<table>
<thead>
<tr>
<th>1. Programme title and designation</th>
<th>MA in Academic Practice in Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>_prog_1</td>
<td>For undergraduate programmes only</td>
</tr>
<tr>
<td>_single_honours</td>
<td>Joint</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Final award</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>MA TAPHTMAR4T</td>
<td>Academic Practice in Higher Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Nested award</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>PgCert TAPHTCTP1T</td>
<td>Academic Practice in Higher Education</td>
</tr>
<tr>
<td>PgDip TAPHTDPP2T</td>
<td>Academic Practice in Higher Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Exit award</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>PgCert</td>
<td>Academic Practice in Higher Education</td>
</tr>
<tr>
<td>Programme approval 2010/11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme</th>
<th>Academic Practice in Higher Education</th>
<th>120</th>
<th>60</th>
<th>N/A</th>
</tr>
</thead>
</table>

5. **Level in the qualifications framework**
   - Level 7

6. **Attendance**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum length of programme</th>
<th>3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum length of programme</td>
<td>6 years</td>
</tr>
</tbody>
</table>

7. **Awarding institution/body**
   - King’s College London

8. **Teaching institution**
   - King’s College London

9. **Proposing department**
   - King’s Learning Institute

10. **Programme organiser and contact Details**
    - Deesha Chadha
      - Tel.: 020 7848 3149
      - Email: deesha.chadha@kcl.ac.uk
    - Sharon Markless
      - Tel: 020 7848 3718
      - Email: sharon.markless@kcl.ac.uk

11. **UCAS code (if appropriate)**
    - n/a

12. **Relevant QAA subject benchmark/Professional, statutory and regulatory body guidelines**
    - QAA Framework of Higher Education Qualifications for Masters level qualifications

13. **Date of production of specification**
    - May 2011

14. **Date of programme review**
    - 2016/17

15. **Educational aims of the programme**
    - The PgCert programme aims to:
      - enable participants to plan, deliver and evaluate their teaching, learning, assessment and, where appropriate, educational leadership strategies appropriate to their disciplinary, professional and institutional context;
      - facilitate collaborative, inquiry-led critical reflection and foster evidence-informed innovation of academic practice for the purposes of enhancing the student experience;
      - support participants to access, understand and evaluate relevant higher education research (both discipline-specific and generic) and to draw critically on the research base in the enhancement of their practice;
      - encourage participants to consider the changing nature of the academic role and the purpose of the university in contemporary higher education;
      - promote a commitment to developing learning and research communities that are underpinned by the values of inclusivity, equality of opportunity and ethical practice;
Programme approval 2010/11

- support participants to identify their development needs and engage in planning for continuing professional development.

The PgDip/MA programmes aim to:

- develop participants’ ability to access, understand and critically analyse both generic and discipline-based literature related to academic practice within higher education and the context in which it is enacted;

- enhance participants’ critical understanding and use of relevant theory by supporting critical and systematic reflection on the changing nature of academic practice in higher education, on the changing management context, and on the dynamic relationships between them;

- develop participants’ evidence-based and theory-informed academic practice and leadership through embedding the habits of reflexivity, systematic enquiry, and appropriate use of the research base to inform innovation and enhancement;

- develop participants’ knowledge, skills and analytical abilities to effectively design, plan and execute rigorous enquiry into an aspect of academic practice;

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding in the following areas:

Knowledge and understanding

The PgCert programme provides a knowledge and understanding of the following:

- understand conceptual models, principles and theories that frame academic practice and educational leadership in higher education;
- understand a range of approaches to the design, delivery and assessment of student learning and, where appropriate, educational leadership at undergraduate and postgraduate level appropriate to the disciplinary context within a research-intensive setting;
- understand the application of higher education scholarship for the purposes of inquiry into, and enhancement of, academic practice;
- understand critical and participatory approaches to evaluation of academic practice for the purposes of advancing individual and organisational learning;

These are achieved through the following teaching/learning methods and strategies:

Specific teaching and learning strategies used to enable participants to achieve knowledge and understanding outcomes across the programme include:

- active learning in the context of participatory small group seminars and large group lectures;
- peer group collaborative work;
- individual mentoring;
- independent study;
- e-learning activities;
- teaching observation and microteaching;
- work-based learning;
- peer critique/review;
- planning a significant piece of research into an aspect of academic practice.

