GUIDANCE on APL & APEL
In the
PG Cert/PG Dip/MA/Doctorate
in ACADEMIC PRACTICE

JUNE 2007
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WHY AP(E)L?

People who are interested in one of the awards in Academic Practice come to it with a wealth and wide variety of prior experience and qualifications. The AP(E)L process offers an opportunity to recognise and accredit some of this as part of the programme. Through AP(E)L learning already achieved is acknowledged and formally recognised and therefore not unnecessarily duplicated. AP(E)L provides programme participants with a flexible pathway by allowing them to capitalise on prior learning and progress more quickly to the award they are aiming for.

Recognition is not automatic. Whether your own personal experience and background in academic practice can be recognised via AP(E)L depends on the way in which it is relevant, equivalent and current. These main AP(E)L principles are explained in more detail below. The experience of an academic with years of teaching and research, for instance, may or may not be recognised within the Academic Practice Programme depending on whether it fulfils these criteria and maps onto the programme or module learning outcomes.

This document sets out the main parameters of AP(E)L and intends to guide you through the application process. Please use AP(E)L tutorials and workshops to discuss your individual background and requirements.
**OVERVIEW**

Accreditation of prior (certificated) learning (APL)

Do you have any relevant postgraduate awards or have you undertaken any other relevant certificated learning that can be recognised as equivalent to components of the programme?

If you have relevant and current certificated learning, you can apply for recognition of prior learning undertaken elsewhere (APL). This will determine the number and type of taught modules you still need to take.

APL may comprise recognition of:

- a level 7 teaching qualification, e.g. PGCert. in Ed., PCAP, PCAPL
- a relevant Master’s qualification, e.g. Master’s in Education
- research modules taken as part of another postgraduate programme
- an accredited level 7 course / module(s) on a particular aspect of Academic Practice, e.g. e-learning

Applying for APL involves providing evidence on

- relevance (to learning outcomes),
- currency (within last 5 years),
- equivalence (of level and volume).

The process:

1. You will use the *APL Application and Record of Recognition* form to submit your application. This includes information on the date and title of the certificated learning, awarding body/institution, amount and level of academic credit points you would like to have recognised.
2. You will have to provide evidence of this certificated learning (courses, awards etc.), such as learning outcomes etc., e.g. by providing wherever possible module or programme handbooks, assignments or similar information.
3. A member of the programme team, normally the programme leader, will approve your claim. This may be internally moderated. You will receive a record of the outcome of the approval process.
4. You will receive a letter of acknowledgement of APL.
5. The Assessment and Progression Board will formally recognise the certificated learning as counting towards the programme.

If your certificated learning happened more than five years ago, i.e. outside the currency frame, it may still be recognised. You will need to provide evidence on the way in which you have kept your learning up-to-date, e.g. by applying it in the workplace, completing other courses etc. This takes the form of a modified APEL claim (see below) and entails more detailed evidence than a standard current APL claim.

Accreditation of prior experiential learning (APEL)

Do you have any relevant learning derived from your experience as an academic practitioner that can be accredited as part of the programme?

If you think that your learning at the workplace has contributed to you achieving some of the programme and/or module learning outcomes and therefore would be
repeating the formal study in the programme, you can apply for accreditation of prior experiential learning (APEL).

The process:
1. You will be advised in an AP(E)L guidance tutorial and/or at interview how many credits of APEL to apply for. This will take your learning needs and aspirations into account and can be negotiated but must fall within the norms of the university AP(E)L framework.
2. You will be offered a workshop to help you prepare the relevant documentation.
3. You will document your experiential learning in an annotated CV which includes:
   - statement of the number of credits being sought,
   - what kind of activities you have undertaken,
   - evidence of your learning,
   - mapping of your learning against selected programme or module learning outcomes (i.e. what you have learnt from the experience and the way in which it is relevant to the Academic Practice Programme), supported by relevant theory which underpins your academic practice.
   It is advisable to consult the programme leader before submission. Please present your application in a format appropriate to a level 7 assignment submitted for assessment, i.e. with a cover sheet stating what you are applying for, clearly laid out, using 1½ line spacing and appropriately referenced.
4. A short interview with a panel in which your experiential learning, the supporting evidence and the way in which it meets the (module or programme) learning outcomes are discussed.
5. Assessment by a member of the programme team, moderated internally and externally.
6. The Assessment and Progression Board will formally accredit the experiential learning.

