Student Course Handbook 2025/26

School of Social Work, Education & Teacher Education

University Certificate in Academic Practice/ Postgraduate Certificate in Academic Practice

Canterbury Christ Church University

Your Course Handbook

This handbook sets out a range of information about your course and points to several other important documents to help support you through your studies at the University.

It should be read in conjunction with Your Essential Guide, 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.

This information is designed to support you throughout your studies. It is important to familiarise yourself with it. For information on all the services and support available to students visit www.canterbury.ac.uk/students

For further course queries please contact enhancingstudentsuccess@canterbury.ac.uk

For any other queries, contact the Student Zone:

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Accessibility

This document is presented in 12pt Arial font on an off-white background to improve accessibility in line with 2023 British Dyslexia Association guidelines. If you – the student – require a different background colour, please do change by following the Microsoft guide on background colour. Please note you can download an alternative version of the handbook (including audio, Braille or HTML for enhanced viewing on mobile devices) from your course Blackboard.

Welcome from the Course Director

Welcome to the Postgraduate Certificate in Academic Practice. This Level 7 PSRB accredited 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. It is a recognised Level 7 teaching qualification.

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 Advance HE for recognition of the Fellowship.*

If you are with us for the University Certificate in Academic Practice, welcome. The University Certificate in Academic Practice (UCAP) has been designed specifically for new academic staff and professional service staff and those who have a non-traditional role in teaching and supporting learning in Canterbury Christ Church University and our collaborative partner institutions. 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 Associate Fellowship.*

If you have sufficient teaching hours and the permission of your line manager, you may be able to apply for Recognition of Prior Certified Learning to do the other two modules of the PGCAP. The UCAP is also the first module of the PGCAP.

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 mapped against the Professional Standards Framework (PSF) 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 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.

For a downloadable PDF version of the PSF please click here
The dimensions of the PSF Framework are mapped across the three modules of the PGCAP:
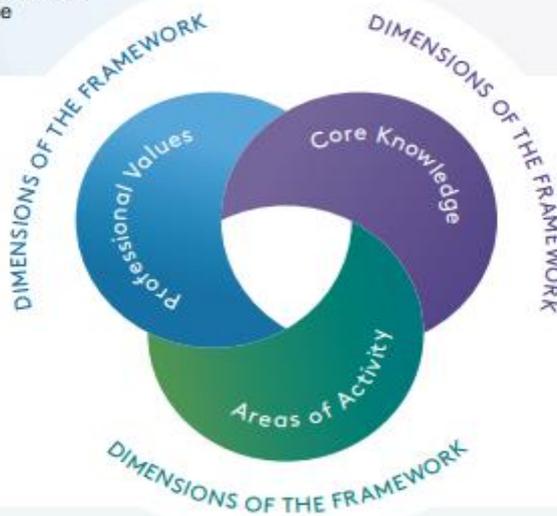
Professional Values

In your context, show how you:

V1 respect individual learners and diverse groups of learners

V2 promote engagement in learning and equity of opportunity for all to reach their potential

V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

V4 respond to the wider context in which higher education operates, recognising implications for practice

V5 collaborate with others to enhance practice

Core Knowledge

In your context, apply knowledge of:

K1 how learners learn, generally and within specific subjects

K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study

K3 critical evaluation as a basis for effective practice

K4 appropriate use of digital and/or other technologies, and resources for learning

K5 requirements for quality assurance and enhancement, and their implications for practice

DIMENSIONS OF THE FRAMEWORK

DIMENSIONS OF THE FRAMEWORK

Professional Values

Core Knowledge

Areas of Activity

DIMENSIONS OF THE FRAMEWORK

Areas of Activity   In your context, demonstrate that you:

A1 design and plan learning activities and/or programmes

A2 teach and/or support learning through appropriate approaches and environments

A3 assess and give feedback for learning

A4 support and guide learners

A5 enhance practice through own continuing professional development

The UCAP is assessed D1 and on successful completion of the UCAP/ Module 1 of the PGCAP you will be awarded Associate Fellowship of Advance HE

Descriptor 1

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:

D2   D3

D1.1

use of appropriate Professional Values, including at least V1 and V3

D1.2

application of appropriate Core Knowledge, including at least K1, K2 and K3

D1.3

effective and inclusive practice in at least two of the five Areas of Activity

D1   D4

Descriptor 1 aligns with Advance HE recognition as Associate Fellow.

