

**UNIVERSITY OF SURREY**  
**CENTRE FOR LEARNING DEVELOPMENT**

**POSTGRADUATE CERTIFICATE IN  
ACADEMIC PRACTICE  
(PGCAP)**

**PROGRAMME HANDBOOK**

**2006 - 2007**

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## Background to the Programme

Since September 1998 the University of Surrey has provided an in-service Learning and Teaching in Higher Education (LTIHE) Programme for the professional development of probationary academic staff. The successful completion of the LTIHE Programme was made a mandatory target for the confirmation of probation in September 2001, although it was non-award bearing.

The Government White Paper 'The Future of Higher Education', published in January 2003, indicated that "all new teaching staff would be expected to obtain a qualification which meets agreed professional standards from 2006". The University of Surrey academic strategy reflects this commitment to the development of teaching staff. As a result, the Centre for Learning Development developed a new award-bearing programme to ensure that all new staff are able to gain a professional qualification that is recognised nationally.

This brings UniS into line with practice across the UK higher education sector where most institutions offer new staff the opportunity to gain a Masters level qualification in learning and teaching or academic practice. The Post Graduate Certificate in Academic Practice (PGCAP) provides University of Surrey staff with both a challenging environment in which to interrogate their practice in collaboration with their colleagues and a recognised, transferable qualification that is increasingly valuable for academic career progression. It is intended that the programme will be accredited by the Higher Education Academy.

The key features of the PGCAP are:

- a focus on the development of reflective practice
- effective use of peer learning for the development of practice
- use of ULearn, UniS's virtual learning environment, to support participants
- integration of teaching, research and the enhancement of professional autonomy

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# 1. PROGRAMME OVERVIEW

## 1.1 Programme Aims

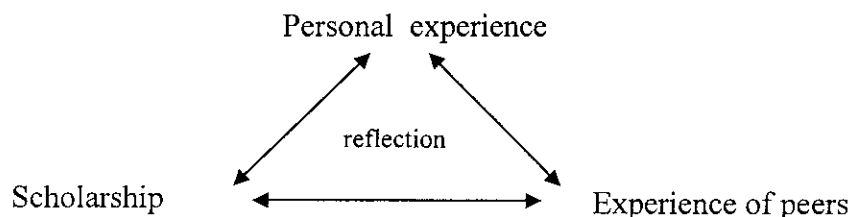
The Postgraduate Certificate in Academic Practice is designed to enable Probationary Lecturers and Tutors to explore and develop their knowledge, understanding and practice of the three components of the role of a university Lecturer/Tutor in the 21<sup>st</sup> Century: learning and teaching; research, scholarship and enterprise, and; leadership and professional autonomy.

Each of these components is addressed within an integrated programme that enables the participants to draw on their own experiences as Lecturers and Tutors to reflect upon existing and best practice with both their peers and the Programme team to develop and demonstrate conceptual understanding of, and professional competence in, their role within the university.

## 1.2 Programme Philosophy

The course is founded upon the view that the aim of teaching is to make student learning possible and that this requires teachers to engage in reflective enquiry that connects their practice with the research on student learning (Ramsden, 2003)<sup>1</sup>. Professional educators also need to be able to explicate how they have made student learning possible (Martin, 1998)<sup>2</sup>, thus necessitating a scholarly approach to teaching. These core principles are extended to the other areas of academic practice. Thus the course develops a collegially supported model of critically reflective enquiry into practice that engages with the scholarship of teaching, of research and of leadership (Boyer, 1990<sup>3</sup>; Shulman, 2000<sup>4</sup>; Barnett, 1997<sup>5</sup>).

The dynamic model of reflection adopted is represented by the reflective triangle shown in Figure 1.



**Figure 1 Model of reflection: the reflective triangle**

By engagement in peer discussion linked to the literature of academic practice, the participant's developing personal experience is triangulated against, and enters into dynamic tension with, the experience of peers and the relevant scholarship, so providing alternative perspectives that support critical reflection.

<sup>1</sup> Ramsden, P (2003) *Learning to Teach in Higher Education*, (2<sup>nd</sup> Edition) London: RoutledgeFalmer.

<sup>2</sup> Martin, E (1998) 'Developing scholarship in teaching' cited in Healey, M, (1999) 'Developing the scholarship of teaching geography in higher education' Paper presented at the 7<sup>th</sup> Improving Student Learning Symposium, University of York, September.

<sup>3</sup> Boyer, E (1990) *Scholarship Reconsidered: Priorities of the Professoriate*, Princeton: Carnegie Foundation for the Advancement of Teaching.

<sup>4</sup> Shulman, L (2000) 'From Minsk to Pinsk: Why a Scholarship of Teaching and Learning?' *The Journal of Scholarship of Teaching and Learning* Vol 1 No 1, pp 48-52.

<sup>5</sup> Barnett, R (1997) *Higher Education: a critical business*, Buckingham: SRHE & OU Press.

The conceptual underpinning of this model is rooted in *constructivism*. This is a learning theory which argues that you cannot simply give others your understanding of an area – they must constructively engage to build their own understanding. Moreover, *social constructivism* argues that in building complex understandings, an essential role can be played by peer collaboration to promote reflective development. This links to Schon's (1983<sup>6</sup>) notion of the reflective practitioner and to the identification of two sorts of professional reflection - *reflection-on-action* that occurs after the event, and *reflection-in-action*: "the idea that professionals engage in reflective conversations with practical situations, where they constantly frame and reframe a problem as they work on it, testing out their interpretations and solutions" (Calderhead & Gates, 1993, p 1)<sup>7</sup>.

Since reflection in popular usage often signifies a somewhat fuzzy and self-indulgent dreaminess, it is important to note that reflection in professional development may be defined as 'systematic enquiry into one's own practice to improve that practice and to deepen one's understanding of it' (Lucas, 1991)<sup>8</sup>. Disciplined reflection with a peer has been shown to provide a critically constructive opportunity for developing one's own thinking (Hatton & Smith, 1995)<sup>9</sup>, while learning to facilitate another's reflective processes may promote learning 'just as much as learning to reflect itself' (Moon, 2002, p 173)<sup>10</sup>. The dynamic reflective triangle model implemented in the PGCAP synthesises findings from a range of previous research to provide a disciplined, interpersonally mediated and scholarly approach to supporting professional development that is embedded in a coherent curriculum where reflection is a key value.

### 1.3 Entry Requirements

The PGCAP is an in-house programme tailored specifically to the needs of UniS and as such is only available to staff appointed to a full-time or part-time teaching position at the University. All new Lecturers subject to the Scheme of Probation or new Tutors will be automatically invited to register on the PGCAP upon appointment. Completion of the PGCAP is normally a required target for all Lecturers within the Scheme of Probation.

It is a prerequisite for participation on the PGCAP that you attend the introductory one day workshop held prior to the commencement of the programme and the ULearn orientation session designed for PGCAP participants. The workshop introduces the model of participation used in the PGCAP and includes social interaction that is designed to facilitate the choice of peer partners.

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<sup>6</sup> Schon, D (1983) *The Reflective Practitioner*, San Francisco: Jossey-Bass.

<sup>7</sup> Calderhead, J & Gates, P (1993) *Conceptualizing Reflection in Teacher Development*, London: The Falmer Press.

<sup>8</sup> Lucas, P (1991) 'Reflection, New Practices and the Need for Flexibility in supervising Student –Teachers' *Journal of Further and Higher Education*, 15 (2), 84-93.

<sup>9</sup> Hatton, N & Smith D (1995) 'Reflection in Teacher Education – towards definition and implementation' *Teaching and Teacher Education*, 11 (1) , 33-49.

<sup>10</sup> Moon, J (1999) *Reflection in Learning and Professional Development*, London: RoutledgeFalmer.

