Appendix 1: PGCAP/MEd APL Form

In order to begin your claim of prior learning or exemption you should first familiarise yourself with the three different categories of ‘exemption’, APCL and APEL before proceeding. The nature of the evidence required for each of the three categories is very different and it is likely only one specific category applies to you.

**If you are applying for full exemption (e.g. on the basis of an existing Postgraduate Certificate in Academic Practice or RET/AdvanceHE Fellowship) please do not fill out this form, please send a copy of your certificate to the** [**ADD PGCAP team.**](mailto:add-pgcap@glasgow.ac.uk)

# Section 1: contact details (applicant to complete)

|  |  |
| --- | --- |
| **Name of Applicant** |  |
| **Email Address of Applicant** |  |
| **Line Manager of Applicant** |  |
| **Head of School of Applicant** |  |
| **Date of Application\*** |  |

\* We aim to provide a decision on prior learning claims within 15 working days from the receipt of a complete application including all required evidence.

# Section 2: claim overview (applicant to complete)

|  |  |
| --- | --- |
| **Type of Exemption Claimed (see handbook page X for guidance)** | **Tick one box** |
| 1. Accreditation of Prior Certificated Learning  (Please complete Section 3a only) |  |
| 1. Accreditation of Prior Experiential Learning (Please complete Section 4a only) |  |

# Section 3a: for APCL applicants only (please delete the example when submitting).

To complete section 3 you should refer to the University of Glasgow Pg Cert Academic Practice or MEd Academic Practice programme handbook which gives detailed information on courses within the programme. ILOs themselves are provided in Appendix 3 for convenience. You will need to provide electronic copies of handbooks or other documentation to which you refer as evidence. Please add further rows if required. *Your claim will not be processed if documentary evidence is missing.* The completed form should be sent to [add-pgcap@glasgow.ac.uk](mailto:add-pgcap@glasgow.ac.uk)

|  |  |  |  |
| --- | --- | --- | --- |
| What courses are you claiming prior learning for? | What are the Course ILOs that you are claiming prior learning for? | How does your prior learning demonstrate that you have already met the ILOs that you are claiming? | Details of Attached Documentary Evidence |
| Course 1a: Introduction to Learning and Teaching in Higher Education | Critically reflect on your practice in relation to appropriate dimensions of the UKPSF **[A2, A3, A4, K1, K2, K3, K4, K5, V1, V2, V4]**;  Apply evidence-informed approaches to your teaching;  Critically reflect on student learning in the context of your teaching; and  Investigate the relationship between your teaching practice and the institutional environment. | This first ILO is evidenced across the two courses I completed at UCL (see handbook for Course A, page 22 and handbook for Course B, page 19 for the relevant ILOs).  The second ILO for Course 1a is evidence by two of the ILOs for Course B at UCL (handbook page 19) that focused on learning and teaching research and scholarship.  The third ILO is addressed through the portfolio of teaching observation that formed the assessment for Course A at UCL (see page 26 of handbook for the assessment information and page 22 for the relevant ILOs).  The final ILO is evidenced by Course B at UCL where I had to demonstrate how my teaching in maths contributed to the overall strategy for the institution. | Handbooks for Courses A and B on the PGCAP at UCL. Course A and B are both 10 credits. |
|  |  |  |  |
|  |  |  |  |

# Section 3b: for completion by ADD assessors of APCL claims only (please delete example when completing form)

|  |  |  |  |
| --- | --- | --- | --- |
| Courses Claimed | Course ILOs Claimed | Claimed Evidence | Assessment of Evidence |
| Course 1a: Introduction to Learning and Teaching in Higher Education | Critically reflect on your practice in relation to appropriate dimensions of the UKPSF **[A2, A4, K1, K2, K3, K4, K5, V1, V2, V4]**;  Apply evidence-informed approaches to your teaching;  Critically reflect on student learning in the context of your teaching; and  Investigate the relationship between your teaching practice and the institutional environment. | The first ILO is evidenced across the two courses I completed at UCL (see handbook for Course 1, page 22 and handbook for Course 2, page 19 for the relevant ILOs).  The second ILO for Course 1a is evidence by two of the ILOs for Course 2 at UCL (handbook page 19) that focused on learning and teaching research and scholarship.  The third ILO is addressed through the portfolio of teaching observation that formed the assessment for Course 1 at UCL (see page 26 of handbook for the assessment information and page 22 for the relevant ILOs).  The final ILO is evidenced by Course 2 at UCL where I had to demonstrate how my teaching in maths contributed to the overall strategy for the institution. | Evidence provided is sufficient  Evidence provided is sufficient  Evidence provided is sufficient  The ILO from UCL makes little mention of ‘strategy’ for the institution but the ILOs do make clear that the student has to demonstrate context and how their teaching aligns with a ‘bigger picture’. |
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|  |  |  |  |
| Total Volume of Credit Claimed | 20 credits | | |

