Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

Section 1

Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

> Development and implementation of an enhanced development programme for new academic staff, particularly those staff who will be in a teaching and learning role. This programme is aligned to the Academic Professional Apprenticeship (APA) and UKProfessional Standards Framework. Some staff will meet national apprenticeship eligibility criteria and will complete an external End Point Assessment as part of their programme and others will be funded by UWE and will complete an internal equivalent of this assessment.

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

> Yes
> The new programme will replace the current Postgraduate Certificate in Academic Practice (PCAP) programme. It will be titled 'The UWE Academic Professional Development Programme'.
> Completion of the programme will result in the award of a UWE Postgraduate Certificate in Academic Professional Practice (60 credits), Fellowship of the HEA and an Apprenticeship completion certificate or UWE equivalent (as appropriate).

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

> No
> The programme will be accessed by new academic staff, who do not already hold an HE teaching qualification, and is a positive development opportunity for individuals to enhance their teaching and research skills and receive an accredited award as an outcome.

4. Does the activity have the potential to impact equality groups in the following ways:
   - Access to or participation in UWE Faculties or Professional Services?
   - Levels of representation across the UWE workforce?
   - Student experience, attainment or withdrawal?
   - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

> This will form part of the staff experience.
> The programme will be offered on a modular basis and will be available to academic staff as well as to other staff whose role is not primarily teaching but who are expected to do this as part of a wider role e.g. Library, technical staff and research staff.

Equality analysis screening sign off:

Faculty Dean or Head of Service	Ros O'Leary
Faculty / service	Academic Practice Directorate
Date	26/03/2019

Please return the completed form back to the Equality & Diversity Unit for feedback and publication

Section 2

Full Equality Analysis

1. Name of the activity (strategy, policy or practice etc)

Development and implementation of a new programme to enable the award of the Academic Professional Apprenticeship (APA) programme. The start date will be February 2019.
The programme will have the generic title of the 'UWE Academic Professional Development' programme. There will be two programme routes for completion; the APA programme and an equivalent programme which is called the Postgraduate Certificate in Academic Professional Practice (the non APA route). Those who meet nationally-set entry criteria will complete the APA, and those who don't will complete the PGCAPP. Before commencing the progamme each participant will be asked to provide information about their experience and qualifications so that it can be determined whether they should complete the APA, or PGCAPP. The criteria for the APA have been determined by the Institute For Apprenticeships and apply nationally to all HEIs. They are; level 2 (GCSE equivalent) Maths and English and 3 years residency in the UK or EEA.
However all participants will complete the same programme content and will therefore have the same experience but the end point assessment will be different if people are completing the APA compared to the PGCAPP. The end point assessment for APA will be conducted with an external assessor, while the PGCAPP will have an internal (UWE) assessor.

The overview of the programme is attached at Appendix 2.

2. What is the aim of the activity (objective or purpose)?

To develop and support new academic staff, who do not already hold an HE teaching qualification or equivalent experience. This will enhance their teaching and research skills through the completion of an accredited development programme. All successful participants will be awarded a Postgraduate Certificate in Academic Professional Practice (60 credits at level 7), Fellowship of the Higher Education Academy and an apprenticeship or programme completion certificate as appropriate.
All participants will be supported during the programme by the programme tutors, their manager and a mentor.

3. If amending a current activity, what changes are proposed?

The UWE Academic Professional Development Programme will replace the Postgraduate Certificate in Academic Practice (PCAP) programme.

The programme will have four modules. The three credit-bearingt modules are based on those within the previous PCAP programme, although the learning outcomes and content have been updated in order to meet the APA National Standard and sector initiatives.

In addition a fourth Continuing Professional Development (CPD) module will be included as part of the programme. This module is not credit bearing.

All participants will undertake an initial needs assessment at the start of the programme and this module enables flexibility for each participant's journey to reflect the needs of their role, previous learning and experience.

At the end of the programme new assessment arrangements will be put into place. For those with apprenticeship funding an external assessor will be appointed. For those completing the alternative route there will be an equivalent internal assessment.

4. Who is responsible for developing and delivering the activity?

The Academic Practice Directorate have overall responsibility for the delivery of the programme.
The department of Education and Childhood will be delivering the credit-bearing modules.
The workplace implementation issues project is being considered by a team from across UWE, led by Human Resources.
Operational implementation is being led by Academic Services.