## 1.4 Program Specification

1. Awarding Institution / Body	University of Surrey
2. Teaching Institution	University of Surrey
3. Accrediting Authority	Higher Education Academy
4. Final Award	Postgraduate Certificate
5. Name of Route/Pathway or Field	Academic Practice
6. UCAS Code	N/A
7. QAA Benchmarking Group	Not applicable

### 9. Main educational aims of programme

The programme aims to enable new probationary Lecturers and Tutors to explore and develop their knowledge, understanding and practice of the three complementary activities of their role as a university Lecturer or Tutor in the 21<sup>st</sup> Century: learning and teaching; research, scholarship and enterprise, and; leadership, professional autonomy and accountability.

Each of these activities is incorporated into an integrated programme that enables the participants to draw on their own experience as Lecturers or Tutors to develop and demonstrate their conceptual understanding and professional competence through reflection upon existing and best practice with both their peers and the Programme team.

**10. Programme outcomes** - *the programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes.*

#### A Knowledge and Understanding

Participants will be able to demonstrate understanding of:

1. the conceptual models, theories and frameworks underpinning academic practice and their application to complex and specialised contexts
2. the importance of articulating and justifying personal approaches and professional or disciplinary values and ethics as they impact on academic practice
3. the role of quality assurance in evaluating and developing academic practice and professional accountability for the purposes of enhancement
4. strategies for developing a personal and collaborative research profile through scholarship and/or enterprise as appropriate

#### Learning and Teaching Strategies and Methods

The overarching learning and teaching strategy is to develop and support opportunities for self- and peer-reflection for the enhancement of professional practice underpinned by a conceptual understanding of the knowledge base and scholarship.

This will be achieved through:

- Fortnightly seminars to develop awareness and conceptual understanding of academic practice
- Collaborative peer assessment tasks within ULearn to develop reflection on professional experiential learning
- Peer and programme observation of teaching
- An enquiry-based project into professional practice
- Directed self-study of programme set text, additional reading and online resources

#### Assessment

The conceptual knowledge base will be assessed through all formative and summative assessment tasks: online tasks, teaching observation, an enquiry-based project and a portfolio.

### **B Intellectual Skills**

Participants will be expected to be able to:

1. analyse and evaluate the effectiveness of alternative approaches to academic practice
2. synthesise principles and understanding of approaches to academic practice for the improvement of practice
3. integrate disciplinary research or scholarship with academic practice
4. demonstrate self-direction and autonomy in the development and implementation of a personal and collaborative research profile

### **Learning and Teaching Strategies and Methods**

The development of intellectual learning outcomes will be achieved through the learning and teaching strategies as outlined above. The grounding in experiential learning and professional practice ensures that the application of the knowledge base to academic practice is integral to the development and demonstration of intellectual skills.

The discursive and peer learning and teaching strategies adopted in seminars, observation and peer-partnering support the participant in achieving the active learning outcomes.

#### **Assessment**

As with the assessment of the knowledge base, intellectual skills will be assessed through all formative feedback and summative assessment tasks.

### **C Professional Skills**

Participants will be expected to be able to:

1. apply a conceptual understanding of learning and teaching to the planning, delivery and evaluation of effective teaching sessions and/or a curriculum
2. use a range of sources of evaluative feedback to enhance reflective practice and inform professional accountability
3. effectively plan, resource, implement and report research activities and/or consultancy
4. identify and reflect upon emerging changes in their own practice for the purposes of continuing professional development

### **Learning and Teaching Strategies and Methods**

The application of the knowledge base and intellectual skills to professional practice is integral to the course. Seminar discussion, peer observation and peer-partnering support the articulation and application of the knowledge base and intellectual skills to develop professional skills.

The course prerequisite for entry includes the requirement that all participants are responsible for teaching on a programme module at higher education level to ensure opportunities to practise their professional skills and reflect on their experience throughout the course.

#### **Assessment**

The observation of teaching process requires participants to provide evidence of the planning of observed sessions and demonstrate competence in the implementation of effective learning and teaching activities. This will evidence continuing professional development through change in practice between observations.

The Portfolio requires participants to demonstrate achievement of all the learning outcomes by engagement in reflection from self and peers and annotated evidence of design, implementation and evaluation of academic practice within institutional and external codes and guidelines for best practice.

#### **D. Transferable Skills**

Participants will be expected to be able to:

1. confidently communicate (orally and in writing) with academic and professional colleagues about the principles and practice of professional activities
2. competently and independently undertake a research task or enquiry into academic practice using appropriate resources and scholarship
3. work collegially with academic and professional colleagues and with students through team work, negotiation and leadership
4. engage in self-evaluation and critical reflection for the improvement of practice

#### ***Learning and Teaching Strategies and Methods***

Transferable skills are developed throughout the learning and teaching strategy as outlined above. Oral communication skills are developed through seminar and peer discussion whilst writing skills are practised through the formative development of the reflective portfolio. Both activities support the acquisition of professional self-evaluation and reflection.

The cohort structure, seminar discussion and peer-partnering strategy directly reflect the collaborative rationale of the programme so that participants develop skills to work with colleagues within both a disciplinary and interdisciplinary context.

The developmental approach of the peer observation process supports participants in effectively carrying out their professional responsibilities.

#### **Assessment**

The observations will assess both oral and written communication skills and the ability of the participant to perform and critically reflect upon their responsibilities as a Lecturer or Tutor for the enhancement of practice in collaboration with colleagues.

The enquiry-based project will assess written communication skills, the ability to undertake a research task or enquiry into practice and engagement in critical reflection on professional practice.

In addition to assessing the participant's achievement of the above learning outcomes, the reflective portfolio as a whole will also assess the participant's self-management and broader performance of the professional responsibilities.



## 1.5 Intended Learning Outcomes

### **A. Knowledge and Understanding**

By the end of the course participants will be able to demonstrate understanding of:

- ✓ 1. the conceptual models, theories and frameworks underpinning academic practice and their application to complex and specialised contexts
- ✓ 2. the importance of articulating and justifying personal approaches and professional or disciplinary values and ethics as they impact on academic practice
- 3. the role of quality assurance in evaluating and developing academic practice and professional accountability for the purposes of enhancement
- ✓ 4. strategies for developing a personal and collaborative research profile through scholarship and/or enterprise as appropriate

### **B. Intellectual Skills**

By the end of the course participants will be expected to be able to:

- ✓ 1. analyse and evaluate the effectiveness of alternative approaches to academic practice
- ✓ 2. synthesise new principles and understanding of approaches to academic practice for the improvement of practice
- 3. integrate disciplinary research or scholarship with learning and teaching
- ✓ 4. demonstrate self-direction and autonomy in the development and implementation of a personal and collaborative research profile

### **C. Practical / Professional Skills**

By the end of the course participants will be expected to be able to:

- ✓ 1. apply a conceptual understanding of learning and teaching to the planning, delivery and evaluation of effective teaching sessions and/or a curriculum
- ✓ 2. use a range of sources of evaluative feedback to enhance reflective practice and inform professional autonomy
- ✓ 3. effectively plan, resource, implement and report research activities and/or consultancy
- ✓ 4. identify and reflect upon emerging changes in their own practice for the purposes of continuing professional development

### **D. Transferable / Key Skills**

✓ By the end of the course participants will be expected to be able to:

- 1. confidently communicate (orally and in writing) with academic and professional colleagues about the principles and practice of professional activities
- 2. competently and independently undertake a research task or enquiry into academic practice using appropriate resources and scholarship
- ✓ 3. work collegially with academic and professional colleagues and with students through team work, negotiation and leadership
- ✓ 4. engage in self-evaluation and critical reflection for the improvement of practice

## 1.6 Mapping of Programme Aims and Learning Outcomes Against External References

Figure 1 maps the programme learning outcomes against the QAA Framework for Higher Education Qualifications for England, Wales and Northern Ireland for students at Masters level. For the purposes of mapping against the PGCAP programme aims, the framework has been annotated where appropriate to clarify the distinction between a participant's disciplinary research and the advanced scholarship of academic practice.

