**PgCHEP APEL process**

**Accreditation of Prior Learning Claim is availablefor PHE705 *Learning & Teaching in Higher Education* ONLY**

Participants who wish to register for the PgCHEP (Descriptor 2 of the UKPSF), but who have not completed this first module will be required via an APL process to

* further demonstrate and evidence their prior achievement of D1
* where necessary, provide additional evidence to show how they have met the precise dimensions of practice mapped against this first module (PHE705), that is A2, A3, K1, K2,V1,V2,V3,V4

1. Prepare a short critically reflective review (up to 1500 words) of prior professional development and learning illustrating how it transfers to your current higher education practice at the Ulster University. You must demonstrate the following:

* Evidence of how you evaluate your practice and respond to feedback from a range of sources, e.g. teaching observation and student feedback
* An awareness of the diversity of the cohorts you currently teach and the implications this poses to your learning support, teaching and assessment practice
* An ability to link your knowledge and understanding of key learning, teaching and assessment theory to a higher education context
* Evidence of engagement with relevant HE scholarly literature on teaching, learning and assessment

You **must append** the following as supporting evidence of your reflection:

* Evidence of how your prior certificated **and/ or** experiential learning maps to the module learning outcomes and the UK Professional Standards Framework using the pro-formas below
* Copies of your award certificates
* Copy of the award handbook

1. Submit your reflection to [pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk)
2. You will then be asked to attend a short meeting to discuss your application and assess your achievement of both the module’s academic learning outcomes and also its requirements for professional recognition against D1 of the UKPSF <http://www.heacademy.ac.uk/ukpsf>

If successful you will achieve APL from *Learning & Teaching in Higher Education,* but will not confer AFHEA.

For further guidance please email [pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk) or contact the Course Director.

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|  | **Module Learning outcomes** | **Identify where in your prior certificated course and/or in your reflective piece you feel you have met the learning outcomes for the module for which you are seeking exemption** |
| **LO1** | Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline and student cohort  **UKPSF A2, K1, K2, K3 K5, K6, V1, V2, V3, V4** |  |
| **LO2** | Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond  **UKPSF A3, K1, K2, K3, K4, K5, V1, V3, V4** |  |
| **LO3** | Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development  **UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V3** |  |
| **LO4** | Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs  **UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V4** |  |

**UKPSF Mapping for D1 (Associate Fellowship). Areas covered by the *Learning & Teaching in Higher Education* module are shaded and emboldened text.**

You must address at least:

* two of the Areas of Activity,
* relevant areas of Core Knowledge
* all the Professional Values

**All evidence must be in relation to Higher Education level practice**

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| **Areas of Activity** | **Identify where in your prior certificated course and/or in your reflective piece you feel you show evidence of effective practice aligned to the UKPSF (for more information see:** [**http://www.heacademy.ac.uk/ukpsf**](http://www.heacademy.ac.uk/ukpsf) **)** |
| 1. Design and plan learning activities and/or programmes of study |  |
| **2. Teach and/or support learning** |  |
| **3. Assess and give feedback to learners** |  |
| 4. Develop effective learning environments and approaches to student support and guidance |  |
| 5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  |
| **Core Knowledge** |  |
| **1. The subject material** |  |
| **2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme** |  |
| **3. How students learn, both generally and within their subject/disciplinary area(s** |  |
| **4. The use and value of appropriate learning technologies** |  |
| **5. Methods for evaluating the effectiveness of teaching** |  |
| **6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching** |  |
| **Professional Values** |  |
| **1.Respect individual learners and diverse learning communities** |  |
| **2. Promote participation in higher education and equality of opportunity for learners** |  |
| **3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development** |  |
| **4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice** |  |