5. What measures will be used to assess whether the activity is successful?

5.1 The programme will be evaluated through participant feedback and improved/updated in response to this as appropriate.
Programme participants will feed back about the programme content and learning to the delivery team in the Department of Education and Childhood via the normal programme review structures. This will inform the programme evaluation process and enhancements to the delivery and content. The programme will be subject to the standard programme validation and enhancement activities and processes.

5.2 The programme is delivered to faculty staff and as such faculty management is the 'customer'.
Faculty representative are part of the project team and will therefore be able to input into the implementation plan and development of the programme structure and content. Faculty contacts will be able to raise issues with the programme team and HR if issues arise following the start date, for example, in terms of programme attendance.

5.3 Successful completion of the programme will be monitored.
Successful completion of module 1 is a requirement of probation and as such completion information will be fed back to Human Resources. The precise mechanisms for this will be established. This information will be monitored in relation to equality data to determine whether any issues are arising for any group and this will be discussed with the programme leader so that they can be addressed.
5.3.1 Demographics of those staff who are opting to complete the programme will be reviewed.

5.4 A Management Board will be formed to oversee the successful programme implementation and ongoing monitoring and development.

5.5 An external audit of the programme will take place from led by the Institute of Apprenticeships.

> The programme will be audited externally, including completion data. This is published externally and recommendations for changes will be followed up by the progamme leader.

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Meeting the public sector equality duty
Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
All groups - see 8 below for mitigating actions			a)A 20% **workload allocation** will be given to all participants to enable their completion of the programme. Faculties will be required to implement this allocation when planning workload allocation. They will have to demonstrate that this is being implemented on a consistent basis across UWE and this will be audited. b)**Learner needs** may differ depending on previous education, experience and qualifications. This will be assessed at the start of the programme which will enable individuals to access the parts of the progamme most relevant to their needs. Additional **support** will be required for all participants so that there is a good understanding of the programme requirements. All participants on the programme will be supported by an Academic Professional Mentor. A description of the mentor role has been developed to aid clarity and mentors will be asked to attend a training session. **c)Inclusivity within the programme** Equality and inclusivity underpin the UWE Academic Professional programme from first principles. The programme has been accredited by Advance HE to award Fellowship of the HEA. This requires participants to evidence their effective engagement with the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in HE, a nationally-recognised framework for benchmarking success within HE teaching and learning support. The UKPSF highlights the Professional Values: V1 – respect individual learners and diverse learning communities.

			• V2 – promote participation in higher education and equality of opportunity for learners.

The programme is also designed in line with the national Academic Professional Apprenticeship (APA) Standard, which requires participants to evidence several Core Values and Behaviours. The first of these is:

1 – Ethical, sustainable and inclusive practices and equality of opportunity to a professional standard.

These principles permeate the design of the programme. The programme has the aim to:
Engender a culture which promotes equality and diversity through the design and development of inclusive programmes and practice.
The programme has the holistic Learning Outcome to:
Recognise and value the circumstances of individuals (self, students and peers) and how these impact wellbeing, learning and professional practice, and adapt your approaches accordingly.

This filters through to the design of modules. For instance, Module 1 (Higher Education Theory and Practice, UTLNCJ-20-M) has the Learning Outcome:
Apply appropriate strategies and skills to teach effectively, meet the diverse needs of their students and use a variety of methods and resources including digital technologies.
To meet this learning outcome, Module 1 not only embeds and models good practice, but it includes specific teaching and learning activities addressing the creation of inclusive learning environments, and the summative assessment requires participants to reflect on student diversity.

As this programme is a developmental provision for UWE's teachers and certain other staff who support student learning, it is a key mechanism for encouraging inclusive teaching, learning and student support across the institution. The programme models and embeds good practice in inclusivity throughout. In order to do so, the programme team liaise with experts from across the institution to feed in contemporary inclusivity practice. Furthermore, the programme is owned by the Academic Practice Directorate, who are running the "Inclusivity for Learning" agenda; this