The Higher Education Academy is currently implementing a national consultation on professional teaching standards for higher education. While the agreed professional standards framework is still in development, the programme learning outcomes have been mapped against the Core Knowledge and Professional Values underpinning the existing Higher Education Academy (HEA) accreditation framework. It is anticipated that the existing HEA accreditation framework will link to the new professional standards framework. In addition the learning outcomes address all 6 areas of professional activity as required for individual accreditation by the HEA:

- teaching and the support of learning (A1; B1; C1)
- contribution to the design and planning of learning activities and/or programmes of study (A1; A3; B1; B2; C1; C2)
- assessment and giving feedback to learners (A1; A3; B1; B2; C1; C2)
- developing effective learning environments and learner support systems (A1; A2; A3; B1; B2; C1; C2)
- reflective practice and personal development (A2; B2; C2; C4; D1; D4)
- integration of scholarship, research and professional activities with teaching and learning support (A4; B3; C3)

Whilst the QAA Subject Benchmark Statements for Education Studies relate to honours undergraduate degree level and do not reflect the broader scope of an academic practice M-level qualification, the following benchmark statements have informed the specifying of learning outcomes by defining the nature of the discipline:

### *Knowledge and Understanding*

- awareness of underlying values and principles of the discipline (A1; A2; A3)
- understanding of learner diversity and complexity of learning (A1)
- interaction between learner and context (A1)

### *Application*

- ability to analyse educational concepts, theories and issues (B1)
- identify and critically reflect on subject knowledge (B1; B2)
- accommodate new principles to formulate and justify ways for potential changes in practice (B2)

### *Reflection*

- ability to reflect on own value system (C4)
- integrate knowledge and understanding into a personal position (C1)
- awareness of the limitations of theory and research (C2)

### *Transferable Skills*

- articulate opinions (D1)
- work effectively in a team (D3)
- actively manage personal development (D2)

**Figure 1 : Mapping of Programme Learning Outcomes Against External References**

FHEQ Descriptor for Masters Level	PGCAP Learning Outcomes	ILTHE Core Knowledge and Professional Values
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at or informed by, the forefront of their academic discipline, field or study, or area of professional practice	A1; A2; A3; A4; B1; B2; B3; B4	Knowledge and understanding of the subject material they will be teaching Knowledge and understanding of how students learn, both generically and in their subject
A comprehensive understanding of techniques applicable to their own research or advanced scholarship [of academic practice]	A1; A2; A3; A4; B1; B2; B3; B4; C1; C2; C3	Knowledge and understanding of appropriate methods for teaching and learning in the subject area and at the level of the academic programme Knowledge and understanding of the use of learning technologies appropriate to the context in which they teach
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline [of academic practice]	B1; B2; B3; B4; C1; C2; C3; D2; D4	
Conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses	A1; A2; A3; A4; B1; B2; B3; B4; C1; C2; C3	Knowledge and understanding of methods for monitoring and evaluating their own teaching. Knowledge and understanding of the implications of quality assurance for practice
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	B1; B2; C1; C2; C3; D1; D2; D3; D4	A commitment to encouraging participation in higher education and to equality of higher educational opportunity A respect for individual learners and for their development and empowerment
Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level	A2; A4; B4; C1; C2; C3; C4; D2; D4	
Continue to advance their knowledge and understanding and to develop new skills to a high level	A4; B2; B3; B4; C3; C4; D4	A commitment to scholarship in teaching, both generally and within their own discipline
Will have the qualities and necessary skills for employment requiring the exercise of initiative and personal responsibility; decision making in complex and unpredictable situations and the independent learning ability required for continuing professional development	C1; C2; C3; C4; D1; D2; D3; D4	A commitment to the development of learning communities, including students, teachers and all those engaged in learning support. A commitment to continued reflection and evaluation and consequent improvement of their own practice

## 1.7 How to Benefit from the PGCAP

The Programme Team recognise that you may have prior experience of academic practice either in the UK or internationally and that throughout your registration on the PGCAP you will be teaching, continuing your research and working with colleagues and students in a range of pastoral and academic activities. The programme team have, therefore, adopted an approach that emphasises learning from this experience and that is adaptable to your own individual and disciplinary context.

To benefit from the PGCAP, the programme team advise you to consider the following recommendations:

- **Use group discussions in sessions and online to challenge your assumptions and prompt new ideas.** The opportunity to work with colleagues from across UniS is invaluable. Learning together can be motivating and using others to help reflect upon your own experiences is vital. It is also an opportunity to develop effective professional collaborations and build friendships in a new working environment.
- **Develop an action-research project or case study that has relevance to your professional practice.** The PGCAP is intended to integrate closely with your professional practice and it is important to select and plan your project carefully so that it is aligned rather than be an adjunct to your academic work. The programme team will support you in selecting your project and guide you through the process of carrying out and writing up an action-research report or case study.
- **Take advantage of opportunities to understand your practice from as many different perspectives as possible.** The PGCAP gives you the opportunity to be observed teaching by a trained Observer. You will also be able to be observed and observe your peer partner. Moreover, the PGCAP encourages you to seek feedback from your students to enable you to understand the learning experience better. As the programme philosophy indicates, peer collaboration enables you to reflect upon your professional practice more effectively and you should take every opportunity to develop your thinking about your practice in this way.
- **Complete the peer reflection tasks and use your peer partner.** The peer reflection tasks and peer partner relationship are designed to enrich your thinking about your professional practice. The feedback tasks are intended to relate generic models and theories to your practice and support you as you develop your skills as a reflective practitioner.
- **Use the ULearn environment.** The opportunity to use the PGCAP ULearn environment will enable you to experience the virtual learning environment as a student, familiarise yourself with the possibilities of this approach to learning and teaching, support your peer partner relationship and continue discussions with colleagues outside the sessions.
- **Start developing your portfolio as soon as possible.** You should use the fortnightly peer reflection tasks to develop your understanding of your professional role and how you implement that in practice. You should start collecting any resources, in hard or soft copy, that can support any comments you make about practice. The types of material you could consider are outlined in Section 3.4 on compiling your portfolio. The most effective portfolios should demonstrate development throughout registration on the PGCAP so you should ensure that it contains material from different points in the programme.

## 1.8 Frequently Asked Questions

### ***Can I get exemption from sessions I've already attended elsewhere if I join the PGCAP?***

Regrettably, the answer is no. The PGCAP is not based upon attendance at a number of core and optional sessions. Rather, it follows a process model that is centred on reflective engagement with peers. As the rationale, learning outcomes and learning and teaching strategy is quite distinctive, completion of components elsewhere is unlikely to map onto the requirements for the PGCAP.

### ***Do I have to start the PGCAP in my first year of Probation?***

For participants who are subject to the Scheme of Probation for Lecturers, completion of the PGCAP is normally a requirement for confirmation of Probation. You should therefore ensure that you can complete the PGCAP within the normal 3 year probation period. It is normally recommended that participants register in the September of their first year of probation.

In some cases, however, it may be more appropriate to commence your registration on the programme in the second year of your probation. This may be to enable you, for example, to complete a PhD, or it may be that your teaching workload is unusually light or unusually heavy during your first year or you may have a research or other priority target that must be addressed. In these circumstances, registration on the PGCAP may be delayed in consultation with the programme team, your Head of School and the Academic Staff Development Committee (ASDC) when your probation targets are agreed.

### ***How long does it take to complete the programme?***

The programme will normally be completed part-time within 18 months. However, in consultation with your School and with the Programme team, it is possible to complete the programme over a longer period. The taught sessions in Semester 1 and Semester 2 should be completed consecutively in the first year of registration on the PGCAP. Normally you will then complete the project and compile the portfolio for submission and submit by the date specified in the Assessment Schedule in Section 3.9.