The PGCAP is assessed at D2 and on successful completion of the PGCAP you will be awarded Fellowship of Advance HE

Descriptor 2

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

D2

D3

D2.1

use of all five Professional Values

D2.2

application of all five forms of Core Knowledge

D2.3

effective and inclusive practice in all five Areas of Activity

D1

D4

Descriptor 2 aligns with Advance HE recognition as Fellow.

Course overview

Course duration and modes of study

The PGCAP is a 15-month course with entry points in September and March (or September and January if the first module is not taken because of Recognition of Prior Learning or Experience). It is a flipped and blended course delivered largely on Canterbury campus with some online sessions delivered on Blackboard Collaborate.

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.

- 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

What you should achieve at the end of the course – outcomes and PSF Descriptors

On successful completion of the PGCAP, you will be able to:

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 and to enhance student experience. (A1, A2, A3, A4, K2, K3, V5)

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, sustainability and other relevant topics to reflect developments in the sector. (A3, A5, V4, V3, V5 K4, K5)

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. (K1, V1, V2, V4, A4)

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, Office for Students, the Quality Assurance Agency and, where applicable, professional and statutory regulatory bodies. (K1, K3, K5, V1, V2, V4)

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. (K3, V3, V4, V5, A5)

Demonstrate fluent, effective and confident writing with structured and coherent arguments. Students adapt their writing/communication style to the needs of the brief sensitively and use discipline-specific vocabulary accurately to present complex ideas clearly while defending their own original conclusions. Spelling, punctuation, grammar and numeracy are handled accurately.

Evidence effective teaching across the D2 descriptor by using all five Professional Values, application of all five forms of Core Knowledge and demonstrating effective and inclusive practice in all five Areas of Activity
(K1, K2, K3, K4, K5, V1,V2,V3, V4, V5, A1, A2, A3, A4, A5)

Full module descriptors will be available on the course Blackboard Ultra VLE when you are enrolled on to the course. You will also find information and supportive documents in relation to meeting the Professional Standards Framework (PSF) Fellowship requirements as part of the PGCAP course.

You will see the opportunities for you to meet the PSF Dimensions and the Descriptor Categories indicated by each of the learning outcomes for each module. For further information and broader descriptions of these please see the section about the PSF on pages 5-7.

To assist you in meeting the relevant PSF 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.

Course Modules
Introduction to Facilitating Learning in HE (IFL) – this module forms the UCAP

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

1. Apply relevant HE learning, teaching and feedback strategies, theories and scholarship to design and deliver effective teaching and/or support of learning within your own discipline or role.

2. Plan and deliver effective and efficient teaching and/or support of learning, showing critical awareness of the curriculum requirements and quality assurance processes, to support student success.

3. Create engaging, collaborative and inclusive learning environments to promote participation and success in HE for all individual students.

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.

5. Demonstrate fluent, effective and confident writing with structured and coherent arguments. Students adapt their writing/communication style to the needs of the brief sensitively and use discipline-specific vocabulary accurately to present complex ideas clearly while defending their own original conclusions. Spelling, punctuation, grammar and numeracy are handled accurately.

Candidates must fulfil PSF2023 D1: V1, V3, K1, K2, K3 and at least two of A1-A5

Enhancing Learning & Teaching (ELT)

Module Aims
This module explores ways to enhance teaching practice and students' experience through reflection and analysis of themes such as inclusive practice, sustainable practice, academic literacy, students as partners in learning, decolonizing the curriculum etc (these may change according to what key trends arise in pedagogical research and modern teaching practice.

