

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>Academic Professional Apprenticeship</b>	
<b>Programme (AOS) Code(s):</b>	<b>MC1ACP2</b>
<b>UCAS Code:</b>	<b>N/a</b>
<b>Name of Final Award:</b>	<b>Postgraduate Certificate, PGCert</b>
	<b>Academic Professional Apprenticeship (subject to external assessment)</b>
<b>Level of Qualification:</b>	<b>Level 7</b>
<b>Regime of Delivery:</b>	<b>Work-Based Learning</b>
<b>Mode(s) of Delivery:</b>	<b>Part Time</b>
<b>Typical Length of Study (Years):</b>	<b>2</b>
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	<b>Accredited by Advance HE to confer Fellowship of the HEA Aligned to Academic Professional Apprenticeship Standard</b>

### Brief Description of the Programme

The Academic Professional Apprenticeship (APA) (Teaching Specialist) programme provides the taught route to Fellowship of the Higher Education Academy (FHEA) for full-time colleagues (i.e., those contracted to work more than 30 hours per week) of Buckinghamshire New University as part of the University's Fellowship scheme, accredited by Advance HE.

The programme is built around two key external reference points for professional competence and teaching excellence in the higher education sector: the *UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education* (UKPSF) (2011) and the *Academic Professional Apprenticeship Standard (Teaching Specialist) (ST0477)* (2018). It provides opportunities for you to develop the full range of knowledge, skills, behaviours and values required as a professional academic teaching in contemporary higher education, providing the basis for excellence, innovation and leadership in learning and teaching within your professional and disciplinary context. Note that this programme does not lead to the Research Specialist option of the Academic Professional Apprenticeship.

The APA is a work-based learning programme in which you will explore and develop your practice through a combination of taught sessions, peer engagement via action learning sets and the development of a comprehensive portfolio of evidence of your achievement of key knowledge, skills and behaviours as articulated in the APA Standard and the UKPSF. As an apprentice, you will also be required formally to log your use of the formal Off the Job training (OtJ) time (constituting 20% of your formally contracted working hours) you have been provided with as part of your apprenticeship agreement with the University using the system provided.

Following successful completion of the on-programme, university-based elements of the apprenticeship in the form of both stages of the Postgraduate Certificate in Academic Practice, you will be required to proceed to a further externally managed and quality assured assessment process (End Point Assessment (EPA)) by a relevant End Point Assessment Organisation (EPAO), for which successful completion of the University-based programme and logging of OtJ constitute a key gateway requirement.

Successful completion of the on-programme assessment and End Point Assessment processes will confer three awards:

- Postgraduate Certificate in Academic Practice (PGCAP)
- Fellowship of the Higher Education Academy (FHEA)
- Academic Professional Apprenticeship (Teaching Specialist)

## Programme Aims

1	To develop high quality teaching staff, fully equipped with the knowledge, skills, values and behaviours to carry out their role effectively in accordance with nationally recognised standards of excellence in learning, teaching and assessment in higher education
2	To encourage participants to engage purposefully and developmentally with their practice as part of their ongoing commitment to continuous professional development as teachers in higher education
3	To provide participants with a basis for future leadership in learning, teaching and assessment in higher education on the basis of excellence and expertise in the pedagogies of their disciplines

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed throughout the programme.

ID	Learning Outcome
On successful completion of the programme a participant will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Demonstrate a systematic understanding of the core knowledge identified in the Academic Professional Standard and how this informs their practice in a manner relevant to the requirements of their working contexts
K2	Demonstrate an advanced systematic understanding of the specialist teaching knowledge identified in the Academic Professional Standard and how this informs their practice in a manner relevant to the requirements of their working contexts
<b>Graduate Attribute: Creativity (C)</b>	
C1	Demonstrate originality in the application of the core skills identified in the Academic Professional Standard in the performance of the full range of activities involved in their role as a higher education teaching professional in a manner relevant to the requirements of their working contexts
C2	Critically apply the specialist teaching skills identified in the Academic Professional Standard in the deployment of innovative evidence-based teaching and assessment techniques and

	the development and evaluation of curricula in a manner relevant to the requirements of their working contexts
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Demonstrate a critical awareness of the full range of core values and behaviours identified in the Academic Professional Standard and UKPSF how they relate to their practice in a manner relevant to the requirements of their working contexts
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Communicate accurately and reliably to both specialist and non-specialist audiences using the full range of written, oral and digital communication skills relevant to their role in a manner fit for purpose and context
L2	Demonstrate critically reflective engagement with their practice as part of a commitment to continuous professional development in a manner relevant to the requirements of their working contexts

## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

### Level Seven

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
WB706	Developing professional academic practice	30	Core	Yes
WB707	Evidencing excellence in professional academic practice	30	Core	Yes
WB708	Academic Professional End Point Assessment	0	Core	(externally assessed)

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The principal mode of teaching and learning on the programme is work-based learning, via which you will engage purposefully with the development of your practice within your professional context against nationally recognised standards of excellence in learning, teaching and assessment as articulated in the UKPSF and APA Standard.