In some circumstances, however, it is possible to defer completion of the action-research project or case study and the portfolio. You should note that attendance at all taught sessions must be completed within the same academic year and no interruption is possible between Semester 1 and Semester 2 of the taught programme. In normal circumstances, deferral of submission of assessments is for a maximum of one year. If you defer completion of the project and portfolio, you will be contacted by the Programme Leader at the end of your period of deferral and offered tutorial support for the development of your assessments.

If completion of the PGCAP is a requirement for probation, participants must ensure that deferral will not prevent completion of the PGCAP within the normal probation period. Any decision to defer the submission of these assessments must be agreed by the programme team and Head of School.

### ***What is ULearn and how will I be using it in the PGCAP?***

ULearn is the University of Surrey virtual learning environment used to support blended and distance learning approaches for undergraduate and postgraduate programmes across the university. ULearn is used to support the PGCAP to enable you to experience the learning environment from the student perspective. It will be used primarily to facilitate the discussion between peer partners working on the fortnightly peer reflection tasks and record the process of giving and receiving feedback. At the end of Semester 1 and Semester 2 you will be asked to submit an annotated selection of the peer partner discussion. The PGCAP online component will also be used for announcements and, if necessary, to update your PGCAP schedule and to store resources from the taught sessions for information. You will need to attend the PGCAP ULearn orientation to receive log in details and be guided through the use of ULearn.

### ***How will the Programme Team contact me?***

The majority of communication between the Programme Team and participants will be via your university email address. If this is not appropriate you should contact the Programme Leader to make alternative arrangements.

## **2. PROGRAMME STRUCTURE**

### **2.1 Programme Requirements**

The PGCAP is comprised of several related learning and teaching activities – taught sessions, peer reflection tasks, teaching observations and self-directed enquiry into your own professional practice.

#### ***Taught Sessions***

These fortnightly sessions will be interactive, workshop-based sessions that will encourage discursive engagement with the topics and your active participation throughout the session. You will be given preparation material or pre-reading for sessions and each session will lead into a peer reflection task that will be completed collaboratively with your peer partner using the ULearn learning environment. The taught session schedule and descriptions are outlined below.

#### ***Peer Reflection Tasks***

Each session will conclude with a peer reflection task to be completed in the period between sessions. In most cases this will be a set task that you will complete and then post into your discussion group area of the PGCAP ULearn environment. An example of the type of task that will be allocated and a sample of the peer partner discussion that the task prompted is given in Section 2.4. A sample of the peer reflection tasks is submitted at the end of the Autumn and the Spring semester for formative assessment purposes as detailed in Section 2.7.

#### ***Teaching Observations***

You will be observed teaching a minimum of two times by your allocated PGCAP Observer. Observation is an integral part of the process of reflecting on your learning and teaching activities as they happen. The observer's role is intended to be supportive and enabling rather than judgemental. A "satisfactory" or "Not (Yet) Satisfactory" evaluation is assigned to this activity and you will discuss this with your PGCAP Observer. Observation is a 3 stage process and you will have the opportunity to reflect on the session and identify strengths and weaknesses or recommendations for improvement. The developmental aspects of the observation are vital to the process and your reflection of the session counts towards the

evaluation of the observed teaching session. You will also participate in a minimum of **one** reciprocal peer observation with you peer partner. Reciprocal peer observation requires that each peer partner will observe one teaching session of their peer and be observed teaching on one occasion by their peer partner. Further clarification of the observation process is given in Section 3.2.

### ***Enquiry into your Own Practice***

During your registration on the PGCAP you will be reviewing your practice on an ongoing basis through peer reflection tasks and teaching observation. You will also complete an extended enquiry into one aspect of your practice and produce an action-research project or case study (3000 words) during Semester 3 of your registration. At the end of the PGCAP you will also write a reflective commentary (3000–5000 words) on your practice linked to evidence. Evidence should include the observation documents and a sample of peer reflection tasks. This is submitted as a PGCAP portfolio for summative assessment at the end of your registration on the PGCAP. Further information on the project and the portfolio is given in Section 3.3 and Section 3.4.

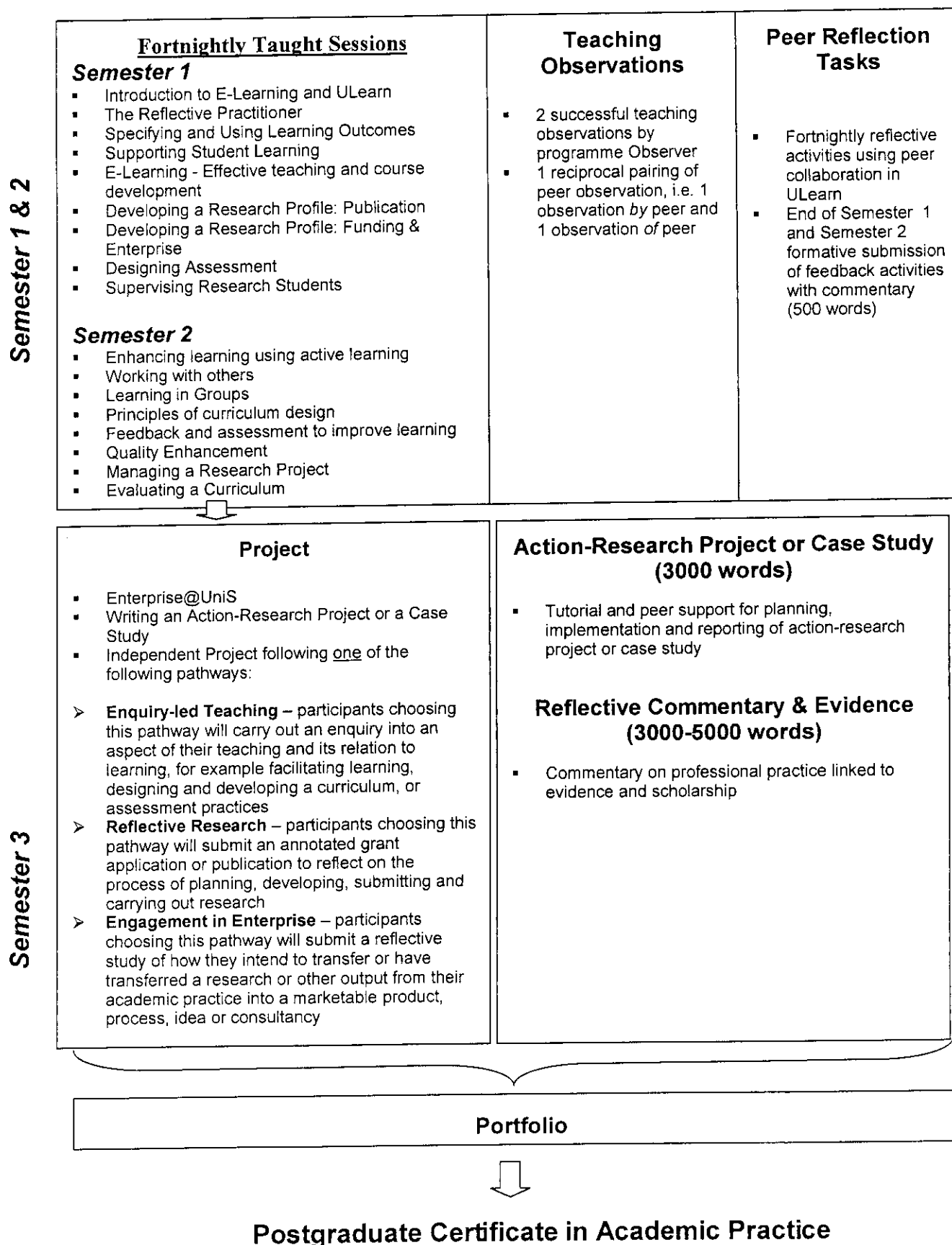
## **2.2 Breakdown of Time Commitment**

The specified number of learning hours for a 60 credit M-level award leading to a postgraduate certificate is 600 hours.