Direct entry into the doctorate

Do you have such a wide range of prior certificated and/or experiential learning that it may allow you to get exemption from the entire taught component of the doctorate?
Direct entry on the basis of advanced standing means that you have achieved all the programme learning outcomes at Master’s level elsewhere and are applying to go directly into the research component of the doctorate and exempted from 160 credits of taught modules. Please note that you cannot be exempted from the core module, ‘Scholarship of Teaching and Learning’. The procedures are the same as for APL/APEL (see above).
DEFINITIONS
according to the Northumbria Framework for APL, APEL and AWBL

These definitions are taken from the Northumbria University Framework for APL, APEL and AWBL approved in July 2002 and updated November 2004.

Recognition and Accreditation

There is potential for most prior learning to be valued within the University's framework. This 'value' is expressed as recognition or accreditation.

- The outcome of recognition is where no credit points are awarded but equivalence is established against the Northumbria Credit Framework.
- The outcome of accreditation is where credit points are awarded stipulating level and number of credits.

Whether credit is awarded or not, the term used nationally for both processes is accreditation.

Accreditation of Prior (certificated) Learning (APL)

Defined as:
Recognition of relevant prior learning for which credit has already been awarded either by credit points or a recognised award,

APL can apply to prior learning which has taken place within a 5 year period from the date the learning to be recognised was achieved and the start date of the programme to which the APL applies.

Accreditation of Prior Experiential Learning (APEL)

APEL is defined as:
The award of credit for relevant prior learning gained from experience for which no credit has already been awarded either via credit points or a recognised award.

There is no specified time frame for the experience from which learning derives. However, evidence of learning from that experience must be current.

This means that the learning from the experience must be shown to be ongoing/updated and/or applied within a maximum period of 5 years of the start date of the programme to which the APEL applies. It may look something like this:

<table>
<thead>
<tr>
<th>Experience 2000</th>
<th>Learning 2000-01</th>
<th>Updating/application 2001-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in implementation of revised policy in practice setting</td>
<td>Reflection Team work Extended understanding of concepts Communication skills (IT)</td>
<td>Team leader for a project Publication of a paper or report on project Module author of new module</td>
</tr>
</tbody>
</table>
Prior Learning

The Framework defines prior learning as:
learning gained by study and/or experience which precedes the period of registration/enrolment on a university approved programme of study or modules. The outcome of the learning should be contemporary.

Current Learning

Whereas current learning is:
Learning gained, as a registered/enrolled student, from a programme of study or a module(s) which has (have) extant university approval.

Recognition and Accreditation

Recognition/accreditation can apply to:

1 Entry to a programme - where the applicant has equivalent qualifications to entry requirements given in section 19 of the Programme Specification.

2 Advanced entry - where there can be exemption from an academic level. No credit points are awarded and the student progresses as though they had taken the whole of the modules within that level.

3 Exemption from modules - where prior learning is directly equivalent to specific modules.
GENERAL PRINCIPLES
as applied to the Academic Practice Programme

These are general principles as they apply to the PG Certificate/Diploma/MA in Academic Practice.
- There can be no accreditation of prior learning at level 8.
- APL/APEL cannot be applied to PL700 Scholarship of teaching and learning.
- The key principles are: currency, relevance and equivalence.

Currency, Relevance and Equivalence

Currency means that all claims must apply to learning within 5 years of the start of the programme.

Relevance means that the prior learning must have a direct ‘fit’ with the learning offered on the programme.

Equivalence means that the prior learning must match the volume and level of the programme/module(s).