# Section 3c: Outcome of APCL Claim Only (please delete example when assessing)

|  |  |  |
| --- | --- | --- |
| Assessor’s Decision | Course 1a Claim | Award 20 credits |
|  |  |
|  |  |
|  |  |
| If no credit awarded, please provide feedback | | |
| Assessor Signature |  | |
| Date of Assessment |  | |

# Section 4a: for APEL applicants only (please delete the example when submitting).

This form is only suitable for an applicant who wishes to claim APEL as academic credit in order to pursue a qualification (i.e. you relate well with examples 3.2 and 3.3 in the APL Policy). This form will assist those who assess your APEL claim but it does not, itself, constitute an APEL claim. You will need to refer to the APEL Guidance Notes in Appendix 2 in order to prepare your APEL claim. The completed form should be sent to [add-pgcap@glasgow.ac.uk](mailto:add-pgcap@glasgow.ac.uk)

Any applicant who wishes to use experience as a route to exemption from the requirement to complete PGCAP as part of ECDP (example 3.1. in the APL Policy) is required to gain Fellowship of RET (RET F) and this form is not appropriate. Instead you should contact [add-ret@glasgow.ac.uk](mailto:add-ret@glasgow.ac.uk) to find out about the ways in which you can engage with the RET process.

|  |  |
| --- | --- |
| What courses are you claiming prior learning for? | What are the Course ILOs that you are claiming prior learning for? [ILOs can be found in Appendix 3] |
| Course 1a: Introduction to Learning and Teaching in Higher Education | Critically reflect on your practice in relation to appropriate dimensions of the UKPSF **[A2, A4, K1, K2, K3, K4, K5, V1, V2, V4]**;  Apply evidence-informed approaches to your teaching;  Critically reflect on student learning in the context of your teaching; and  Investigate the relationship between your teaching practice and the institutional environment. |
|  |  |
|  |  |

# Appendix 2: Accreditation of Prior Experiential Learning Guidance Notes

## Introduction

These notes are to help you prepare your claim for accreditation of prior experiential learning (APEL) as part of your application to the PGCAP or MEd Academic Practice. It is possible to enter our programmes at a more advanced stage by drawing on your experience as a Higher Education teacher and submitting an APEL claim for up to 60 SCQF Level 11 credits.

In order to be awarded credit through APEL you are required to submit an account of your knowledge and experience that shows how you have achieved the intended learning outcomes associated with Phases 1 and 2 of the MEd programme (equivalent to the exit award of PGCAP).

In order to demonstrate the relevant learning you will be required to produce evidence of *course* level ILOs totalling a maximum of 60 credits from courses that form part of Phases 1 and 2 of the MEd. Course ILOs for Phases 1 and 2 of the MEd are listed in Appendix 3 for your guidance.

## Your APEL submission

Your APEL submission is likely to comprise two distinct elements:

1. Evidence of your experience of learning, teaching and assessment activities. This will reflect your own particular circumstances but could include:
   1. plans for teaching and assessments
   2. reports from subject or curriculum reviews or other committees that you have contributed to
   3. references to any articles or conference presentations on learning and teaching you have produced
2. A reflective account of your practice that shows what you *have learned* from your experience as a teacher in Higher Education aligned against specific ILOs.

## Additional guidance

1. A claim for 60 credits must show how you meet all the dimensions of the [Professional Standards Framework](file:///C:\Users\ket4y\Downloads\for%20teaching%20and%20supporting%20learning%20in%20higher%20education%202023) for teaching and supporting learning in higher education. Fellowship or Senior Fellowship of HEA/RET is one way that you could do this, and could form part of your claim\*.
   1. NB Any claim for fewer than 60 credits must show how you meet the dimensions of the UKPSF listed in the Course 1a ILOs.
2. An APEL claim for the maximum 60 credits will be around 4000-6000 words long.
   1. NB any claim for fewer than 60 credits will be appropriately shorter.
3. Your portfolio should show how you design teaching, learning and assessment activities. This must include reference to educational/pedagogical literature to support your design, as well as a rationale for your approach and reflection on your role as a teacher in HE.

\*Please note that acceptance of your claim for APEL for entry onto the MEd will not lead to the award of Fellowship of the HEA or RET.

# Appendix 3: Course ILOs

## Phase 1 Courses

Course 1a: Introduction to Learning and Teaching in Higher Education (20 credits)

1. Critically reflect on your practice in relation to appropriate dimensions of the PSF [A2, A4, K1, K2, K3, K4, V1, V2, V3, V5];
2. Explain how your practice is influenced by scholarship;
3. 3. Critically reflect on student learning in the context of your practice; and
4. 4. Demonstrate the implications of the institutional environment on your practice.