The breakdown of the learning activities that make up the PGCAP for participants who are completing the programme within the normal 18 month period is as follows:

<b><i>Component</i></b>	<b><i>Sub-total</i></b>	<b><i>Weekly Average</i></b>
<b><u>Semester 1 &amp; Semester 2</u></b>		
▪ Fortnightly taught sessions	36 hours	1 hour a week
▪ Fortnightly peer activity	36 hours	1 hour a week
▪ Preparatory activity/set reading	36 hours	1 hour a week
▪ Teaching observations	6 hours	Not applicable
▪ Additional private study (to include further reading, reflection on practice, application of theory to practice, evaluation of practice, lesson preparation and teaching hours)	186 hours	c. 5 hours a week
<b><u>Semester 3</u></b>		
▪ Private study for completion of portfolio	300 hours	c. 8 ½ hours a week
<b>TOTAL</b>	<b>600 hours</b>	<b>c. 8–8 ½ hours a week</b>

## 2.3 Diagrammatic structure of the PGCAP





## 2.4 Programme Calendar 2006–2007

### PGCAP 2006 - 2007

#### University of Surrey Induction

Wednesday	13 September 2006	1330-1600	ULearn Orientation
Monday	18 September 2006	0915 – 1600	Introduction to PGCAP/UniS
Wednesday	20 September 2006	1200 - 1400	Lunch with the VC

#### Semester 1

Wednesday	27 September 2006	1400 – 1600	The Reflective Practitioner
Wednesday	4 October 2006	1400 – 1600	Specifying & Using Learning Outcomes
Wednesday	11 October 2006	1400 – 1600	Developing a Research Profile: Publications
Wednesday	18 October 2006	1400 – 1600	Supporting Student Learning
Wednesday	25 October 2006	1400 – 1600	Developing a Research Profile: Funding
Wednesday	8 November 2006	1400 – 1600	Principles of Curriculum Design
Wednesday	22 November 2006	1400 – 1600	Designing Assessment
<b>EITHER</b>			
Wednesday	6 December 2006	1400 – 1600	Supervising Research Students (Social Sciences & Humanities)
<b>OR</b>			
Wednesday	6 December 2006	1400 – 1600	Supervising Research Students (Sciences & Engineering)
<b>Thursday</b>	<b>14 December 2006</b>	Semester 1 Formative Assessment	Submit overview of sample of semester 1 peer reflection tasks – individual work

#### Semester 2

Wednesday	17 January 2007	1400 – 1600	Enhancing Teaching with Active Learning
Wednesday	31 January 2007	1400 – 1600	Working with Others
Wednesday	14 February 2007	1400 – 1600	Learning in Groups
Wednesday	28 February 2007	1400 – 1600	Using Feedback/Assessment to Improve Learning
Wednesday	14 March 2007	1400 – 1600	Quality Assurance & Professional Accountability
Wednesday	25 April 2007	1400 – 1600	Managing a Research Project
Wednesday	9 May 2007	1400 – 1600	Evaluating a Curriculum
Wednesday	23 May 2007	1400 – 1600	Enterprise @ UniS
<b>Thursday</b>	<b>21 June 2007</b>	Semester 2 Formative Assessment	Submit overview of sample of semester 2 peer reflection tasks – individual work

#### Semester 3

Wednesday	6 June 2007	1400 – 1600	Writing an Action-Research Project or Case Study
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## 2.5 Peer Reflection Tasks

After each session, you normally will be assigned a peer reflection task to complete with your peer partner. Stage one of the task involves articulating your opinion on an issue, linking theory to practice, reflecting on a critical incident or collecting data from practice. When you have completed this stage, each peer will post their task in your shared peer partner discussion group within ULearn.

The second stage of the task is the exchange of feedback between peer partners. Each peer should respond to their peer partner's task with constructive feedback or suggestions for further consideration. You could, for example, use this opportunity to identify whether your views or your approaches to practice diverge and why. When you have received feedback you should review your task and further reflect on the feedback you receive from your peer partner.

### ***Example of a Peer Reflection Task***

Here is an example of peer-supported reflection between a pair of lecturers. Since this is a real example, the participants have been given the code names Margaret and Polly. Margaret is completely new to university teaching – she is in her first semester - and finding her teaching workload very demanding as well as being unsure why students respond, or do not respond, as they do. Polly has been teaching at university for a year or so.

The task that has been set is: "Decide how you would seek feedback on your teaching that would give you useful information about how your students perceive what is happening and allow you to make adjustments." Polly and Margaret have decided they will each design a questionnaire to give to students. Margaret has posted her questionnaire online and invited her peer partner to comment. The excerpt below shows Polly's response, followed by Margaret's reflection on that.<sup>11</sup>

#### ***Peer Partner Reflection – Polly***

"After reading Margaret's evaluation questionnaire I wanted to change mine. It's really comprehensive whereas mine just addressed those issues that I'm concerned with. I think the way that it is divided up is really useful and also quite easy to follow – it makes sense. In particular, I like the headings that she's used – they're not difficult for the students, nor are they frightening by sounding too serious. The first category is a good idea – on the assessment that we currently use there is a section for the student to evaluate their own involvement in the unit, but I think some of the questions included here take that self-evaluation a bit further."

"In my contribution I concentrated on sessions – not because I don't think lectures are important, but historically this sort of evaluation has occurred in small group settings. In addition, on our degree we 'team-teach' so each week a different lecturer is presenting material. Attempting to assess a single lecturer's teaching strengths/weaknesses would be difficult in this larger group setting – and much easier in the smaller group settings which are led each week by the same tutor. Students are encouraged to develop a relationship with their unit tutor, coming to them with any problems regarding course work rather than the unit leader.

<sup>11</sup> Note: Although they are primarily writing to each other, they use the third person. This is probably because they recognise that this is not an entirely private conversation. They know that others in the class, including the course tutors, can read their discussion and it is also being shaped for eventual inclusion in a portfolio that may be read by an external examiner. About half of the class used this approach, while the rest addressed their peer partner as 'you'.

Finally I think it is an interesting idea to assess the interaction of the group. Again, I think we approached this exercise differently – I did it from a pretty self-centred way (I only asked the questions that I wanted answers for) whereas Margaret has approached it from a much wider perspective (although I'm sure they're questions that she wants answered as well) that takes into account far more than just the tutor's teaching, it also acknowledges the students' learning."

### ***Reflection on Peer Partner Reflection – Margaret***

"It has given me a real boost to have such positive feedback from Polly as I do feel that I am floundering under the first year's teaching workload. Apart from the Biggs text I also searched on the subject of student feedback questionnaires on the internet and came across what I felt to be useful outlines. The breakdown of sections in my questionnaire is loosely based upon one of the articles I came across. One of the key things that I found extremely useful as I formulated these was what I thought the responses might be. This helped me to see with frightening clarity exactly where I was falling down. For example, 'I can keep up with the material delivered in lectures'. In formulating this question I realised that my students have been trying to tell me of their difficulty in keeping up with the amount of information I am trying to deliver to them in a lecture for some time."

### ***Points to Note***

This is a good example of facilitative reflection where supportive discussion with a peer partner enables each of them to explicate their understanding at a relational level (see Section 3.6 on Assessment Criteria that uses the SOLO Taxonomy). Polly begins by relating Margaret's questionnaire to the approach she has adopted and feels that in some ways Margaret's is better. Note also how she sees the questionnaire in terms of how it will be perceived by students.