			programme is one of the envisaged dissemination pathways for outputs.
Women and men			Part time staff may need more time to complete the programme and more flexibility in start dates. (See below in relation **to workload allocation, programme structure and learner needs**). Staff in Assistant Support Lecturer and Graduate Tutor roles will be expected to complete the programme. There are more women in the former group and fewer in the latter group currently. Please also see above points under 'all groups'.
Trans people		No	Please see above points under 'all groups'. Flexibility in programme attendance can be made to accommodate the needs of individuals as they arise.
Black and minority ethnic groups			There are residency requirements to commence the APA and to access apprenticeship funding. Hence a member of staff who has less than 3 years residency in the UK/EEA will not complete the APA but will be able to complete an equivalent programme funded by UWE. The only difference is the End Point Assessment (EPA) which will be completed by an internal assessor rather than an external. The intention is to minimise any disadvantage that may be created by having different assessment arrangements. Internal and external asssessors will be briefed about any specific needs required by candidates. The process to appoint an external assessor will incorporate a review of their equality and diversity policy and approaches and how they will ensure a fair process is implemented.
Disabled people		No	It is possible that disabled staff may take longer to complete the programme, depending on the nature of their impairment. If this is the case the programme enables a flexible approach as it is offered on a modular basis. Please also see above points under 'all groups'. The EA will be updated with more information in this section about: • how student Reasonable Adjustments will be actioned during this course; • in particular, inclusive assessment, and how it may benefit students with Reasonable Adjustments.

Younger or older people			There is a requirement for all staff registering on the UWE Academic Professional Development Programme to demonstrate that they have evidence of achieving Maths and English at level 2. This is equivalent to achieving GCSE Maths and English. It is possible that older workers will not be able to bring the evidence needed because they may not have retained their certificates and examining bodies may have changed in the meantime. Those without evidence of completion will be able to complete the UWE funded equivalent route through the programme which is equivalent in terms of UWE credits and HEA membership. For those who have caring responsibilities (potentially likely to affect older people in particular) there will be flexibility within the programme to stop and restart if necessary. See also **'flexibility'** below. Please also see above points under 'all groups'.
People of different religion and beliefs		No	Please see above points under 'all groups'. People who observe religions may need more flexibility in start dates. The programme is more flexible as there will be more start dates during the year than available with the previous PCAP programme. The programme is completed on a module by module basis and it will be possible to join a future cohort of the programme if it is necessary to delay completion of a module.
Lesbian, gay, bisexual people		No	Please see above points under 'all groups'.
Marriage and civil partnership		No	Please see above points under 'all groups'.
Pregnancy and maternity		No	Staff may need additional time to complete the programme when they are taking time out from work, such as for maternity leave. See 8 below relating to **flexibility**. They may also need additional support through the programme. This will be available from the mentor and line manager. See below for '**support'**. Please also see above points under 'all groups'.

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

There has been no direct engagement to date with equality groups.
UCU have been updated through a brieifing in November 2018.
This EA will be circulated to equality network groups for further comment.
The PCAP programme currently exists, and has done for several years. As this is based on a similar model it is considered no further engagement is currently required beyond that mentioned above. However as the programme is new the impact will be monitored and further action developed as necessary.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

a) Workload allocation of 20% is required as part of the national apprenticeship standard. The University is committed to awarding this time allocation to all participants. Individuals are therefore expected to demonstrate that they have spent 20% of their time on learning relating to the progamme. This will be monitored internally and we will also be subject to external audit by the Education Skills and Funding Agency. This approach will ensure that all participants are treated equally.

Part time staff at 0.6 and above will also have access to the same programme and will be awarded 20% time to complete this. They will also be given longer to complete the programme, pro rata'd to the size of their contract. E.g. 0.6 contract is minimum of 30 months to complete (compared to 18 months for full time staff).

Part time staff on a 0.4 contract or less will not normally be required to complete the programme. However they will be supported to complete module 1 and will receive 20% workload allocation to facilitate this. Completion of module 1 will lead to the award of the Associate Fellow of the Higher Education Academy. These staff will also be able to access parts of the programme as CPD.This maintains the approach of the PCAP in order to support the professional recognition of part time staff with a relatively small number of contract hours. Where a request is made to complete the full programme by a part time member of staff on 0.4 and below this will be considered by the manager in discussion with the person concerned to agree the appropriate way forward.

Learner needs – the APA requires assessment of training/learning needs at the start of the programme and for these to be noted and retained for audit purposes. As part of this a development plan is agreed. This will provide an opportunity for people to raise any issues that need to be considered about their learning needs and for the development plan to demonstrate how these can be accommodated.

The Programme Leader (PL) will ensure provision of a positive learning environment for all students, taking into account potential equality issues. This is already part of the programme planning activity for all UWE programmes. Students are encouraged to make the PL aware of any special requirements and support needed so that these can be included as far as possible.