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, equality and inclusive practice (D2 – V1 & V2);

2. Critically evaluate a range of learning and assessment related enhancements including assessment literacy and technology enhanced learning (D2 – A2, A3,A5, K1, K2, K4, V1, V2-V4 V5);

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);

4. Apply detailed knowledge of the UK HE sector, disciplinary and institutional strategic priorities in order to enhance your practice (D2 – V4, K5);

5.   Apply critical reflective practice which supports ongoing professional development and pedagogical enquiry within the wider context of higher education (D2 – A5, K3 & V4 & V5).

Active Research Intervention (ARI)

Module Aims

1. Introduce action research as a practical method for you to engage in the continuous enhancement of your teaching practice.

2. Develop your confidence and skills to conduct evidence-based pedagogical interventions.

3. Build your critical engagement with pedagogical research literature and evaluation of teaching practice in order to improve the learning experience and outcomes for your students.

4. Continue to establish your critically reflective and reflexive teaching practice.

Learning Outcomes
By the end of the module you will be able to:

1. Design, implement and evaluate an evidence-based action research intervention (V5; K2, K3, K5; A2, A4).

2. Demonstrate critical engagement with Higher Education learning and teaching theories and research, including action research (V3, K3).

3. Apply your knowledge of contextual factors affecting the UK Higher Education sector to your intervention to enhance your teaching practice (V4, K2, K5, A2, A4).

4. Demonstrate evaluation of your teaching practice through critical reflection on your own teaching and on feedback from students and/or peer-observation (V5, K3, A5).

5. Show research-informed plans for future enhancements to your reflective teaching practice (V3, K5, A5).

Key staff and contact details

Ms Chloe Courtenay (SFHEA)
Course Director (UCAP/PGCAP)
Module Leader: Enhancing Learning & Teaching (ELT)
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Dr Claire Loffman (SFHEA)
Module Leader: Introduction to Facilitating Learning in HE (IFL)
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Dr Emma Scanlan (FHEA)
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- School Learning Developer: Dr Silvina Bishopp-Martin silvina.bishopp-martin@canterbury.ac.uk
- School Academic Librarian: Ms Catherine Sherwood catherine.sherwood@canterbury.ac.uk
- School Learning Designer: Ms Eve Snare eve.snare@canterbury.ac.uk
- Careers and Enterprise careers@canterbury.ac.uk
- Student Zone studentzone@canterbury.ac.uk
- Student Wellbeing Services   https://www.canterbury.ac.uk/our-students/campaigns/student-wellbeing-services

How we will communicate with you

We will contact you with essential information and updates via your **university student email address**, so please make sure you check your e-mails regularly e.g., at least twice per working day.

https://www.canterbury.ac.uk/our-students/ug-current/it-services/software-and-online-services/email

Key dates and timetabling

University dates 2025-26 - Canterbury Christ Church University

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 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 in advance of the session or as soon as you are able. Your PAT will be your Module Lead

Accessing your timetable
There are several 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)
Most 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.

Using MyTimetable 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.

For more information about ISTs and OnTime (the University's central timetabling database), including full guides and video tutorials, visit the Student Timetables 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, to help you plan and better manage your work-life balance. Amendments to the published timetable may happen sometimes due to occurrences outside of the University's control, 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 Student Zone.

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

You will discover how we support you and discover opportunities to join the wider community through activities like the Students' Union Freshers' Fayre. For all these reasons, it is really important that new students attend their Welcome Week. You are able to join the Students' Union and any societies.

Find out more by accessing your Course Essentials

Reassessment Week

If you do not pass all your modules at the first attempt, you may be given the opportunity to undertake reassessment in the period between the current academic year ending and the next one starting. For more information about reassessments, see Your Guides to Awards and Assessments.