In the next paragraph she makes an implicit comparison with her own questionnaire, explicating the differences and justifying why they are appropriate in her particular context. Finally, she makes an overall comparison between the two approaches, evaluating Margaret's as adopting a broader view, particularly in regard to its focus on student learning.

Of course, Polly is aware that Margaret has been feeling a bit overwhelmed with her teaching and her supportive feedback is greatly valued. Margaret then relates her questionnaire to the literature she has consulted. Intriguingly, the very act of developing the questionnaire, and imagining how her students will respond, has helped her to see 'with frightening clarity' that her students have been trying to tell her they are suffering from information overload. Discovering this, and being able to share it with a peer partner, represents a significant moment in her development as a teacher.

While this interaction might be used as evidence in Margaret's portfolio to show how her teaching has progressed as a result of engagement in reflective practice, it could also be legitimately included in Polly's to demonstrate how she had assisted the development of a peer.

The fortnightly peer tasks you will undertake on the PGCAP using ULearn are designed to promote professional growth through reflection. They can also be used by tutors to provide feedback on your progress and may be selected for inclusion in your portfolio to provide evidence of the development of professional understanding and practice.

In the example given above you see Polly facilitating Margaret's reflection. Of course, Polly also posted her questionnaire online and Margaret acted as facilitator providing reflective feedback to which Polly then responded. Similarly, on the PGCAP each fortnightly ULearn task has two components: you engage in reflection facilitated by your peer partner, and also take the role of facilitator to aid your peer partner's reflection. Further guidance about engaging in the online

reflective tasks will be provided at the commencement of the course, but the example outlined above should help to clarify the sort of activity that is required.

## 2.6 Guidelines for Working with Your Peer Partner

### ***Why use Peer Partnering?***

Peer partnering is an approach to collaborative learning in which participants will learn with and from each other. Co-operating with your peer is valuable in raising the questions that multiple perspectives on practice can provide. Peer partnering will enhance critical thinking, objectivity and discursive reflection integral to your development as a reflective practitioner.

### ***Choosing a Peer Partner***

You will be encouraged to identify an appropriate peer partner from your PGCAP cohort. You will have several opportunities to meet and work with a number of PGCAP participants in the Induction sessions and the first PGCAP sessions. In choosing a peer partner you will want to consider the following issues:

- You will probably think that it is better to work with someone you already know or with someone with whom there is a lot of commonality between roles or discipline but there will be other colleagues with different experiences and you may benefit more from working with them
- You may want to consider differences in your previous experience particularly if one of you has a lot more professional experience and how this may impact on your peer partnering. If this is the case you may need to pay particular attention to the parity of roles so that both peer partners will benefit equally from the process
- In most cases peer partnering will be in pairs but in some cases it may be advantageous to work in a group of three. If so you will need to establish the roles and responsibilities of the peers to ensure that the peer relationships are mutually supportive for all members of the group

### ***Clarifying Roles and Responsibilities***

At your first meeting with your peer partner you will need to discuss and agree your roles and responsibilities. The table below lists different ways that peer partners can work together. At your first meeting you may find it useful to use the following terms in the box below to discuss and agree the parameters of your peer partnering and how you will enact this in practice:

Sounding Board	Non-Judgemental	Critical Friend	Questioning
Challenging	Non-Directive	Support	Openness
Reliability	Empathy	Guidance	Problem-Solving
Development	Listening	Confidentiality	Shared Values

You may decide to adopt only some of these roles or your agreed roles may change throughout the PGCAP as your needs change, but it is vital that both peers understand what their shared expectations and responsibilities are.

### ***Working Together to Maximise Peer Partnering***

The aim of peer partnering on the PGCAP is to fulfil two related tasks:

- **Peer reflection tasks** – following each session you will be set a peer reflection task to work on with your peer partner
- **Peer observation** – each peer will be observed a minimum of once by their peer and will reciprocally observe their peer. The process is fully outlined in Section 3.2 of this handbook related to Teaching Observations

Peer partners will need to agree how they will accomplish the set task and this will involve making the following decisions:

- **How will you facilitate peer partnering?** The use of ULearn is intended to familiarise you with this learning environment and you are therefore encouraged to use the facility within ULearn to post your completed tasks and give feedback to your peer partner. By working in the online environment you will be able to share your views and ideas with your colleagues on the PGCAP and the programme team. ULearn will enable you to record and collate your completion of the tasks and reflection for required formative submission at the end of Semester 1 and Semester 2. You may decide you also want an opportunity to meet face-to-face in addition to the online activity and you should plan this with your peer partner
- **When and how often will you give feedback.** You will need to agree with your peer partner when you will post your completed feedback task and the time scale for giving feedback. You will also need to agree the feedback process. It is recommended that you each consider the following stages in the process as a minimum:
  - Post initial task
  - Post feedback including any questions or clarification
  - Respond to feedback
- **Giving feedback to your peer partner.** When giving feedback to your peer partner you need to consider how to do this within your agreed framework for the peer partner relationship as above. Feedback needs to demonstrate an appreciation of the value of constructive feedback from a peer partner and should take into account:
  - **Mutuality** – feedback to your peer partner must have mutual benefits for both peers
  - **Learning & Development** – the peer partner relationship is intended to support learning and development and should therefore not be judgemental and critical comment should always be constructive
  - **Insight through Reflection** – the value of the peer partner relationship is that it supports the process of professional reflection. Your peer partner can help you engage in critical reflection that will facilitate your development as a reflective practitioner
- **Evaluating the Process.** Throughout the process you may find it valuable to evaluate how the peer partnering is progressing. It is recommended that after the first few weeks of peer partnering you discuss how the relationship is working and that at stages during the relationship you periodically review the process.

### ***Peer Partnering Skills***

Successful peer partnering depends upon each peer's commitment to a number of important skills:

- Interpersonal skills
- Capacity to give constructive feedback
- Good listening
- Ability to question, interpret and explain
- Willingness to assist peer in working through problems
- Enthusiasm and interest

### ***Mechanisms for changing peer partners***

In some cases peer partnering may break down for a variety of reasons and either peer partner has the right to change peer partner. If you wish to request a new peer partner, you should

contact the Programme Leader in the first instance. The Programme Leader will review the situation and if the issues cannot be resolved will organise reallocation within the PGCAP cohort either through voluntary re-pairing or by allocating individual participants to an existing pair to form a group. All cases will be dealt with on a case-by-case basis.

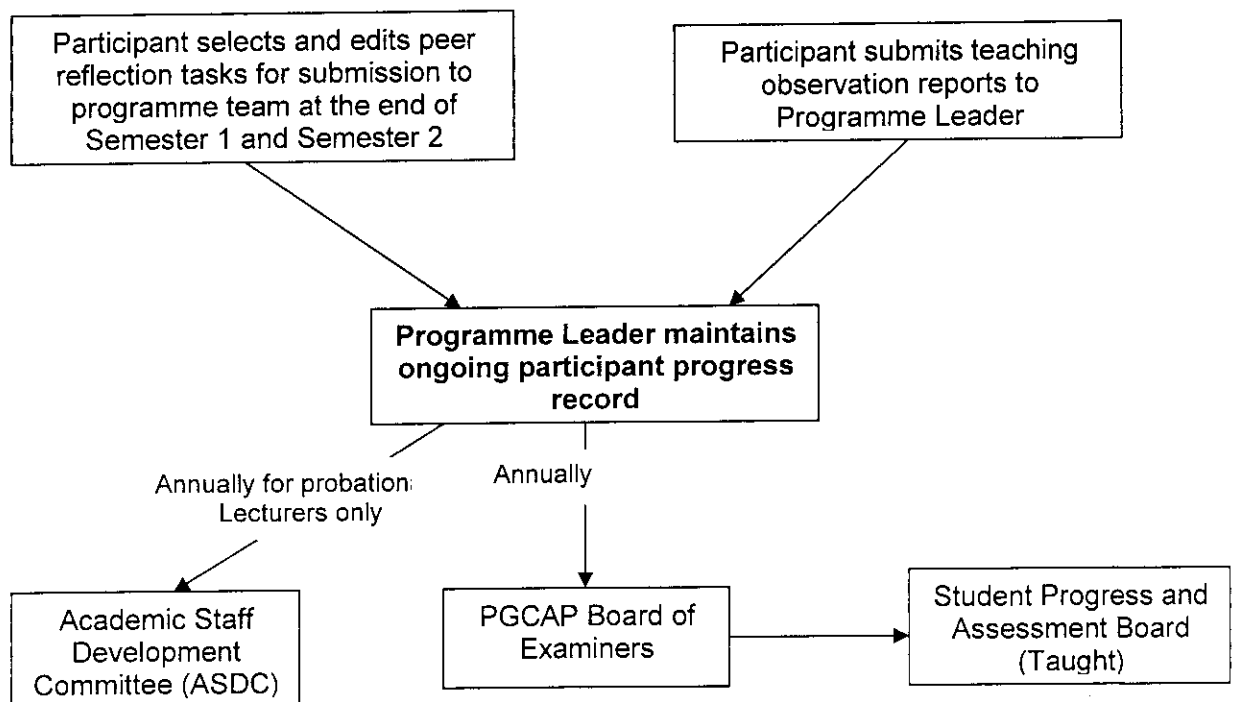
## 2.7 Monitoring & Reporting Participant Progress