Each stage of the programme is organised into six teaching blocks of around 4 weeks in length, based around key topics, for example, evidence-based practice, developing quality teaching, action research, etc. Within these blocks, you will engage in a range of learning activities, both in person and online, including:

- Lectures
- Seminars
- Tutorials to support academic development and engagement with assessment processes
- Tripartite meetings between participant, mentor and representative of the course team
- Action learning sets

Within each block, you will be required to identify work-based learning opportunities for engaging purposefully with specific standards from the APA Standard within your own practice and working context, supported by your workplace mentor and the course team. This process will be complemented by inputs during taught sessions and opportunities for interactive exploration and discussion in seminars and action learning sets. It is supported by regular tripartite meetings between you, your workplace mentor and a representative from the course team (typically, the Apprenticeship Partnership Manager (APM)) in order to monitor participant engagement and provide a basis for purposeful engagement with your development against the standards. Each teaching block will culminate in a plenary-type seminar activity and action learning set, in which key issues arising from your engagement with the block will be explored in a supportive and collegial environment.

Engagement with standards forms the basis for the completion of an extensive e-portfolio of evidence of achievement which you will develop throughout your engagement with the programme and provide a bank of evidence on which you will be able to draw when engaging with assessed tasks. This should include evidence of engagement with teaching observations, including peer observations. Engagement with the e-portfolio process is seen as a principal driver for the purposeful development of practice which lies at the heart of the programme and also provides useful opportunities for engaging with the UKPSF as well as the APA Standard. As outlined in the Assessment section, below, successful engagement with the portfolio process is a requirement for passing each module.

Guided independent study will take the form of suggested and wider independent reading and engagement with a range of resources in preparation for and following lectures and seminar activities and in support of your engagement with your practice as part of your work-based learning activities. You are also asked to engage in peer observation activities, both as observee and observer, as part of the ongoing exploration and development of your teaching practices throughout the programme.

### **Additional Course Costs**

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme

they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Limited extra personal expenditure is expected. You may wish to budget an amount to support the purchase of key texts identified to be of particular relevance to your role and context. An amount of £100 is suggested for this purpose, which should also cover any stationery and other sundry requirements deriving from your engagement with the programme.

## Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year 1	48	132	120
Year 2	48	132	120
End Point Assessment	4		26

## Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The programme's assessment strategy has a number of purposes:

- Summative assessment of on programme learning as articulated in module learning outcomes
- Facilitation of a comprehensive and rigorous engagement with the APA Standard's core and specialist knowledge, skills, behaviours and values and the dimensions of the UKPSF
- Formative opportunities to prepare and rehearse the assessment requirements of the EPA
- Determination of readiness to proceed to the EPA

Summative assessment of the programme therefore mirrors the requirements of the EPA assessment process as articulated in the Academic Professional Apprenticeship Assessment Plan (2018), including:

- A video-based account of professional practice and accompanying session plans
- Reflective journal with accompanying annex of evidence and record of supporting evidence (RoSE) table
- Professional conversation

It also includes the requirement to collect, collate and complete an e-portfolio of your successful engagement with the full range of knowledge, skills, values and behaviours identified in the Academic Professional Standard and the dimensions of the UKPSF.

#### **Video-based account of professional practice and accompanying session plans**

This provides opportunities for you to demonstrate your practice via a series of up to four video recordings of your work with learners including a reflective commentary, framed in terms of intention and rationale via accompanying session planning documentation. This also provides the basis for the validation of your practice as part of the assessment of your successful engagement with the UKPSF for Fellowship of the HEA.

#### **Reflective journal with accompanying annex of evidence and record of supporting evidence (RoSE) table**

A critically reflective engagement with practice in the form of an extended written assignment, evidencing professional development against selected aspects of the APA Standard, evidenced via reference to artefacts from practice. Templates for the written component, RoSE and annex of evidence are provided for use in the assessment process.

#### **Professional conversation**

A critical engagement with practice via an exploration of your approach to student learning, your own engagement with professional development activities and a range of teaching related competences in conversation with a suitably qualified and experienced member of the course team, acting as assessor. This conversation will take place virtually via a suitable medium (e.g., Microsoft Teams) to enable recording for moderation and quality assurance purposes.

#### **E-portfolio**

You are also expected to complete an e-portfolio of evidence of your achievement of those aspects of the APA Standard identified for focus within each module of the programme (see programme mapping document). It should also include evidence of engagement with peer observation as part of your developmental activities. Successful engagement with the e-portfolio component is a condition for passing each module.

#### **Completion of the End Point Assessment process**

In order to provide a supportive and structured framework within which you can complete the EPA process, you will be enrolled upon a 0-credit module (Academic Professional End Point Assessment) following successful completion of the on-programme elements of the apprenticeship. This will ensure on-going access to relevant programme learning materials and resources via the University's VLE and allow for tutorial and administrative support of your engagement with the EPA process by the course team and APM. The typical timeframe for completing EPA following completion of the on-programme assessment process is 3 months.