Mapping of APL

Mapping of prior learning to the programme must demonstrate equivalence in terms of: time taken to achieve the learning, expressed as notional student workload, and level of academic difficulty mapped directly onto the relevant learning outcomes of the programme and/or modules.

Evidence for APEL

Evidence of learning for APEL must demonstrate currency, relevance and equivalence and takes the form of an annotated CV and interview (see below). At the outset the focus of the claim must be negotiated between the applicant and the APL Advisor or the Programme Leader and documented.

Maximum amounts of APL/APEL

Progression to doctorate - maximum exemption allowed at level 7 is 160 credits for progression to level 8 with advanced entry

APL for MA award - maximum amount of APL at level 7 to achieve a MA award is 120 credits. There must be 60 credits of current learning

APEL at level 7 - maximum amount of APEL is up to 50% of a 60 credit award. There must be a minimum of 60 credits of current learning for other awards. Thus to achieve
- a PG Certificate APEL can be 30 credits
- a PG Diploma APEL can be 60 credits
- a Masters award APEL can be 120 credits.
Note: The maximum amount of APL/APEL for research modules within this programme is 20 credits. The Structure Diagram in the programme specification and the Student Handbook shows APL/APEL allowances and progression.
APL/APEL
on the PG CERTIFICATE/DIPLOMA/MA IN ACADEMIC PRACTICE

The amounts of APL/APEL depend upon the student’s intention to exit with an award. Equivalence of APL/APEL must be established by mapping directly onto the programme/module learning outcomes for the PG Certificate/Diploma/MA in Academic Practice.

Accreditation of Prior Learning (APL)

Equivalence can be established by using the tariff for the programme (see below). Where there is no equivalence with the tariff, a mapping exercise must be carried out.

The prior learning must be specified in terms that are equivalent to the University’s current system in terms of:
- the time taken to achieve the award/ recognised learning - expressed as notional student workload
- level of academic difficulty.

Equivalence must be specific, that is mapping must be directly onto the learning outcomes of the programme or modules.

The amount of credit recognised will be recorded in the student record and progress file.

Accreditation of Prior Experiential Learning (APEL)

The learning must be demonstrated with a body of evidence that is assessed against agreed learning outcomes. The learning outcomes must be those within the programme or modules for which equivalence is being claimed.

Postgraduate Certificate
- There is no APL within a 60 credit award
- APEL can be 30 credits
- In addition, if you do not meet the entry requirements for the Academic Practice Programme, APEL can be used to establish equivalence to entry requirements.

Postgraduate Diploma
- Maximum amount of APL is 60 credits. The tariff for 60 credit points includes:
  - PCAP / PCAPL or
  - a professional teaching qualification (approved by a Professional, Statutory, Regulatory Body) equivalent to 60 credits at level 7, or
  - Postgraduate Certificate In Academic Practice. The tariff for 30 credit points is
    - Effective Teaching in HE (ETHE).
- Maximum amount of APEL is 60 credits. APEL can be used for advanced entry to the PG Diploma or for establishing equivalence to relevant modules.
- There can be a mixture of APL and APEL as long as together they do not exceed 60 credits if the student wishes to exit with the award of PG Diploma.

**MA award**
- Maximum amount of APL/APEL is 120 credits
- There can be no APEL for PL700 Scholarship of teaching and learning.

**Advanced entry to Doctorate**
- Maximum amount of APL and/or APEL combined is 160 credit points at level 7.

### Overview

<table>
<thead>
<tr>
<th>Award &amp; credits to be achieved at level 7</th>
<th>Postgraduate Certificate 60 credits</th>
<th>Postgraduate Diploma 120 credits</th>
<th>MA 180 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of current learning required for the award</td>
<td>30 credits</td>
<td>60 credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Maximum allowed for research modules</td>
<td>20 credits</td>
<td>20 credits</td>
<td>20 credits</td>
</tr>
<tr>
<td>Maximum APL</td>
<td>none</td>
<td>60 credits</td>
<td>120 credits</td>
</tr>
<tr>
<td>Maximum APEL</td>
<td>30 credits</td>
<td>60 credits</td>
<td>120 credits</td>
</tr>
<tr>
<td>Maximum APL &amp; APEL combined</td>
<td>n/a</td>
<td>60 credits</td>
<td>120 credits</td>
</tr>
</tbody>
</table>

