relating to ET7408 Pedagogy and Learning in Higher Education and ET7410 Action Research Project in Learning and Teaching in Higher Education, candidates will achieve Fellow of the Higher Education Academy (FHEA) status.

Additional detail about the Course module structure:

A core module for a Course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a Course is a module selected from a range of modules available on the Course.

The overall credit-rating of this Course is 60 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

The current accreditation by Advance HE for this Course offers the Professional Award of AFHEA after any one module, and FHEA after both. Link to Apprenticeship Standard: <https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

### Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this Course is one calendar year part-time if enrolment is in September. For February enrolment, the duration becomes 15 months part time.

The time limit for completion of a Course is six years after first enrolment on the Course.

### Further Information

More information about this Course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The Course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- Information on the Professional Awards of AFHEA and FHEA are available from AdvanceHE

All UEL Courses are subject to thorough Course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our Courses by listening to student and employer views and the views of external examiners and advisors.

Link to Apprenticeship Standard which includes information about the Apprenticeship Standard details, End Point Assessment, Knowledge/Skills/Behaviours, entry requirements etc.

<https://www.instituteforapprenticeships.org/apprenticeship-standards/academic-professional/>

Additional costs:

There may be additional costs which will be borne by the apprentice. These may include, but not be limited to, travel to UEL, purchase of learning materials, and relevant conference/seminar attendance.

## Alternative Locations of Delivery

NA