The awards of Postgraduate Certificate in Academic Practice (PGCAP) and Fellowship of the HEA (FHEA) are dependent upon successful completion of the 0-credit module Academic Professional End Point Assessment module (i.e., demonstrable engagement with and completion of the EPA process).

## **Classification**

**Calculation of final award:**

**Level 7: 100%**

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

### Typical applicant profile and any programme-specific entry requirements

Under UK Government rules, Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). An Apprentice cannot be self-employed.

The employer must enter into an Apprenticeship Agreement with the student. All candidates must be employed in a role related to the subject matter of the Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer.

The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Students on the programme will normally be expected to:

- Have been awarded a first degree
- Have completed their probationary period
- Work within a university or other scholarly institute engaged in higher education and typically teach and support learning at levels 4 to 8 in the Framework for HE Qualifications in England, Wales and Northern Ireland (FHEQ), i.e. from HE Certificate to Doctorate levels.

Students on the apprenticeship pathway must also demonstrate that they have appropriate level 2 English and Maths qualifications *before* beginning the course.

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**No**

### Opportunities for students on successful completion of the programme

On completion, you will have the knowledge, skills and occupational competence and professional attributes to enable you to be gainfully employed as an Academic Professional Academic Professional Teaching Specialist.

You will be supported in pursuing opportunities for learning and continuing professional development throughout the course. As well as engaging in these activities, you will be supported in framing achievements in order to identify routes for growth as part of your continuing development as a professional in your field, for example, via internal promotion and recognition schemes.

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

## Student Support

During the course of your studies, you will be supported in the following ways:

- At the start of your studies you will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- You will be supported by their employer in identifying a **Workplace Mentor** who will support your professional development and engagement with work-based learning activities via regular meetings and the **tripartite review** process
- The mentoring process and, following completion of on-programme assessment, engagement with the EPA process will be supported by the **Apprenticeship Partnership Manager**, who also manages the **tripartite review** process
- Academic support will be provided by the course team in the form of regular **tutorials** to support engagement with learning and assessment processes
- You will be able to access our full range of **support services**, including the Inclusion, Diversity and Disability Service, Student Learning and Achievement (SLA) for skills and study support, the Library, Student Opportunities and Career Success (SOCS), Student Finance Team, Accommodation and Counselling Services

### Programme specific support (if applicable)

You will be supported in identifying a suitably qualified and experienced workplace mentor who will support your development against the full range of standards identified in the Academic Professional Apprenticeship Standard and help you identify opportunities for professional development within the institution and beyond.

At regular intervals (typically twice a semester), you will engage in a tripartite review meeting with your workplace mentor and the Apprenticeship Partnership Manager in order to monitor progress against the Standard and to provide the basis for ongoing pastoral and professional support.

## Appendices

### Quality Assurance

<b>Awarding Body:</b>	Buckinghamshire New University (PGCAP) This programme is accredited by Advance HE as a route to Fellowship of the HEA
<b>Language of Study:</b>	English
<ul style="list-style-type: none"> <li>• QAA Subject Benchmark Statement(s):</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Academic Professional Standard (ST0477) (2018)</i></li> <li>• <i>UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2011)</i></li> <li>• QAA FHEQ Level 7</li> </ul>
<b>Assessment Regulations:</b>	<i>Academic Assessment Regulations</i> , accessible via the Academic Advice webpages ( <a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a> )
<b>Does the Fitness to Practise procedure apply to this programme?</b>	No
<b>Date Published / Updated:</b>	February 2018 / April 2022

## Degree Apprenticeships

*Note: in this document the terms ‘apprentice’ and ‘student’ are used interchangeably.*

<b>Apprenticeship Standard:</b>	<b>Academic Professional Apprenticeship (ST0477)</b>
<b>End Point Assessment (EPA):</b>	<b>Independent EPA: Retains a separate independent EPA and follows the recommended process</b>

Degree Apprenticeships combine university study and work-based learning to enable apprentices to gain a full master’s or bachelor’s degree qualification. This provision of an academic degree is integrated with experience, practice and learning in the workplace. An apprentice has paid employment status and does not pay any training costs or student fees. Degree Apprenticeships are co-designed by employers ensuring that apprentices are equipped with the skills employers need and for their own future career.

### **The Standard and End Point Assessment Plan (EPA) - Independent**

As well as containing on programme training and assessment, all apprenticeship standards must contain an end-point assessment (EPA).

Apprentices must undertake an independent end-point assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the “gateway” criteria to undertake the assessment. End-point-assessments are graded and an apprenticeship certificate is only awarded after end-point assessment is successfully completed.

End-point assessment must be administered by an assessor from an approved, independent Apprenticeship Assessment Organisation, and not by Bucks New University as the training provider for the on-programme part of the apprenticeship programme.

### **Admission requirements**

Under UK Government rules, Degree Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). A Degree Apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the student.

All candidates must be employed in a role related to the subject matter of the Degree Apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.