There is no APL/APEL within level 8, i.e. the research component of the Professional Doctorate.
APEL PROCESS

The nature of this programme suggests that APEL will be used to prevent repetition of learning when such learning occurred more than 5 years prior to the student starting on the programme.

The process of establishing equivalence, relevance and currency using APEL has 4 stages:
1. An introductory tutorial
2. Submission of an annotated CV
3. An interview of about 15-20 minutes
4. Assessment.

1. Introductory Tutorial
This can be an individual or group tutorial and may be part of the admission interview. AP(E)L is discussed when the claimant / student has stated that potentially relevant learning has occurred as a result of prior professional experience or formal learning in the area of academic practice.

The purpose of the tutorial is to:
- establish the award the claimant/ student wishes to achieve
- identify the amount of APEL allowed within the award
- specify the nature of the prior learning in terms of notional student workload and academic level
- identify the learning outcomes from the programme and/or modules to be achieved using APEL
- map the prior learning to learning outcomes to be achieved
- draw up AP(E)L recommendations.

Please note that the APEL tutorial can complement an interview for a place on the programme, however, it does not replace it.

2. Preparation of the annotated CV
The CV should include:
- name of student
- date of CV period (normally 5 years)
- posts held during the 5 year period.

Each post should be annotated with details of:
- the qualifications associated with the post
- an outline of the role(s) within the post
- brief statements of how your academic practice within the post facilitated learning at the time and how that learning has been (is being) applied/updated, making reference to the relevant learning outcome(s).

The word limit will depend on the amount of APEL being claimed. A ‘rule of thumb’ is a maximum of 2,500 for 30 credits and 5,000 for 60 credits. However, there is not a prescribed number of words and a successful claim may be considerably shorter, provided that it meets the criteria and provides sufficient evidence that programme or learning outcomes have been met. Appendices can be used to provide evidence for
the activities undertaken and the learning achieved. Cross-referencing the evidence to the CV is advisable.

Annotations should
• be concise and explicit
• provide clear evidence of currency of learning
• demonstrate skills of self assessment, reflection and analysis
• demonstrate ability to manage own learning
• be cross referenced to the identified learning outcomes
• be supported where relevant to academic and professional literature.

3. Interview
The interview should take place after submission (but not assessment) of the CV. It should be no longer than 20 minutes.

At the interview the student should be invited to expand upon any issues/areas of interest/ uncertainty in the CV identified by the tutor and/or any areas the student feels they would like to expand upon.

4. Assessment
The assessment will lead to a Pass/Fail being awarded. Northumbria University Assessment Regulations will apply and work will be internally moderated and externally examined.

Criteria for assessment of the CV will be:
• explicit and concise evidence of current and relevant experiential learning clearly demonstrating how learning outcomes are met
• use of critical reflection, analysis and realistic self assessment
• evidence of insight into learning achievements and learning needs
• use of relevant literature where appropriate to support the CV.

Criteria for assessment of the APEL interview will be:
• articulate and coherent responses to issues emerging from the CV
• ability to identify own areas for discussion
• insight into achievements and learning needs.
What is the difference between APL and APEL?

Accreditation of prior learning (APL) is recognition (i.e. NO credit points are gained) of your existing academic achievement for which credit points and/or a recognised award has already been awarded. Examples could be; one/some of the modules in the programme such as Developing e-learning in higher education or the PG Cert in Academic Practice (PCAP) or a Masters in Education.

Accreditation of prior experiential learning (APEL) leads to the award of credit for learning gained from relevant experience for which no credit has already been awarded. There is no specified time frame for the experience from which the learning derives. Whether you are claiming APL or APEL relevance, currency and equivalence are essential.