Assessment:

PAF Initially Approved: 29 July 2011
PAF modified re: APL and module table: 25 August 2015
PAF modified re: nesting November 2013
PAF modified re: module table and marking criteria September 2015
5. understand local, institutional and national policies and frameworks within which professional, inclusive and ethical approaches to academic practice operate.

The PgDip/MA programmes provide a **knowledge and understanding** of the following

6. understand the nature and role of research in developing academic practice and educational leadership in HE;

7. understand the range of methodologies and methods appropriate to researching teaching and learning, wider aspects of academic practice and intellectual leadership, and the influence of the policy and management context in higher education;

8. understand the complex ethical issues related to both academic practice and research into academic practice in higher education.

Outcomes 1-2 will be demonstrated through teaching and critical reflection on teaching in observations and microteaching within the core module. Outcomes 3-5 will be demonstrated through the core module project and assignments/portfolios for selected options. Outcomes 6-8 will be demonstrated through the evaluation of a research paper (PG Dip core module 1) the research proposal and the dissertation.

Skills and other attributes

The PgCert programme provides **Intellectual skills** by enabling students to:

1. undertake critical analysis of the complex, incomplete and contradictory understandings of how students learn at undergraduate and postgraduate level;

2. apply educational theory to the design, delivery, evaluation and, where appropriate, leadership of student learning opportunities appropriate to the subject matter and level of the student for the purposes of enhancing the student experience;

3. reflect critically on academic practice, within the local, institutional and national context, to identify development needs and inform continuing professional development;

4. synthesise critical understanding of both academic practice and disciplinary research in developing innovative, research-based

These are achieved through the following **teaching/learning methods and strategies**:

Specific teaching and learning strategies used to enable participants to achieve the cognitive outcomes across the programme include:

- active learning in the context of participatory small group seminars;
- critical reflection;
- teaching observation and microteaching;
- work-based learning;
- independent study.
- Discussion and analysis of readings and their emerging concepts/issues in seminars
- Problem-solving tasks in seminars and on-line
- Peer critique/review on-line and in seminars
The PgDip/MA programmes provide **Intellectual skills** by enabling students to:

5. appraise relevant higher education research, methodologies and practices as these apply to their own context and justify alternative approaches where relevant;

6. conduct and communicate effectively the outcomes of individual or collaborative critical inquiry into academic practice for the purposes of problem-solving.

7. critically analyse conceptual models, theories and principles from both generic and discipline-based literature and apply as appropriate to understand academic practice and leadership in higher education and their context;

8. synthesise critical understanding of research and practice to enhance that practice and to develop innovative, research-based approaches to academic practice and leadership;

9. select, critically analyse and justify research methodologies and methods for their appropriateness in specific contexts, taking account of advances in the pedagogical and research uses of technology;

10. design, deliver, and evaluate academic practice in complex and unpredictable learning and research environments;

11. integrate relevant theories of higher education and academic practice into the design and facilitation of teaching, learning and research activities;

12. select and justify appropriate teaching and learning methods for a range of contexts and new situations and taking account of advances in the pedagogical and research uses of technology;

13. reflect critically upon and evaluate their own academic practice drawing

The PgCert provides **practical skills** by requiring students to:

- Planning and implementing a significant piece of research into an aspect of academic practice
- Independent study

**Assessment:**

Outcomes 1-3 will be demonstrated through teaching and critical reflection on teaching in observations and microteaching within the core module. Outcomes 4-6 will be demonstrated in the core module project and assessments for selected modules. Outcomes 7, 8, 11, and 12 will be demonstrated through all the module assignments for the PG Diploma in Academic Practice in Higher Education and through the dissertation. Outcome 9 will be demonstrated through the evaluation of a research paper (core module1), the research proposal and the dissertation.

These are achieved through the following **teaching/learning methods and strategies:**

The specific teaching and learning strategies adopted to develop practical skills are:

- active participation in seminars;
- teaching observation;
- collaborative group work;
- independent study;
- work-based learning in the context of teaching within the university setting.
- Planning and implementing a significant piece of research into an aspect of academic practice
- Practical workshops on aspects of implementing and writing up research

PAF Initially Approved: 29 July 2011
PAF modified re: APL and module table: 25 August 2015
PAF modified re: nesting November 2013
PAF modified re: module table and marking criteria September 2015
on an evidence base for the purposes of enhancing the student experience;
14. exercise autonomy, initiative and professionalism in their approach to their academic practice.
15. integrate relevant theories of higher education and academic practice into the design and implementation of academic activities and the enactment of academic roles;

The PgDip/MA provides **practical skills** by requiring students to:
16. demonstrate academic leadership and professionalism in a variety of contexts.
17. design and implement a significant piece of research skills into academic practice demonstrating appropriate technical skills in data collection and analysis.

