## Programme Specification

### Programme award and title:
Postgraduate Certificate in Academic Practice

| SCQF Level: | 11          | SCQF Credit Value: | 60          |

### Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme aims to prepare those engaged in H.E. Academic Practice with the necessary knowledge, skills and experience they require in relation to three key elements of their professional role: learning, teaching and assessment; research; academic service (incorporating professional ethics, inclusive practice and interprofessional working).
- The programme provides a structured framework for personal and professional development that meets the needs of participants engaged in differing academic practice roles.
- The programme's content and support framework enable participants to address requirements for Standard Descriptor 2 of the UK Professional Standards Framework for teaching and supporting learning in higher education, and associated professional accreditation by the H.E. Academy and/or the Nursing and Midwifery Council (NMC) along with elements within Domains of the Vitae Researcher Development Framework.
- The programme promotes critical reflection on theory and practice and enables participants to engage in reflective discourse with disciplinary colleagues and peers as part of work-based, experiential learning.

### Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

**Knowledge and understanding**

1. demonstrate a critical awareness of skills, techniques and levels applicable to research-led pedagogy, recognising the constraints and affordances generated by a research-led environment
2. demonstrate effectiveness and originality in the development and/or application and dissemination of disciplinary knowledge (including through the planning and design of learning activities, modules and/or programmes of study)

**Subject-specific skills and other attributes**

3. integrate and apply relevant skills and knowledge to develop an effective learning environment that improves students' learning experiences, recognises and supports individuality and diversity, and promotes equality of opportunity
4. synthesise outcomes from iterative engagement with a range of evaluation techniques (including critical evaluation of current research and advanced scholarship in H.E. Academic Practice) to enhance personal development and professional practice

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes**

5. collaborate effectively, critically and reflectively in disciplinary, interdisciplinary/interprofessional and cross-functional learning and/or research communities and/or development teams
6. critically analyse and tackle complex issues and/or problems in a systematic and/or creative manner, leading to sound judgements and evidence-based decision-making

### Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features.

*ARO 29b : August 06   PG*
• Learning outcomes will be assessed through a variety of techniques that reflect the personalised nature of the programme and the real-world tasks undertaken by staff in the early years of an academic practice role. Portfolios encompassing outcomes of personal practice and reflection will be employed, along with presentations, peer and self review, extensive formative feedback/feedforward and personal and professional development planning. Where possible assessments will be submitted electronically and will be marked in a similar vein.

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<tr>
<th>Professional/statutory body accreditation or recognition:</th>
<th>Higher Education Academy (forthcoming)</th>
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<td>NMC (forthcoming)</td>
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**Further details:**

- **Entry requirements:** [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
- **Programme structure:** [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- **Relevant Subject Benchmark statement (if applicable):**
  [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
- **Scottish Credit and Qualifications Framework:** [http://www.scqf.org.uk/the_framework.asp](http://www.scqf.org.uk/the_framework.asp)
- **Introduction/revision date:** September 2011