What is meant by relevance, currency and equivalence?

Relevance – means that there must be some relationship/ link/ association/ correlation between the learning you have achieved and upon which your claim is based and the learning within the programme. This can be done by ‘mapping’ the learning outcomes of your subject learning directly to those of this programme or the modules within this programme.

Currency - when making an APL claim the certificate/award must have been achieved within the 5 year period prior to you starting this programme. When undertaking an APEL claim the experience from which you have learned can be more than 5 years ago as long as you can demonstrate ongoing application and that you have kept your learning up dated.

Equivalence – your claim for APL and/or APEL must demonstrate learning at the same academic level (i.e. level 7) and volume (i.e. credit worth).

Examples could be:

i) An MA (Education) achieved in 1990 would be deemed:
   - relevant
   - equivalent
   but NOT current. Therefore evidence would be needed to demonstrate that the learning gained within the MA(Ed) remains current i.e. that you can use contemporary knowledge and skills to underpin your practice.

ii) Where you have achieved learning from your role in education and academic practice but not as part of a credit bearing programme / award. Such learning could have been as a result of:
   - becoming a module author
   - becoming a programme director
   - introducing an initiative/ innovation within academic practice / student support
   - research and/or publication.
Why would I want to make an AP(E)L claim?

You may:
- have already achieved some of the learning outcomes within the programme either by achieving a recognised academic award or through learning gained from your role within the university and therefore want to capitalise on that learning without repetition,
- have a specific time frame for the award you wish to achieve,

However, there is no need to make a claim if you are taking modules as free-standing staff development or just want to try a module or two before committing yourself to an award.

When should I make an AP(E)L claim?

It is advisable to do so once you have decided to commit yourself to an award. A successful AP(E)L claim will influence the number and kinds of module you will still need to complete. You also need to be aware of the 5 year currency frame, so make sure that the qualifications you may want to get recognised are still current at the point you are submitting your claim.

What kind structure do I need to make an APL claim?

All claims should be in writing. There is a form for APL claims. In it you will need to give your name, the date and title of the award, the awarding body/institution plus the amount and level of academic credit points.

What kind of evidence of learning do I need for an APL claim?

Evidence of certificated learning (APL) is fairly straightforward – if it is current. This would involve you having the certificate / award with your name and the date. (You probably have these details already in the CV you prepared for your post in HE). If the award is current (see above) no further evidence is needed.

What do I do if the award which I’ve gained and want to claim for is outside the 5 year currency frame?

If the award is not current you should begin to gather evidence of how that prior learning impacts upon your experience in your current role and any ways in which your academic practice ensures that you are keeping that learning up to date. This can be submitted as a ‘hybrid’ APEL claim.

What kind of evidence of learning do I need for an APEL claim?

In general, you need evidence on:
1. what exactly you have done (i.e. the CV)
2. the learning derived from these activities,
3. how this learning is relevant to the Academic Practice programme, i.e. how it maps on programme or module learning outcomes.
Experience useful in this process can be based upon:
- research and/or conference papers/publications
- membership of professional bodies/influential agencies/committees
- achieving external recognition for your work
- achieving funding for specific academic activity
- making changes to academic processes/systems/policies
- introducing innovation and creativity in academic practice.

The focus of your claim should be on the learning from the experience outlined in your CV and how it is relevant to the Programme, rather than a long description of the activities you have undertaken.

For example:
If you have gained funding for an initiative within your role in university, can you identify the learning gained from that process? (Remember that learning can be in the domains of knowledge, intellectual skills, practical skills and transferable skills.)