Course structure

September - December	1. Introduction to Facilitating Learning in HE (20 credits) Associate Fellow AdvanceHE	January - April	2. Enhancing Learning and Teaching (20 credits) Fellow AdvanceHE	June - January	3. Action Research Intervention (20 credits) Fellow AdvanceHE

Module 1: Introduction to Facilitating Learning in HE
IFL Day 1: Monday 29 September, 2025, 9 - 1, **ON CAMPUS**
IFL Day 2: Tuesday 7 October 2025, 9-1, **ON CAMPUS**
IFL Day 3: Wednesday 15 October, 2025, 12-4, **ONLINE**
IFL Day 4: Microteaches – **ON CAMPUS Canterbury and Medway**
IFL Day 5: Monday 10 November, 2025, 9-1 - **ON CAMPUS**
IFL Day 6: Tuesday 25 November, 2025, 9-1, – **ON CAMPUS**
IFL Day 7: Wednesday 10 December, 2025, 9-1, **ON CAMPUS**

Module 2: Enhancing Learning & Teaching (ELT)
ELT Day 1: Monday 16 January 2026, 9 - 1, **ON CAMPUS**
ELT Day 2: Tuesday 5 February, 9 – 1, 2026, **ON CAMPUS**
ELT Day 3: Wednesday 18 February 2026, 12 - 4, **ON CAMPUS**
ELT Day 4 – Friday 6 March, 2026, 12 - 4, **ONLINE**
ELT Day 5 – Monday 23 March, 2026, 12 - 4, **ONLINE**
ELT Day 6 – Thursday 9 April, 2026, 9 - 1, **ON CAMPUS**
ELT Day 7 – Tuesday 21 April, 2026, 9 - 1, **ON CAMPUS**
Learning & Teaching Conference – Date TBC

Module 3: Action Research Intervention (ARI)
ARI Day 1 – Thursday 18 June, 2026, 9 - 1, **ON CAMPUS**
ARI Day 2 – Friday 3 July, 2026, 12-4, **ONLINE**,
ARI Day 3 - Wednesday 9 September, 2026, 9-1, **ON CAMPUS**
ARI Day 4 - Tuesday 29 September, 2026, 12-4, **ON CAMPUS**
ARI Day 5 – Wednesday 28 October 2026, 9-1**, ONLINE**
ARI Day 6 – Thursday 26 November, 2026 , 12 - 4, **ON CAMPUS**,
ARI Day 7 – Friday 8 January 2027, 9-1. **ON CAMPUS**
Universities at Medway Learning & Teaching Conference, June 2026. Date TBC

For more information, please see the Module Handbooks which will be available on the Module Blackboards. Your Module Lead will also send Outlook invites with rooming details.

Learning and teaching

Learning and teaching activities
The UCAP and PGCAP are not lecture based courses. We use a flipped learning model which requires preparation before the taught sessions so that we can focus on using the knowledge and information covered in the pre-session prep and considering how it is relevant to teaching practice.This partly give participants time to read and consolidate information rather than getting information overload in taight sessions. It also means we can have shorter teaching sessions. Students fed back that the original 9am-4pm days were too long and over-whelming so this flipped model offers flexibility and less a exhausting schedule.

- Taught sessions are 4 hour workshops taught either on the Canterbury Campus or online via Blackboard Collaborate.
- Module 1 also has microteaches which you book onto and are offered on the Canterbury or Medway Campus.

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 see the [Student Learning Platform Suite](#).

- Blackboard is the Virtual Learning Environment and each module has its own Blackboard on which you can access all the materials, resources and session recordings as well as the Turnitin Submission points for Modules 1 and 3.
- Blackboard Collaborate is the online platform we use for the taught online sessions. You will also do your Reflective Interview Assessment for Module 2 on this platform.
- PebblePad is the electronic portfolio you will use for your assessment on Module 2.
- ReCap is used to record sessions and you will record your own teaching and be able to edit recordings using this software.

You can get help with the Lunchtime Surgery (1-2pm, Monday-Friday) and from your Learning Designer (formerly Digital Academic Developer)

Self-study and independent learning
As well as participating in live sessions, you are expected to undertake self-study and learn independently
The UCAP requires 200 hours of study and 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 2023:

Learning and Teaching Strategy principle	How the PGCAP delivers these principles	Mapped learning Outcome 1-5
Promote compassion, inclusion, innovation, courage and creativity in the design, content and engagement with learning, teaching and assessment	The PGCAP encourages students to foster courageous and critical thinking at all levels of their practice throughout all three modules and in the assessments. The course encompasses inclusive accessible and compassionate practices as well as encouraging reflection on and application of these values in the evaluation of practice, microteaches, reflective portfolio and action research interventions. Assessment models formative, authentic and inclusive assessment and feedback processes and encourage students to evaluate these processes in the areas where they facilitate learning. The Advance HE Fellowship is recognised both nationally and internationally and therefore increases the employability of successful participants. Students are also encouraged to attend and take part in learning and teaching conferences and to engage in research best practice.	LO1: Critically evaluate HE learning and teaching theories and research in order to identify and apply innovative strategies to enhance teaching, support of learning and assessment and feedback practices. LO3. Evaluate the effectiveness of practice with respect to the needs of students in own discipline, the quality assurance requirements of the UK Higher Education Sector, the Quality Assurance Agency and, where applicable, professional and statutory regulatory bodies. LO7: Evidence effective teaching across the D2 descriptor by using all five Professional Values, application of all five forms of Core Knowledge and demonstrating effective and inclusive practice in all five Areas of Activity
Commit to developing learners' academic, career and life-long learning skills through ethical and sustainable curricula	Students' personal and professional development is a high priority on the PGCAP. Students learn by doing, utilizing techniques, skills and topics covered on the course in their own learning and teaching. A wide range of resources, teaching strategies and learning opportunities are embedded to enhance communication skills, pedagogical knowledge and critical reflection. Modules are planned around the latest developments in education to ensure that learners are equipped with the tools and information needed to inform their own learning and teaching and that they have the necessary graduate skills and attributes for the 21ˢᵗ century. Ethical and sustainable practice is embedded across the curriculum with needs analysis in place to ensure learners needs are met, practical actions such as conserving energy and resources, reflection on compassionate pedagogy and sustainability built into the course and flexible responses in response to learning needs and digital poverty.	LO5: Develop a comprehensive understanding and 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. LO6: Demonstrate fluent, effective and confident writing with structured and coherent arguments. Students adapt their writing/communication style to the needs of the brief sensitively and use discipline-specific vocabulary accurately to present complex ideas clearly while defending their own original conclusions. Spelling, punctuation, grammar and numeracy are handled accurately. LO7: Evidence effective teaching across the D2 descriptor by using all five Professional Values, application of all five forms of Core

		Knowledge and demonstrating effective and inclusive practice in all five Areas of Activity
Create people-first communities of learning and belonging throughout all our environments: physical, digital, social, and professional.	We recognise that students on the PGCAP have many conflicting demands on their time. To maximise opportunities for 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 practice are carried out at times and venues to best support students with flexibility built in wherever possible. Participation in the PGCAP evolves a community of practice, with participants coming from all schools and departments and sharing best practice. Peer to peer work collaboration and peer feedback is supported and encouraged in embedded activities. Students are supported at every stage of the student journey with pastoral and academic support, pedagogical advice, tutorials, and catch-up sessions. Students can request a peer mentor to help support them. The PGCAP is available to staff across the institution including our partner institutions and provides opportunities to work collaboratively and learn through networking and sharing best practice in asynchronous, synchronous activities, peer mentoring and peer work partnerships and peer observation. Best practice in synchronous, asynchronous, face to face and online spaces ensures students gain or build on their existing knowledge to create their own stimulating and contemporary learning spaces. Data will be used to help identify students in need of support so that inclusion, retention, success and progression can be enhanced and improve the students' experience.	LO2: Draw on systematic and apply detailed knowledge of the UK HE sector, and of disciplinary and institutional strategic priorities in order to enhance practice. Areas covered include, but are not limited to: technology enhanced learning, inclusive curricula, graduate employability, sustainability and other topics to reflect developments in the sector. LO5: Develop a comprehensive understanding and 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.
Promote compassion, inclusion, innovation, courage and creativity in the design, content and engagement with learning, teaching and assessment	The PGCAP encourages students to foster courageous and critical thinking at all levels of their practice throughout all three modules and in the assessments. The course encompasses inclusive accessible and compassionate practices as well as encouraging reflection on and application of these values in the evaluation of practice, microteaches, reflective portfolio and action research interventions. Assessment models formative, authentic and inclusive assessment and feedback processes and encourage students to evaluate these processes in the areas where they facilitate learning. The Advance HE Fellowship is recognised both nationally and internationally and therefore increases the	LO1: Critically evaluate HE learning and teaching theories and research in order to identify and apply innovative strategies to enhance teaching, support of learning and assessment and feedback practices. LO3. Evaluate the effectiveness of practice with respect to the needs of students in own discipline, the quality assurance requirements of the UK Higher Education Sector, the Quality Assurance Agency and, where applicable,

| | employability of successful participants. Students are also encouraged to attend and take part in learning and teaching conferences and to engage in research best practice. | professional and statutory regulatory bodies.