Level 2 Maths and English – it is a national requirement that participants have evidence of level 2 Maths and English qualifications. This is one of the main eligibility criteria. As a result some people who do not possess these qualifications will be not be eligible for the apprenticeship funding and will be funded by UWE to complete the programme.

Programme Structure – Programme content also includes the need to recognise and support the diverse student needs. This is also specifically identified in the module 1 learning outcomes.

A research module will be included in the programme for the first time. This will enable researchers to have an accredited programme that supports teaching as well as subject based research. 17.1% of grade F and G researchers are from the BME community and access to this programme may support career development aspirations for people in this group.

Flexibility – the programme can be started at monthly intervals during the year and hence will provide more flexibility than the PCAP which has had only two start dates.

It is run on a modular basis and credits are awarded for each module which will enable participants to rejoin the programme at the appropriate point if they take time out e.g. for maternity leave. The fourth module is flexible in content in relation to the participant's needs and can be completed through a variety of methods such as shadowing, online or class-room based learning enabling flexibility.

Time is awarded for the completion of a learning log (through 20% allocation) and this can be done by individuals at times that suit them.

Assistant Support Lecturers (Faculty of Business and Law)– it is proposed that these staff are supported to complete the full APA programme (currently they complete module 1 only). Completion of the programme will provide participants with an HE teaching qualification as well as Fellowship of the HEA. This is an essential requirement for applications to Lecturer/Senior Lecturer and hence should be received positively as this is a career route into academia. 6 out of 8 ASLs recruited are female. It is hoped that this will support the career development of women by helping to enable access to full academic roles.

Graduate Tutors (Faculty of Environment and Technology) – are on a five year contract during which time they are required to complete the programme. The workload requirements have been scheduled into their role requirements over the five year contract. Currently (October 2018) there are fifteen people in these roles and the majority are male. Recently one of the female members of staff has returned on a part time basis following maternity leave, demonstrating the flexibility of the model.

Support – all participants will have a coach who will be able to support and advise them on completion of the programme. Mentors will be trained so that they have an understanding of the programme and their role. This will also be developmental for the volunteer mentors. A range of people from different equality groups will be encouraged to participate so that participant needs can be met as far as possible.

All managers will be required to meet on a quarterly basis with their staff member and at this meeting any specific issues can be identified and an action plan put into place. This meeting also includes the mentor. This approach should ensure that there is more support available for all participants including to support people to meet probation requirements.

External auditors will require evidence that this meeting has taken place and the outcomes are logged.

Faculties will not be required to fund places on the programme as these will be supported either from the apprenticeship levy fund or from a central budget.

Assessment – the End Point Assessment (EPA) is carried out by an external organisation. This organisation is to be appointed. However we would expect them to be able to carry out a fair and impartial assessment of individuals. We will be looking for evidence of the ability to provide this as part of the selection process.

For participants without apprenticeship funding this assessment will be conducted internally.

In both cases the award of a PG Certificate will be assessed by the University in line with the current assessment procedures which ensure that marking is completed fairly and impartially.

Information about who has passed the modules will be provided to HR for probation monitoring purposes. The Degree Apprenticeship Hub will also monitor completion data, as this will be published externally. The University will therefore want to ensure that pass rates are high.

9. Please indicate the level of equality relevance:
High ☐
Medium   yes
Low   ☐

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.

Equality analysis - action plan

Appendix 1

Name of activity: Implementation of the APA

Plan completed by: Pam Fitzsimmons

Service / faculty: Human Resources

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Data on the new entrants for the UWE Academic programme and equality analysis of this data (current data below shows the PCAP programme in Sept 18 which may or may not be representative)	Pam Fitzsimmons	Report from the HR On Line system	January 2019	Data received	Data not yet available as new starters not fully known
Consultation	Trades Unions (UCU) Staff networks	Pam Fitzsimmons	Draft EIA to discuss	January 2019	Positive feedback	Date arranged for meeting
Monitoring and review arrangements	Review of impact when full data set is available then ongoing through feedback from programme leader and evidence of	Pam Fitzsimmons (HR), Ros O'Leary (APD), Helen King (APD), Catherine	Data will be drawn from HR system and student information system	January 2019 then 6 monthly?	Success rates, module feedback	NA

	completion rate. Review through APA Task group meetings	Rosenberg (EDU), Ros O'Leary (APD)				
Publication	To be determined once document finalised	APD and HR	Input from stakeholders e.g. APD, Education, staff networks, TU	January 19	Positive outcome achieved	
Other actions	Selection of EPA	APD and HR	None currently	January 19	Appointment is made Assessment arrangements are in place by the end of 2019. (EPA assessment is made June/July 2020)	None at present