See the chart below for the potential this example offers:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Learning</th>
<th>Mapping to programme outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>establishing a rationale for the initiative attending conferences to</td>
<td>selection of relevant literature/information, skills of critical analysis, understanding contextual issues</td>
<td>Knowledge &amp; understanding 1 Intellectual skills 1</td>
</tr>
<tr>
<td>explore what is happening in other institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>costing/ pricing of initiative</td>
<td>practical &amp; transferable skills of forward planning &amp; budget control</td>
<td>Practical skills 5 Transferable skills 4</td>
</tr>
<tr>
<td>setting up a steering group</td>
<td>leadership, understanding team dynamics &amp; communication skills</td>
<td>Transferable skills 5</td>
</tr>
<tr>
<td>persuading others to participate, harnessing expertise</td>
<td>leadership, understanding team dynamics &amp; communication skills</td>
<td>Transferable skills 5</td>
</tr>
<tr>
<td>writing an implementation strategy</td>
<td>taking account of policy &amp; contextual issues &amp; communicating them clearly</td>
<td>Transferable skills 1,2 &amp; 5</td>
</tr>
</tbody>
</table>

What kind of format and style is appropriate for an APEL claim?

The format is fairly flexible and should be chosen in a way which best reflects your own learning in the workplace, writing and learning style. The style must be concise, portray the essential learning and demonstrate reflection. A common mistake is to concentrate too much on what you have done (i.e. the CV) at the expense of focusing on the learning derived from it and mapping it onto the programme learning outcomes.

You may want to consider the following general format:
- a statement of intent (what you are claiming and the award you wish to achieve ultimately),
- identification of the learning outcomes from modules and/or the programme which you intend to map your learning against,
- the CV annotated to demonstrate how your academic practice meets the identified learning outcomes, supported where appropriate with relevant literature and cross referenced to evidence given as appendices,
- conclusion,
- references.

1 In reflection ask yourself; what, how, why, what has changed. This will help you to identify your learning and be a start in identifying appropriate theory.
Are other formats possible?

They are, as long as they demonstrate that you have met programme or module learning outcomes. What follows are possible approaches suggested by existing students.

A
- Identification of roles (with brief description of the academic background, experience and learning emerging from that experience as annotations)
- Cross reference to programme learning outcomes
- Background reading to identify relevant theory to support annotations.

B
- Create a chart / matrix which creates a framework (the learning outcomes and experience)
- Complete the chart by filling in the boxes with learning from experience
- Create a strategy for completing the chart

C
- Write down career activities / achievements in chronological order
- Systematically map programme learning outcomes against achievements
- Annotate and use theory

D
- Identification of achievements and learning from them within a 5 year period
- How this learning has been updated and is ongoing
- Map against programme learning outcomes
- Annotate and use theory.

E
- Create a list of achievements noting the journey and associated learning points and influences (annotations and theory)

What is the APEL interview going to be like?

The interview will take place after submission (but not assessment) of the CV. It will be no longer than 20 minutes. You will be invited to expand upon any issues/ areas of interest/ uncertainty in the CV identified by the tutor. In addition it gives you an opportunity to expand on any areas that you feel you would like to highlight. For instance, if the assessor thinks that more evidence is needed to underpin your claim to have met a particular learning outcome, this will be pursued in the interview.

Can an APEL claim be failed?

The submission of a claim does not guarantee the award of the credits applied for. The claim will be assessed like any other piece of work and will lead to a Pass or Refer decision. If the assessors judge that there is insufficient evidence that the learning outcomes claimed for have been met through the experiential learning discussed in the annotated CV and the interview, you may be awarded a fail or fewer credits than applied for. Whatever the outcome, you will be provided with detailed
feedback on your submission, and if the outcome is a refer, advice will be offered on ways in which this can be taken forward, if at all possible.
PROGRAMME LEARNING OUTCOMES (level 7 = master's level)

Knowledge and Understanding
1. Demonstrate a critical understanding of the concepts, principles, issues and core philosophies of the activities involved in the support of learning.
2. Demonstrate both broad and deep understanding of key areas of interest to staff engaged in the support of learning in higher education, for example: learning environments and technologies; guidance and student support; research on student learning and pedagogy; work-based and distance learning; assessment processes; higher education policies; ethics and professional standards.
3. Systematically acquire knowledge which is informed by the forefront of their discipline and area of professional practice
4. Demonstrate broad understanding of current/recent research in their own subject discipline