Course 1b: Assessment and Feedback in Higher Education (10 credits)

1. Design a variety of assessment and feedback approaches for use within your practice [A1, A3]; and
2. Justify your assessment and feedback designs using relevant literature, scholarship and academic standards frameworks relevant to your context [K1, K2, K4, K5, V1, V2, V3, V4, V5

Course 1c: Course Design in your Discipline (10 credits)

1. Design a constructively aligned course within the context of a programme in your subject area [A1, A4]; and
2. Justify your course design using relevant literature, scholarship, and quality and academic standards frameworks relevant to your context [K1, K2, K4, K5, V1, V2, V3, V4, V5].

## *Phase 2 Courses* (NB all Phase 2 courses align with UKPSF dimensions A5 and V3).

Course 2a: Supervising Students (10 credits)

1. Analyse approaches to supervision relevant to your context; and
2. Critically evaluate research and scholarship focused on supervision and relate this to proposed enhancements in your practice

Course 2b: Creative Pedagogies for Active Learning (10 credits)

1. Synthesise a range of influences (e.g. environment, activities and learning theories) on the development of active pedagogies; and
2. Apply active pedagogies to the design of learning and teaching practices.

Course 2c: Technology Enhanced Learning and Teaching (10 credits)

1. Critically reflect on the value of learning technologies to learners; and
2. Create a technology-enhanced learning solution for your professional context.

Course 2d: Scholarship of Teaching and Learning I: designing a practice enquiry (10 credits)

1. Use literature to identify an area of your practice suitable for a SoTL enquiry; and
2. Apply appropriate and ethical methods to the design of a SoTL enquiry.

Course 2e: Scholarship of Teaching and Learning I: undertaking a practice enquiry (10 credits)

1. Undertake a SoTL enquiry of your practice using an appropriate methodology; and
2. Critically reflect on and communicate the outcomes and potential impact of your SoTL enquiry on learning and teaching practice.

Course 2f: Impact and Influence in Learning and Teaching (10 credits)

1. Analyse ways in which individuals demonstrate leadership, impact and influence in learning and teaching in the higher education context; and
2. Demonstrate leadership and/or impact and influence through mentoring, supporting or developing colleagues.

Course 2g: Inclusive Learning and Teaching in Higher Education (10 credits)

1. Critically analyse learning and teaching practice in your context in relation to inclusion and accessibility; and
2. Critically engage with relevant debates and literature surrounding inclusion and accessibility.

Course 2h: Designing Online Education: MOOCs, Micro-credentials and Online, Distance Learning (10 credits)

1. Critically evaluate a range of frameworks and approaches for online learning design in higher education; and
2. Design and develop components of an online course relevant to their own context.

# Unsuccessful Completion of PGCAP

The normal expectation for a member of staff on the Early Career Development Programme is to successfully gain professional recognition against Descriptor 2 of the UKPSF. For almost all staff, this will be achieved by gaining the PGCAP award and the associated professional recognition. The PGCAP (and the associated MEd AP) operate in accordance with modified generic regulations for postgraduate taught programmes at the University of Glasgow. In this regard, there are rare instances where an individual does not satisfactorily complete the minimum requirements to gain the PGCAP award and thus does not gain the associated professional recognition (e.g. through failure to successfully complete a core course or failure to gain the necessary credits).

*PGCAP is closely tied to the ECDP and to career progression but it should be noted that failure to successfully gain the PGCAP award does not automatically result in failure to meet ECDP objectives and equally does not automatically cause problems in career progression.*

In such instances whereby an individual does not satisfactorily complete all PGCAP award requirements, including the passing of assessments, they fail the programme. However, this is purely an academic judgement and reflects performance on the programme – not professional performance. Accordingly, individuals will still be permitted to complete any outstanding requisite requirements so as to meet any necessary PDR or ECDP objectives, but they will not be entitled to receive the PGCAP award, nor the professional recognition associated with the PGCAP.

For many individuals on PGCAP (including those on ECDP) professional recognition at D2 is a significant goal. On the rare occasion of an individual failing the programme, and thus not gaining professional recognition through the qualification route, an opportunity will still exist to gain professional recognition through the experiential route of the Recognising Excellence in Teaching framework (RET Experience Route). Normally, a substantial period of time (around 12 months) is suggested between failing the PGCAP and applying for professional recognition through the RET Experience Route. This allows sufficient work-based professional development to occur to facilitate a successful RET application as well as allowing time for engagement with the recommended RET workshops. In such an instance, successfully gaining RET F through the RET Experience Route would normally meet the relevant ECDP objective.

For the avoidance of doubt, the RET Experience Route confers only professional recognition based on experience, not an academic award.