**Assessment:**
Outcomes 10-14 will be demonstrated through teaching and critical reflection on teaching in observations and microteaching within the core module. In addition, these outcomes will be demonstrated in the core module project and assessments for selected modules.
Outcomes 15 and 16 will be demonstrated through the core module assignments for the PG Diploma in Academic Practice in Higher Education and through the assignment related to the option module ‘Leadership and Management in Academic Practice’.
Outcome 15 and 17 will be demonstrated through the research proposal and the dissertation.

The PgCert programme develops **generic/transferable skills** by requiring students to:
18. engage in and act upon critical and autonomous peer- and self-evaluation for the enhancement of academic practice;
19. work collaboratively in a group as leader or member in ways conducive to the development of professional learning and research communities;
20. demonstrate ability to be an independent learner for the purposes of engaging in continuing professional development and supporting the learning of others;
21. plan and conduct independent or collaborative inquiry into their own or other’s academic practice for the purposes of enhancing the student experience;
22. employ appropriate written and oral communication skills within a range of academic and professional contexts including the giving and receiving constructive feedback and reporting on the outcomes of problem-solving activities.

These are achieved through the following **teaching/learning methods and strategies:**
Transferable skills are developed through the following teaching and learning methods:
- active participation in discussion in seminars;
- peer group collaborative work;
- participation in planning individual or collaborative inquiry into practice;
- critical reflection on own practice;
- peer feedback;
- e-learning activities;
- independent study
- Presenting to peers in seminars
- Tutorial support for writing assignments and dissertation

**Assessment:**
Outcome 18 will be demonstrated through teaching observation and critical reflection on practice. Outcomes 19-22 will be demonstrated in the core module project and assessments for selected option modules.
The PgDip/MA provides **generic/transferable skills** through the following:

23. ability to manage their own learning in the context of continuing professional development and to take responsibility for their personal and professional development

24. skills and strategies required to plan and implement a significant piece of research into an aspect of academic practice;

25. appropriate written and oral communication skills within a range of academic and professional contexts including publishing the results of research;

26. Skills of reflexive practice

Outcomes 23-26 will be demonstrated through the core module assignments for the PG Diploma in Academic Practice in Higher Education and in the dissertation. Outcome 24 will be demonstrated through the research proposal and the dissertation.

17. **Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines**

As a postgraduate qualification subject benchmark statements do not apply. However, the programme has drawn on the UK Professional Standards Framework for teaching and supporting learning in Higher Education, 2012. The core module of the programme ‘Enhancing Academic Practice’ is accredited by the Higher Education Academy for Standard Descriptor 1 (Associate Fellow) and the Postgraduate Certificate is accredited at Standard Descriptor 2 (Fellow).

18. **In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic**

n/a

Which is the lead department and/or School?
19. Programme structure

See Programme Handbook for modules to be taken.

If a Masters programme, are level 6 credit levels permitted within the programme?

No

Maximum number of credits permitted with a condoned fail (core modules excluded)

- PgCert: 15 credits
- PgDip: 30 credits
- MA: 30 credits

Are students permitted to take any additional credits, as per regulation A4; 5.8?

No

Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

No

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

The modules ‘e-Pedagogy’ and ‘Supporting Technology Enhanced Learning’ are a prohibited combination as there is an overlap in the learning outcomes, which limits the ability of participants to achieve all the programme level learning outcomes.

APEL:
Students enrolling onto the Diploma/Masters in Academic Practice in Higher Education must have previously been awarded one of the following:

- Post Graduate Certificate in Academic Practice in Higher Education (King’s)
- Post Graduate Certificate in Academic Practice (King’s)
- 60 credits at M Level awarded from studying on a programme equivalent to the Post Graduate Certificate in Academic Practice in Higher Education at another institution.
- HEA Fellowship plus APEL review
For the PG CAP HE, accreditation of prior learning (APL) is acceptable as part of entry onto the programme, with recognition of study on comparable programmes at other institutions prior to employment at KCL, the holding of Associate Fellowship of the Higher Education Academy, and experiential learning outside either a formal programme or professional recognition.