LO7: Evidence effective teaching across the D2 descriptor by using all five Professional Values, application of all five forms of Core Knowledge and demonstrating effective and inclusive practice in all five Areas of Activity |
|---|---|---|

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. The first module also forms the UCAP. Once you are enrolled, you will undertake the **Introduction to Facilitating Learning in HE** module which 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 offers 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, that aim to support you in developing the academic skills you need to succeed at and beyond University.

Learning Developers and Academic Librarians are based in each School 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. For more information on our offer, you can also email learner@canterbury.ac.uk

Using your Library
All CCCU students have access to our fantastic libraries, which offer not only a great environment for individual or group study, but also extensive and diverse collections of books and online resources to support your learning.

To get started, visit our **Getting Started Guide** for everything you need to know about using the library.

The best way to begin exploring the library collections is through our **Subject Guides**. These guides provide helpful introductions to key subject-specific books, journals, and databases available for your studies.

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

Assessment criteria
Please see the module handbook and module Blackboard .

How to submit your assessments
Most assessments should be submitted through Turnitin, the University's digital submission service. Turnitin allows you to check your assessment to avoid plagiarism. Find out how to submit to Turnitin here.

The ELT module assessment is submitted through PebblePad the eportfolio platform. Learn more about the University's computing systems and learning technologies here. This covers everything from logging in and getting started to using Blackboard and Turnitin.

Where possible your assessments are marked anonymously. This means that for assessments that can be anonymised in your modules, you will provide only your Student ID (excluding your initials) when submitting the work, and markers will not know your identity when they mark the work. Un-anonymisation (when your identity is revealed, and staff can see your name) occurs only once the marking and moderation process is completed. Each Module Handbook will specify which assessments are marked anonymously. For more information see the University Policy on Anonymous Marking.

Learn more about the University's computing systems and learning technologies. 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 self check version of your work to check whether you are at risk of having plagiarised. The module Blackboard will offer a self check Turnitin submission point to allow you to do so.

A self-check Turnitin submission point is also provided on the ELT Blackboard although the formative e-portfolio is submitted on PebblePad and

Assessment and Awards Processes
You can find out more about University assessment and award processes, this webpage provides the formal steps involved in making a final award, and the University's Regulation and Credit Framework that governs academic awards.

Feedback
You will receive your feedback on Turnitin for IFL and ARI and on PebblePad for ELT. 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 marking criteria, 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.

Preparing for Reassessment
If you have not passed an 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.

Results
Your final results will only be confirmed after the meeting of the Board of Examiners. You will get your final results via MyRecord.

Contact your tutor if you have any questions about how, when, or where to submit your assessments.

Keeping a copy of your assessments

We will keep a copy of the assessments you submit for five years post-graduation. This is to meet the requirements of our regulator, the Office for Students. You can download a copy of your work, mark and feedback yourself and we could encourage you to do this. See the [guidance for using Turnitin, Blackboard and PeddlePad](#) for details.

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 on [this website about assessment procedures](#).

This course has some special requirements because it is also regulated by a Professional Regulatory or Statutory Body (PSRB). This course is accredited by Advance HE and assessed against the [2023 Professional Standards Framework](#). You will evidence how you have met the PSRB requirements by having an observation of your teaching on each module and completing a self-assessment checklist against the required dimensions of the framework on each module. Your Module Lead will check that you have met these requirements as part of the marking process.

