1. **Recognition of prior learning [RPL]**

If you have been awarded up to 15 credits at level 6 or 7 for study on a similar course at Sussex or another institution, or are an Associate or Fellow of the HE Academy, you can apply for exemption from module 1 of the course: Fundamentals of Teaching & Learning in Higher Education (15 credits). Formally, exemption will be in the form of a reduced module participation and assessment requirement reflecting the prior accredited learning. The course itself will remain as 60 credits in accordance with the university’s standing regulation that at least 60 credits must be taken post-registration for an award.

You will need to provide details of:

1. The institution that assessed your learning
2. Date awarded (to enable us to confirm the currency of the prior learning)
3. The level of the award/pathway to which the credit relates; for example a certificate, transcript, or a letter from the institution confirming the credit awarded
4. A summary of how the work undertaken for the previous award meets the learning outcomes and assessment criteria for the Fundamentals module.

You should submit this evidence for approval by the course team, before your individual learning plan is formally agreed. The final decision will be taken by the course leader. There will be two consequences of this approval:

* The notional hours of study will be reduced appropriately.
* The requirement for material to be submitted for assessment as part of the course will then be adjusted to take account of the prior credits.

You will be provided with written confirmation of the new requirements.

2. **Recognition of prior experiential learning [RP(E)L]**

If you have three years or more experience teaching in higher education in any role, you can apply for exemption from module 1 of the course: Fundamentals of Teaching & Learning in Higher Education (15 credits). Formally, exemption will be in the form of a reduced module participation and assessment requirement reflecting the prior experiential learning. The course itself will remain as 60 credits in accordance with the university’s standing regulation that at least 60 credits must be taken post-registration for an award.

If you have less than three years’ prior experience of teaching in higher education, you will be able to include it in your portfolio of supporting evidence for assessment on this course thus giving you a head start. The experience used should relate to teaching or supporting learning in the two academic years prior to registration on the PGCertHE.

You will need to provide details of:

1. The institution(s) at which your teaching took place
2. Dates of teaching (to enable us to confirm the currency of the prior experiential learning).
3. Confirmation of the teaching; for example, a letter of appointment, academic reference or letter of confirmation from the institution
4. Details of the teaching including level, subject, hours and responsibilities

You may also be asked to provide a summary of how the teaching undertaken meets UKPSF Descriptor 1 (Annex 1), and the learning outcomes (Annex 2) and assessment criteria for the Fundamentals module. If this is required you should submit this evidence for approval by the course team, before your individual learning plan is formally agreed. The final decision will be taken by the course leader.

**Experience gained outside the United Kingdom**

In the case of RPL and RP(E)L we will consider applications which include awards or experience gained outside the UK. Please note that materials or certificates which are not in English may need to be translated at your own expense so that it can be assessed by the course team at Sussex.

You must submit the following form, completed, along with the relevant supporting evidence, in order to apply for RPL or RP(E)L.

**Application for exemption from module 1: Fundamentals**

|  |  |
| --- | --- |
| 1. Do you already hold HEA Fellowship? | [ ]  AFHEA [ ]  FHEA [ ]  SFHEA[ ]  PFHEA[ ]  No Please provide a copy of your fellowship certificate as evidence.  |
| 2. Have you been awarded 15 credits on a previous HE teaching course at Level 6 or 7? | [ ]  Yes[ ]  NoPlease provide a certificate, transcript or letter from the awarding institution as evidence.  |

If you have answered no to the questions above, please complete the sections below and return with a copy of your CV.

|  |
| --- |
| 3. Please detail your previous teaching experience in Higher Education (level 4 and above).You must be able to demonstrate at least 3 years HE teaching experience or 300 hours direct contact for applicants with under 3 years’ experience. You should also submit confirmation of the teaching; for example, a letter of appointment, academic reference or letter of confirmation from the institution (not required where the institution is the University of Sussex).  |
| 3.a. Institution(s) taught at:  |  |
| 3.b. Dates: |  |
| 3.c. Details of the teaching including level, subject, hours and responsibilities: |  |

**Annex 1: Meeting the UKPSF at descriptor 1:**

**UK Professional Standards Framework summary**

The UK Professional Standards Framework for teaching and supporting learning in Higher Education provides a nationally recognised benchmark for institutions and individuals. The framework is made up of four descriptors which are related to the dimensions of practice covering areas of activity, core knowledge and professional values. (http://www.heacademy.ac.uk/ukpsf)

The standards framework aims to act as:

* an enabling mechanism to support the professional development of staff engaged in supporting learning
* a means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development
* a means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
* a means to support consistency and quality of the student learning experience

Through this module, you will show how you meet **Descriptor 1** whichdemonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. **Individuals should be able to provide evidence of successful engagement across at least two Areas of Activity; appropriate knowledge and understanding across at least Core Knowledges 1 and 2; a commitment to all the Professional Values; successful engagement in appropriate teaching practices related to the Areas of Activity; successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as a part of an integrated approach to academic practice; and successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practice.**

Areas of activity

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

A3 Assess and give feedback to learners

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy,

 incorporating research, scholarship and the evaluation of professional practices

Core knowledge

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the

 academic programme

K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional

 practice with a particular focus on teaching

Professional values

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and

 continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

**Annex 2: Fundamentals module Learning outcomes**

**Assessed module learning outcomes, mapped to UKPSF Dimensions of Practice**

**By the end of the module, participants will be able to:**

1. Design and/or plan effective learning and teaching sessions that demonstrate practical application of knowledge and understanding of scholarship on the different ways in which students learn and specific disciplinary approaches (A1; K1, K3; V3)
2. Design, use and critically evaluate a range of discipline-specific learning activities including a range of learning and teaching materials and using learning technologies where appropriate (A2; K2, K4; V2)
3. Demonstrate comprehensive understanding of the practical application of a range of assessment techniques to evaluate and support learning, and provide effective feedback that enables students to monitor their own progress and develop as independent learners (A1, A2; K3, K5; V3, V4)
4. Evidence understanding and application of appropriate professional values relevant to your role through teaching practice (A3, A5; K2, K3, K6; V1, V2)