**PgCHEP APEL process**

**Accreditation of Prior Learning Claim is availablefor Module 1: PHE705 *Learning & Teaching* ONLY**

Please note that ALL participants entering Year 2 of the PgCHEP with APL will be required to undertake **TWO observations of teaching/ learning support practice** with one during Semester 1 and one during Semester 2 (see PHE707 Module Handbook for details).

**First Steps to Teaching (FST) (aligned with D1, AF)**

FST aligns with the dimensions of practice for the first module of the PgCHEP, PHE705, which is also aligned with D1 AF.

Participants who have completed Ulster’s First Steps to Teaching (FST) course and attained AF **within the last three years**, and who meet the minimum requirements for the PgCHEP in terms of professional practice,will be accepted on to Year 2 of the PgCHEP but must undertake the TWO observations of teaching/ learning support practice detailed above.

Participants who completed FST outside of the three-year recency period must complete the APL process detailed below.

 **Accreditation of Prior Learning Claim for Module 1: PHE705 *Learning & Teaching***

 (See proformas below)

Participants who wish to register for the PgCHEP (Descriptor 2 of the PSF), but who have not completed Module 1, PHE705, will be required via an APL process to:

* further demonstrate and evidence their prior achievement of D1, **within the last three years**
* where necessary, provide additional evidence to show how they have met the precise dimensions of practice mapped against this first module (PHE705), namely:

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 University of Ulster. 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, assessment moderation 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

Participants **must also 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 Professional Standards Framework using the APL proformas (see below)
* Copies of your award certificates
* Copy of the award handbook

Submit review and support documentation to pgchep@ulster.ac.uk

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 PSF

If successful you will achieve APL from PHE705 *Learning & Teaching,* but will not confer AF.

For further guidance please email 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 evaluate approaches to learning outcome design and planning to support inclusive student engagement (A1, A2, V1, V3, K1, K2, K3)  |  |
| **LO2** | Demonstrate effective teaching and/or supporting learning through appropriate approaches and environments, (A2, V1, V3, K1, K2, K3)  |  |
| **LO3** | Appraise the methods used in practice to effectively assess and give feedback for learning, (A3, V1, V3, K1, K2, K3)  |  |
| **LO4** | Critically reflect on learning, teaching and assessment practice choices in your discipline aligned to D1 of the PSF, (A2, A3, A5, V1, V3, K1, K2, K3)  |  |

Proforma

**PSF Mapping for D1 (Associate Fellowship). Areas covered by the PHE705 Learning & Teachingmodule are shaded and emboldened text.**

You must address at least:

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

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

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|  | **Identify where in your prior certificated course and/or in your reflective piece you feel you show evidence of effective practice aligned to the PSF (for more information see:** <https://www.advance-he.ac.uk/teaching-and-learning/psf> |
| **Areas of Activity** |  |
| 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 |  |
| **Core Knowledge** |  |
| K1 how learners learn, generally and within specific subjects for subjects and level of study  |  |
| K2 approaches to teaching and/or supporting learning, appropriate |  |
| 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 |  |
| **Professional Values** |  |
| 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 |  |