Intellectual Skills
1. Conceptualise current problems and new insights associated with pedagogy and with professional practice in higher education
2. Critically evaluate current research and advanced scholarship in teaching within and beyond their own academic discipline
3. Critically evaluate current and emerging approaches to learning and teaching from within and beyond their own academic discipline.
4. Apply concepts to the professional practice of teaching and reflect and learn from the process
5. Conceptualise a range of modes of thinking in and approaches to research

Practical Skills
1. Evaluate their own current practice and the practice of others.
2. Develop effective learning and teaching approaches using a range of skills and technologies relevant to their own professional practice
3. Develop and apply new learning approaches from within and beyond their academic discipline to their professional practice
4. Apply appropriate professional and ethical standards.
5. Apply a repertoire of skills pertinent to undertaking substantial research and enquiry within their own subject discipline

Transferable/Key Skills
1. Communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences
2. Work autonomously and collaboratively as appropriate
3. Manage their own learning and career development
4. Apply numerical and IT skills appropriate to taught study and research activities.
5. Communicate and disseminate research and enquiry outcomes
MODULE LEARNING OUTCOMES

Scholarship of Teaching and Learning: PL0700
Core module, exemption is not possible

Pedagogy with a Diverse Student Group: PL0701
On completion of this module participant should be able to:
1. Critically examine the diversity of student needs within the classroom.
2. Systematically investigate, modify and review teaching and learning practice in relation to diverse student needs.
3. Evaluate the effectiveness of changes introduced to teaching and learning practice and articulate these in terms of future development.

Guiding and Supporting Students: PL0702
On completion of this module participants should be able to:
1. Evidence awareness and understanding of student guidance and support, in respect of managing diverse student development and experience through a range of appropriate and supportive guidance interventions,
2. Critically review relevant national and local policies and procedures influencing student guidance and support,
3. Illustrate a reflexive ability in considering one’s own experiences of student guidance and support, taking research, policy and practice into account,
4. Demonstrate a range of communication skills appropriate to student guidance and support,
5. Identify and appraise a variety of student guidance and support needs, and making referrals as appropriate,
6. Evaluate own guidance and support practice, identifying principles of good practice and potential areas for development.

Enabling eLearning in Higher Education: PL0703
Participants will be able to:
1. Review their strengths and weaknesses in the use of electronic technologies to enable learning in higher education, and identify their learning needs.
2. Understand the underlying educational issues relating to the facilitation of learning in higher education using electronic approaches.
3. Assess the usefulness of different electronic methods for student learning and support.
4. Analyse the appropriateness or otherwise of the use of electronic learning methods, including blended learning, in a range of situations and teaching modes.
5. Design and implement appropriate applications of e-learning technologies in their work, evaluate their effectiveness and identify ways of enhancing them

Developing Work-based Learning: PL0705
On completion of this module participants should be able to:
1. Debate the relevance of different learning contexts associated with the workplace. E.g. work related, workplace, work based.
2. Discuss the influence of differing educational ontological and ideological paradigms on the nature of WBL
3. Critically appraise the significance and possible use of WBL in HE and specifically within their own subject area
4. Reflect upon and appraise the types of knowledge and skills illuminated within work based learning opportunities
5. Critically debate the employment of appropriate WBL methodologies to enhance the learning experience of learners
6. Evaluate the extent to which WBL methodologies have contextualised the learning experience, to the realities of the workplace
7. Discuss the significance of WBL as a potential educational award-bearing framework and as a vehicle for student progression through academic pathways.