To monitor satisfactory progress on the PGCAP, you will be required to submit an edited selection of your fortnightly peer reflection tasks at the end of both Semester 1 and Semester 2 as stated in Section 3.2. The submission will be for formative purposes to inform your learning on the programme and for the monitoring of satisfactory progress.

Failure to submit the assessment or failure to achieve a pass following resubmission without advising the programme team of mitigating circumstances will be reviewed by the Programme team and you will receive written notification of unsatisfactory progress on the PGCAP and will be subject to Programme Regulation 21 and 22.

The submitted peer reflection tasks and the records of completed teaching observations by your PGCAP Observer will be used by the Programme Leader to report on participant progress to the annual Board of Examiners. In addition, for participants completing the PGCAP as a requirement of probation, completion of the peer reflection tasks, formative assessment and teaching observations will be used to report progress on the PGCAP at your annual review by the Academic Staff Development Committee.

### Diagrammatic Structure of the Monitoring & Reporting of Progress



## 2.8 Termination of Registration

The Programme team may recommend to the Student Progress Assessment Board (Taught) that your registration on the PGCAP be terminated for unsatisfactory progress.

Your registration may also be terminated on the basis of academic misconduct as stated in Section 4.4.

The Programme team may advise you in writing of unsatisfactory progress on the PGCAP if you do not submit formative assessments, if you do not participate in peer reflection tasks or if you do not achieve a pass for formative assessments. In all cases you will receive written notification from the Programme team and appropriate academic support, where necessary, to enable you to demonstrate satisfactory progress. If you do not achieve a pass in the formative assessments at the end of Semester 1 and/or Semester 2 or summative assessment at the end of the PGCAP you will be given detailed feedback and tutorial guidance and you will be able to resubmit assessment on one further occasion.

Participant progress will be reported by the Programme team to the Board of Examiners annually at the end of Semester 2 and the Board of Examiners will then make a recommendation to the Students Progress and Assessment Board if it is deemed necessary to recommend the termination of registration on the basis of unsatisfactory progress. If there are mitigating circumstances you must report these to the Programme team at the earliest opportunity.

## **2.9 Programme Evaluation & Quality Assurance Measures**

The PGCAP will normally use a combination of evaluation questionnaires and other feedback mechanisms (e.g. Continue, Alter, Begin) to evaluate taught sessions on an ongoing basis throughout the PGCAP. You will also be asked to complete an evaluation form as part of the Teaching Observation process. A standard evaluation questionnaire will be available for download from the PGCAP web page.

The following formal quality assurance procedures will be adopted for the monitoring of the PGCAP. All quality assurance measures will be in line with the University Academic Standards Guidelines:

### ***Observers Meeting***

PGCAP Observers will meet once in Semester 1 and Semester 2 to review the formal observation process of participants and to nominate representatives to attend the Board of Studies and Board of Examiners.

### ***Board of Studies***

The Board of Studies will meet once each semester to review the programme and receive updates from the Observers Meetings. The Board of Studies will also annually receive the PGCAP Programme Review document prepared by the Director of Studies. It will comply with the University Regulations for Boards of Studies. Membership will be:

- Pro-Vice-Chancellor (Teaching and Learning)
- Programme Director of Studies (Chair)
- Programme Leader
- Programme Co-ordinator (Secretary)
- Lead Observer
- All staff who teach on the PGCAP (including Observer representatives)
- Participant representatives (one for each cohort of the programme)
- A Head of School

- An Academic Staff Development Liaison Officer (ASDLO)

### ***Board of Examiners***

The Board of Examiners will be in line with the University Regulations for Boards of Examiners. The Members of the Board of Examiners will be:

- Chair
- Programme Director of Studies
- Programme Leader
- Lead Observer
- All staff who teach on the PGCAP (including Observer representatives)
- External Examiner(s)
- Academic Registrar (or representative)

### ***Participant Representation***

The Board of Studies requires participant representation. A representative from each cohort will be nominated by participants to attend the Board of Studies meeting to advise the meeting and maintain the dialogue between participants and the programme team.

## **3. ASSESSMENT**

### **3.1 How will the PGCAP be assessed?**

#### ***Formative Assessment***

The PGCAP is formatively assessed by the submission of a sample of the peer reflection tasks at the end of Semester 1 and Semester 2 as outlined in Section 2.7. Submission dates for all formative and summative assessments are stated in Section 3.7. The programme team will formatively assess these selections and you will receive detailed feedback on your work at these stages to inform your engagement with the programme.

Participants will also complete the required teaching observations that are evaluated as "Satisfactory" or "Not (Yet) Satisfactory". The teaching observations are a co-requisite for the submission of the PGCAP portfolio and should be included in the evidence section of the portfolio. The formative assessments will be used to evaluate your satisfactory progress on the PGCAP.

#### ***Summative Assessment***

The PGCAP is summatively assessed by action-research project or case study, critical reflection and evidence that are submitted as a PGCAP portfolio:

Action-research project or case study (3000 words)	}	Portfolio
Critical reflection (3000 – 5000 words) & Evidence		

The pass mark for the portfolio is 50% and is graded as "Pass" or "Not (Yet) Passed".

### **3.2 Submission of Formative Assessment**

At the end of Semester 1 and Semester 2 you are required to submit a sample of 4-5 out of the possible 8 completed peer reflection tasks. You can edit, annotate and amend the



sampled tasks before submission. In addition you will write a brief commentary (500-1000 words) about the learning experience gained from the peer reflection.

In the commentary you should reflect on your engagement with the tasks, on what you have learned, on how working with a peer has influenced you and how the tasks have informed or developed your understanding of the topics. The tasks you choose to include may be those tasks that you have found most challenging, rewarding or have been most relevant to your context

The peer reflection commentary can be submitted as an attachment in the ULearn assignment folder or as hard copy to the Programme Leader by the submission date stated in Section 3.9. The sample of peer reflection tasks and commentary should fulfil the submission criteria stated in Section 3.6.

The submission of the sample of peer reflection tasks is for formative purposes and the feedback from the programme team will not contribute to your final award. The sample of peer reflection tasks and commentary will be assessed against the criteria based on the SOLO taxonomy as stated in Section 3.7. You will be given written feedback from the Programme team.