Please return form to the Equality and Diversity Unit

UWE Academic Professional Development Programme – Overview

As a new academic member of staff joining UWE, you will have an initial needs assessment to identify the most appropriate learning journey for you. This assessment will take into account previous learning and experience and will confirm the content and duration of your individual programme. This assessment, along with details of residency and numeracy and language skills will be used to assess your suitability for the apprenticeship route. If you are not eligible for the apprenticeship you will complete the same programme, but will have an internal capstone assessment (as opposed to an external capstone assessment for those on the apprenticeship route). Staff on contracts of 0.5 FTE and below are not mandated to complete the full UWE Academic programme, but must complete the first module of the Postgraduate Certificate in Academic Professional Practice (PGCAPP) which is linked to Associate Fellowship of the Higher Education Academy.

The PGCAPP is a central component of the UWE Academic's off-the-job learning. This will be delivered through a blend of taught sessions and workshops, online activities, Peer Support Groups and support from the Programme Team. Additionally, you will also have the support of an Academic Practice Mentor who will guide and mentor you through the wider UWE Academic Professional Development Programme. You will work with them especially during Module X.

Rather than a teacher training programme, this is a developmental course where all the work you do is contextualised in the specific discipline(s) in which you teach: through discussion of similarities and differences of practices in different disciplines during taught sessions, through observation of your teaching and through the focus of your assessed work.

The programme builds on recognised excellence in practice to develop a community of academic practitioners who value scholarship, learning and teaching as part of your integrated professional identities. A distinctive feature of this programme and the modules within it is the opportunity for you to experience the theoretical and practical aspects of the content as both a learner and a teacher, building on the prior knowledge and experience you bring to the programme.

In addition, you are encouraged to share practice and to learn from one another across disciplines and in different settings. This, in addition to a growing understanding of the evidence base that underpins good learning, teaching and research practices, will support you to engage critically in the development of your teaching with the key aim of enhancing the quality of your students' learning experience and your own research.
The programme aims to:
- Develop transformational reflective practice of those who teach and support learning;
- Facilitate the development of the appropriate understanding of curriculum development and associated pedagogic knowledge, skills, and values to develop

effective HE practitioners who put students at the centre of their programmes and practice;

- Provide an introduction to research and teaching-related processes and structures at UWE;
- Support participants in the recognition and management of the diverse and competing demands of professional academic practice;
- Engender a culture which promotes equality and diversity through the design and development of inclusive programmes and practice;
- Promote evidence-based enquiry within an ethical framework to support the development of programmes, research and practice

Programme overview

Completion time*			Study		Award
18 months---	12 months-----------------------------	**Anchor Module** **Module X (UTLNCH-0-M)** Professional Development for Advanced Academic Practice 0 Credits Level 7	**Module 1 (UTLNCJ-20-M)** Higher Education Theory and Practice 20 Credits Level 7		HEA Associate Fellowship
			Module 2 (UTLNCK-20-M) Enquiry into Academic Practice 20 Credits Level 7		
			Module 3 (UTLNCL-20-M) Enhancing Learning and Teaching in Higher Education 20 Credits Level 7		HEA Fellowship (Module 1, 2 + 3)
					Postgraduate Certificate in Academic Professional Practice

*Approximate completion time based on a full-time member of staff; duration is extended pro-rata for part-time staff.

Programme Learning Outcomes

Successful completion of the programme will enable you, as appropriate to the context of your practice, to:	
1.	Demonstrate a critical understanding and evidence-informed approach to the design of inclusive learning and curricula, and research.
2.	Evaluate and apply a range of student assessment and feedback strategies.

3.	Use and critically analyse a range of resources and technologies to support effective academic professional practice.
4.	Demonstrate effective communication, dissemination and organisational skills.
5	Demonstrate through reflection and practice an holistic approach to integrating teaching, research and professional practice.
6.	Situate academic practice in the wider context of HE including appropriate professional, international, national and institutional policies, processes and strategies.
7.	Evaluate and critically reflect on your academic practice to enhance your approach and to plan continuing professional development
8.	Recognise and value the circumstances of individuals (self, students and peers) and how these can impact wellbeing, learning and professional practice, and adapt your approaches accordingly.