Postgraduate Research Supervision: PL0706
In the context of Doctoral level research degree supervision, the participants by the end of this module should be able to demonstrate:
1. A sound working knowledge of the policy procedures appropriate to postgraduate research supervision within Northumbria University.
2. An understanding of the distinction between issues of content and process of research at the doctoral level and their respective role relationships for supervisors and candidates.
3. An appreciation of how the criteria for, and implications of, examining theses directly influences both the supervisory process and the act of undertaking a thesis as well as defending that thesis.
4. A critical awareness of issues that may arise for supervisors at the progression stages throughout the registration period, and recognise how they might be tackled and resolved.
5. An understanding of how contemporary attitudes towards quality assurance and accountability affect national and institutional procedures for supervision and completion of postgraduate research.
6. Conversance with the range and location of Northumbria University support services available to candidates following any of the various routes to a research degree.

Developing and Managing Distance Learning: PL0707
1. Students will critically evaluate some key research evidence on the link between teaching and research.
2. Students will demonstrate a critical understanding of models and conceptual frameworks used to capture the relationship between teaching and research by applying them to their own academic practice.
3. Students will demonstrate the enhancement of their own academic practice by developing, implementing and evaluating a new approach to fostering the link between teaching and research appropriate to the specific constraints and affordances of their work contexts.

The Link between Teaching and Research: PL0716
1. Students will critically evaluate some key research evidence on the link between teaching and research.
2. Students will demonstrate a critical understanding of models and conceptual frameworks used to capture the relationship between teaching and research by applying them to their own academic practice.
3. Students will demonstrate the enhancement of their own academic practice by developing, implementing and evaluating a new approach to fostering the link between teaching and research appropriate to the specific constraints and affordances of their work contexts.
Work-based Project: WB0703
The learner will be able to:

1. Identify and negotiate a project that addresses issues relevant to the learner’s personal goals and his/her immediate and wider areas of responsibilities within the workplace.
2. Select, develop and apply appropriate skills and techniques to carry out practical investigations which will include addressing relevant ethical, commercial, confidential and data protection issues.
3. Use prior knowledge and new learning to engage with relevant organisational issues that will impact upon the project.
4. Draw upon a wide range of specialised technical, creative and/or conceptual skills that apply to his/her work in order to make informed judgements.
5. Apply appropriate theories, frameworks and principles relevant to the issues/situations addressed in the project.
6. Plan and manage a project within an agreed framework, dealing with a range of unfamiliar situations and problems effectively.
7. Present the project using own ideas and innovative responses, demonstrating effective presentational and report writing skills.
8. Make recommendations that will impact upon the learner’s current and future work role and their immediate and wider areas of responsibilities.

Academic Recognition for CPD: WB0707
1. Devise a learning proposal identifying the learning to be undertaken, justifying CPD activity in relation to job role, own development and the wider needs of the organisation / sector
2. Produce a record of the CPD undertaken including evidence of attendance, information and specialist knowledge gathered
3. Demonstrate mastery of and analyse the facts, principles, concepts, opinions and skills acquired which will include addressing relevant ethical, commercial, confidential and data protection issues
4. Critically appraise how the knowledge and skills gained build upon current competence and how these have been/ will be applied in order to manage complexities, lacunae and dilemmas
5. Examine how mastery of knowledge gained draws upon relevant, up to date and complex academic theory and models, and the assumptions underlying them, and extending into the wider context of the area of practice
6. Critically evaluate the effectiveness of the CPD activity including impact outside the immediate context of the workplace.

Assessment for Learning: AC0305
The learner will be able to:

1. Select and use theoretical and research work on the relationships between assessment and learning, and formative assessment, in a critical and contextual matter
2. View assessment from the learner perspective
3. Investigate and make proposals to improve their own assessment practice which are evidence-based and located within a theoretical framework

Example of a relevant research skills module:
*Foundations of knowledge and research philosophies: AA0113*

1. Critically discuss the political, ethical and professional contexts of enquiry.
2. Critically discuss the application of philosophical principles to the knowledge generation process.
3. Critically appraise the range of approaches, e.g. positivist, realist, constructionist, to enquiry.
4. Demonstrate competence in the location, retrieval and management of literature from a variety of sources.
5. Critically appraise the research literature in a specific area of Health, Community or Education.