On successful completion of the course, your Advance HE AHEA (upon successful completion of the IFL Module/UCAP) and FHEA (upon successful completion of the PGCAP) notification will be sent to you by email from Student Zone after the final Board. You will need to set up an Advance HE account and download your certificate as only you will have access to this. CCCU Staff members should also add their certificate number to their Staffspace account.

Personal academic tutoring

Every student is allocated a named member of academic staff from their course of study, called a Personal Academic Tutor (PAT).

Your PAT is there to provide you with academic support helping you to identify the academic skills you need to develop to succeed in your studies. The PAT monitors your engagement with your studies through the [Student Engagement Dashboard](#). If you are a combined honours student, you will have one PAT and a named contact in your other course.

PATs will provide regular scheduled appointments to meet with their tutees either individually or in groups; these will take place at least three times per year. Your personal tutor will be the

Module Lead of the module you are studying on. Claire Loffman for IFL, Chloe Courtenay for ELT and Emma Scanlan for ARI. Previous students have fed back that this system works best for them with their dual staff/student role.

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 Representative – known as a 'Student Rep' for your course and get involved in the Students' Union.
Your course will run an election for course reps at the beginning of each academic year. Your Module Lead will mention this on Day 1 and ask you to elect someone. Ideally, they will leave the class so you can have a discussion without the tutor present.

School 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 Rep and even Union Council.

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 Voice Forums (formerly called Student-Staff Liaison Meetings). Forums normally take place once per semester/trimester/term 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 share the views of fellow students and report back to their peer group on the outcomes. Matters relating to individual students are not discussed at Student Voice Forums.

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 studies and course approval or review. Your Course Team will let you know when there are opportunities to get involved.

All Student Reps are supported by the Students' Union who can be contacted on coursereps@ccsu.co.uk or see https://ccsu.co.uk/yourvoice/studentreps.

Each year, we invite you to take part in the national student surveys. These are different surveys for different levels of study and research, but they all focus on your student experience. National Student Surveys - Canterbury Christ Church University

IT support

We ensure you have access to all the software, hardware and support you need to complete your assignments and excel in the digital world.

Here are the top things to know about IT:

- Access your computing account
- Store your files
- Connect to Wi-Fi
- Explore the IT facilities

- [Download free software](#)
- [Stay safe online](#)

Contact the i-zone if you need any help (01227 922222 or i-zone@canterbury.ac.uk)

Employability, careers, and enterprise

All courses at CCCU are aligned to our Future 360 Framework for Developing Enterprising, Professional Graduates.

POTENTIAL
- Improving your attributes and skills
- Marketing and promoting yourself
- Applying subject knowledge

WORKING ON **YOUR**

SELF
- Increasing self-awareness and reflection
- Enhancing your professionalism
- Developing an enterprising mindset

FUTURE
- Exploring career possibilities
- Building sector awareness
- Searching for and securing opportunities

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-based CV and interview software, employer/skills videos, and other tools to support your career development and job success including an online employability award certificate programme
- Advice on writing CVs, personal statements, and cover letters
- Regular online and on-campus career development workshops and events including job fairs
- Courses leading to Microsoft accreditation

- Bursaries to assist with travel and other expenses related to gaining additional work experience (outside of curriculum–based placements) and starting your career
- Volunteering and part-time job opportunities alongside your studies with Unitemps
- Professional mentoring with CCCU alumni and employers
- 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

Visit: https://www.canterbury.ac.uk/current-students/careers-and-volunteering/careers-and-jobs/careers-and-enterprise-hub or email: 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 Course award. This is in line with the QAA UK Quality Code and is part of the University's approach in assuring and enhancing academic quality for all of its academic provision.

External Examiners are drawn from higher education providers and industry. To confirm their suitability for the role, External Examiners are formally appointed by the University by assessing each External Examiner's qualifications and experience within their subject specialism. External Examiners are independent of the University. The University operates two types of External Examiners, those who are subject specialists and appointed to individual modules, and those who are appointed to Progression and Award Boards where recommendations about progression and award for your course are made.

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

Additional information

You are a fully registered student while you are on the UCAP or PGACP, and so have the right to access all student services from Library Services, Learning Development, Student Hub, Students' Union membership and support, Wellbeing, etc.