PAF Initially Approved: 29 July 2011
PAF modified re: APL and module table: 25 August 2015
PAF modified re: nesting November 2013
PAF modified re: module table and marking criteria September 2015
20. Marking criteria

The programme will be assessed against the College generic marking criteria for taught postgraduate awards, which has been adapted for use by the King’s Learning Institute. Marks are awarded based on a pass/fail system with 50% being the pass mark.

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

The programme reports to the Masters in Academic Practice Programme Board of Examiners and results are ratified by the King’s Learning Institute Postgraduate School Board.

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

The current External Examiners for the Masters in Academic Practice Programme Board are:

Professor Paul Ashwin, Lancaster University (2012/13-2015/16)
Professor Susan Bloxham, University of Cumbria (2013/14-2016/17)

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

As a programme primarily targeting internal probationary lecturers, the Postgraduate Certificate in Academic Practice in Higher Education reflects the College’s commitment to accessibility in recruitment and reasonable adjustments to support academic staff and students with disabilities in carrying out their normal duties.

The programme takes account of equality of opportunity and accessibility across a number of features:

- **Attendance and programme structure**: the modularised structure, option selection, emphasis on work-based learning and independent study enable participants to plan their attendance around their employment and accessibility issues.
- **Educational aims and outcomes**: the aims and outcomes are designed to be inclusive and respond to the diverse learning needs and individual professional and academic experience of participants. Learning primarily takes place in small and one-to-one contexts ensuring a responsive and individual-focused curriculum.
- **Materials and learning resources**: whilst the virtual learning environment is designed in line with recommendations for accessibility for those with disabilities, the programme team are also responsive to declared disabilities in relation to learning materials (including session handouts, PowerPoint presentations etc.) and in the setting and marking of assessments.
PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name
Postgraduate Certificate in Academic Practice in Higher Education

2. Is this programme involved in collaborative activity?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If yes what type of Collaborative Provision is it *(tick appropriate box)*?

- Does the programme have an access/feeder Programme for entry into it?
  - [ ]
- Does the programme have an articulation/progression agreement for entry into it?
  - [ ]
- Dual Award
  - [ ]
- Franchised Provision
  - [ ]
- Joint Award
  - [ ]
- Partnership Programme
  - [ ]
- Recognition of Study or Award of Credit through off-campus study or placement
  - [ ]
- Staff and student exchange
  - [ ]
- Validated provision
  - [ ]

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto ASQ Office?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

PAF Initially Approved: 29 July 2011
PAF modified re: APL and module table: 25 August 2015
PAF modified re: nesting November 2013
PAF modified re: module table and marking criteria September 2015
Programme approval 2010/11

Yes [ ] No [ ] Not applicable [✓]

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Name and address of the off-campus location and external body

n/a

Percentage/amount of the programme delivered off-campus or by external body

n/a

Nature of the involvement of external body

n/a

Description of the learning resources available at the off-campus location

n/a

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

n/a

*Please attach the report of the visit to the off-campus location*

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

<table>
<thead>
<tr>
<th>Year abroad</th>
<th>Year in employment</th>
<th>Placement</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Time spent ……………………Credit amount ………..Compulsory/optional………………

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

PAF Initially Approved: 29 July 2011
PAF modified re: APL and module table: 25 August 2015
PAF modified re: nesting November 2013
PAF modified re: module table and marking criteria September 2015
5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

The PG CAP HE programme has been accredited by the Higher Education Academy (HEA) against the UK Professional Standards Framework for teaching and supporting learning in Higher Education. Upon successful completion of the core module ‘Enhancing Academic Practice’ participants are eligible to apply for recognition as an Associate Fellow (Descriptor 1) of the HEA and upon successful completion of the programme participants are eligible to apply for recognition as a Fellow (Descriptor 2) of the HEA.

Name and address of PSB

The Higher Education Academy
Innovation Way
York Science Park
York
YO10 5BR

The accreditation is valid for a period of 3 years from September 2012 to August 2015. We are currently in the process of reaccrediting the programme.