Brief description of each module
Module 1 (UTLNCJ-20-M) Higher Education Theory and Practice
This module introduces participants to the theories of learning and teaching to support the development of their practice within their own disciplinary and practice-based contexts.
Through a series of workshops, and the use of virtual materials, participants will have the opportunity to integrate their existing experience with a range of pedagogic concepts and ideas.
A designated Teaching and Learning Mentor will work with participants and the Programme Team to ensure that they have every opportunity to use what is covered in the sessions in the context of their subject area.
Delivery is through a series of workshops and online activities. Participants will form small Peer Support Groups who will meet regularly to support each other and complete set tasks.
In particular, participants will examine the process of planning teaching, learning and assessment, considering a range of strategies and resources (including emerging technology), with the intention of creating learner-centred academic practice in the context of their subject area.
Participants' practice is observed by a member of the Programme Team and their Teaching and Learning Mentor, who take a developmental approach, considering strengths and areas for development within the expectations of the UK Professional Standards Framework (UKPSF). Participants also observe and are observed by their peers on the programme, thereby providing opportunities to reflect on practice in other subjects and contexts.
A distinctive feature of this module (and the wider programme in which it sits) is the opportunity for participants to experience the theoretical and practical aspects of teaching, learning and assessment as both learner and teacher, building on their own and others' prior knowledge and experience.
Successful completion of this module will result in the award of Associate Fellow of the Higher Education Academy

Module 2 (UTLNCK-20-M) Enquiry into Academic Practice

This module highlights how participants can develop their role as higher education professionals who use their skills of higher order thinking and critical enquiry to enhance the student experience. It introduces participants to, or enhances participants' current understandings of, a range of critical enquiry methodologies and methods, and how they can be used to enhance academic practice.

Through a combination of development and support sessions, including round table discussions, external speakers, workshops and individual or group tutorials, participants will have the opportunity to consider how best to enhance aspects of their curricula, associated pedagogies and assessments, or their wider academic practice using methods of enquiry. Participants will be supported to explore and develop new approaches to and methods of enquiry, or to develop – in a new context – the existing approaches and methods with which they are familiar.

In doing this, participants will be supported to meet the increasing requirement, across both research and teaching (the Research Excellence Framework and the Teaching Excellence Framework) to evidence value and impact, and to understand the role of critical enquiry in this process.

The module pays particular attention to the ethical issues that can arise from engaging in a practitioner/insider enquiry project with research participants who may also be colleagues and students.

Module 3 (UTLNCL-20-M) Enhancing Learning and Teaching in Higher Education

This module builds on the Higher Education Theory and Practice module, further developing and embedding enquiry-based and scholarly approaches to learning, teaching and assessment. Participants will have the opportunity/be encouraged to challenge themselves to engage in a range of different teaching, learning and assessment strategies, including the innovative use of learning technologies and subject-specific pedagogies.

The module will consider how to motivate and engage learners from different backgrounds and with a range of needs and to design and plan appropriate and coherent programmes of study to challenge and inspire learners and to meet the needs of a range of stakeholders. Participants will apply their understanding of formative assessment to a range of feedback activities to promote learning and to formulate summative assessment strategies that meet the intended learning outcomes of particular modules and their programmes.

The module will help participants to locate their teaching, learning and assessment practices within the context of their discipline, their department, the institution and the wider higher education sector.

Delivery is through a series of workshops and distance learning provision. Participants will form small Peer Support Groups who will meet regularly to support each other and complete set tasks.

Module X (UTLNCH-0-M) Professional Development for Advanced Academic Practice

This module provides the opportunity for participants to engage with learning and development activities that are necessary for their personal role at UWE. Through the initial needs assessment and mentoring discussions they will identify key areas for development and appropriate informal or formal activities to address these. Such activities might include online or face-to-face training events offered across the University, professional

conversations with experienced colleagues and shadowing or observation opportunities. A learning journal will enable them to reflect on, learn and progress from their experiences. The module runs for the entire length of the PGCAPP programme and, as such, provides an opportunity for participants to gain relevant support throughout the programme. The evidence gathered throughout the module, along with the participant's achievement in the credit-bearing modules, will provide the basis for considering them ready for the capstone assessment. Participants will be assessed externally if following the apprenticeship route, or internally if not.

Successful completion of the module, ensures that participants are able to articulate an holistic approach to their academic practice integrating, where appropriate, teaching, research and professional practice. They will be prepared for their future professional lives as academics and able to consider and plan for their continuing professional development.