If you fail to submit a sample of the peer reflection tasks by the submission date without notifying the Programme team of any mitigating circumstances prior to the submission date or your submitted tasks and commentary do not fulfil the assessment criteria satisfactorily you will be permitted to submit your task with recommended revisions on one further occasion in line with the Programme Regulations for repetition of assessment.

As well as monitoring your progress on the PGCAP, the submission of the peer reflection tasks is intended to support the development of the overall Reflective Commentary that is submitted as part of the final PGCAP portfolio for summative assessment at the end of the PGCAP

### **3.3 Guidelines for Teaching Observations**

As part of the PGCAP, normally your allocated PGCAP Observer will observe you on two occasions. When you register on the PGCAP, the Programme Leader will allocate you a trained PGCAP Observer.

You will also participate in a minimum of **one** reciprocal peer observation with you peer partner. Reciprocal peer observation requires that each peer partner will observe one teaching session of their peer and be observed teaching on one occasion by their peer partner.

All the documentation for the observations by your PGCAP Observer and your peer observer should be included as evidence within your portfolio and you should refer to the observations in your reflective commentary. The observations are a co-requisite for submission of the portfolio.

#### ***Observations by a PGCAP Observer***

The purpose of the observation of teaching by a PGCAP Observer is developmental rather than an assessment of the quality of the session. The observations provide the opportunity to demonstrate progress towards the achievement of the relevant learning outcomes as specified in the assessment and learning outcomes map in section 3.8. You should therefore regard this as an opportunity to discuss and be supported by an experienced observer as you reflect upon your teaching and identify ways to enhance your practice.

#### ***Process***

The process will involve 3 stages:

- **Pre-session Meeting** – you and the PGCAP Observer should preview the observed session and discuss the parameters of the Observers role for the observation defined in Form A – i.e. participant and Observer agree what is being observed, how this maps onto the PGCAP learning outcomes and the nature of feedback to be provided
- **Observation** – the PGCAP Observer will complete notes on specific aspects as the observation takes place and the PGCAP Observer will complete Form B (Part 1) in full including a review of the session and recommendations. The PGCAP Observer should provide you with some oral or written feedback immediately after the observed session or as soon after the session as possible. The completed Form B (Part 1) should normally be forwarded to you prior to the Debriefing.
- **Debriefing** – the participant and the PGCAP Observer will discuss the observation. During the Debriefing meeting with your PGCAP Observer you should reflect on the process and complete Form B (Part 2).

You can use the documentation generated during the process as an aide memoir for subsequent teaching activities, to support further reflection and to provide evidence for your PGCAP portfolio.

**Documentation**

During the observations, both you and your PGCAP observer should complete the following documentation:

<b>Form A (Part 1)</b>	<ul style="list-style-type: none"> <li>▪ To be completed by PGCAP Participant and forwarded to PGCAP Observer at least 1 week prior to Pre-Session Meeting</li> <li>▪ Essential information – date, time, venue, title and level of observed session</li> <li>▪ Session plan (or equivalent depending on the nature of the session) to clarify structure of session, brief outline of content, learning and teaching strategies used to support student learning and how the session relates to previous and subsequent sessions or learning activities</li> </ul>
<b>Form A (Part 2)</b>	<ul style="list-style-type: none"> <li>▪ To be completed during the Pre-Session Meeting</li> <li>▪ Outline any specific points you would like feedback on from your Observer</li> </ul>
<b>Form B (Part 1)</b>	<ul style="list-style-type: none"> <li>▪ To be completed by PGCAP Observer during or shortly after the observation</li> <li>▪ Feedback on the session overall and specific feedback on points identified in Form A (Part 2)</li> <li>▪ A draft version, notes or oral feedback should be provided immediately after the observed session or as soon as possible</li> <li>▪ The completed Form B (Part 1) should be forwarded to you prior to the Debriefing meeting</li> </ul>
<b>Form B (Part 2)</b>	<ul style="list-style-type: none"> <li>▪ To be completed by you and your PGCAP Observer during the Debriefing</li> <li>▪ Indicate whether session is "Satisfactory" or "Not (Yet) Satisfactory"</li> <li>▪ Evaluative comment by you on your response to the feedback, what you have learnt from the feedback and how you may put this into practice</li> <li>▪ If appropriate your PGCAP may respond to your reflection on the process and feedback</li> </ul>

When all forms have been completed both you and the PGCAP Observer must sign the forms and a copy should be forwarded to the Programme Leader. The observation documentation should be also included in your PGCAP portfolio.

## Criteria for Evaluation of Observations

	Not (Yet) Satisfactory	Satisfactory
<b>Supporting Student Learning</b>	<ul style="list-style-type: none"> <li>▪ demonstrates limited or no awareness of student learning process</li> <li>▪ demonstrates limited or no understanding of student learning needs (including equal opportunities issues)</li> <li>▪ insufficient or no monitoring and evaluation of student learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrates awareness of student learning process and promotes active learning</li> <li>▪ identifies student learning needs (including equal opportunities issues) and integrates this understanding into a student-centred practice</li> <li>▪ effectively monitors and evaluates student learning and identifies implications for future practice</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>▪ does not identify clearly defined learning outcomes for the session / programme</li> <li>▪ uses inappropriate or limited learning and teaching activities for the achievement of learning outcomes</li> <li>▪ session lacks coherence of structure or is narrowly focused</li> <li>▪ session lacks appropriate student interaction or participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ clearly defines learning outcomes for the session / programme and demonstrates links between learning outcomes and learning and teaching activities</li> <li>▪ effectively uses a range of appropriate learning and teaching activities for the achievement of learning outcomes for a diverse student group</li> <li>▪ session is structurally coherent and demonstrates an organised development of student understanding</li> <li>▪ session demonstrates appropriate student interaction and participation to develop students as self-directed learners</li> </ul>
<b>Teaching Activities</b>	<ul style="list-style-type: none"> <li>▪ lacks effective session management</li> <li>▪ uses limited or inappropriate educational support materials</li> <li>▪ ineffective or limited verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ session is managed effectively including appropriate use of venue</li> <li>▪ uses a range of effective and appropriate educational support materials appropriate to the learning situation (e.g. handouts, PowerPoint, etc.)</li> <li>▪ uses verbal and non-verbal communication effectively</li> </ul>
<b>Reflective Practice</b>	<ul style="list-style-type: none"> <li>▪ adopts a primarily descriptive rather than reflective approach to learning and teaching practice</li> <li>▪ demonstrates limited analysis or synthesis of personal conceptual frameworks in practice</li> <li>▪ demonstrates insufficient application of theoretical principles to professional practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrates reflective evaluation and critical judgement of professional practice</li> <li>▪ articulates and justifies the integration of personal conceptual frameworks and professional practice</li> <li>▪ relates connected theoretical principles to professional practice for the purposes of enhancement</li> </ul>

### ***Planning Observations***

Planning an observation will involve making a number of decisions about the session to be observed, what aspects of your teaching you want the Observer to focus on and how you respond to the feedback. You may find the following anticipated questions helpful in making these decisions:

- ***What types of teaching can be observed?*** Participants often choose a lecture format as the most appropriate session for teaching observation but you can be observed teaching in any

context. However, it may be beneficial to choose different types of teaching for each observation – for example a lecture for level 1 students and a seminar for M-level students. Alternatively you may choose to focus on a single type of teaching – for example facilitating small groups – particularly if you find this difficult or you would like feedback on how to improve your work. You should discuss your choice of observed sessions with your observer

- ***Should I always choose the sessions I am most confident about?*** The observations are about reflecting on practice not only demonstrating competence. It is an opportunity to get an alternative perspective on your teaching and this can be as helpful when you are less sure about the outcomes of the session or when something is not working and you want to resolve it.

Similarly, if you are trying something innovative with your teaching, it is not always easy to see what is happening in the group at the same time. If you have a PGCAP Observer in this session, they will be able to help you understand what is happening in the session and why

- ***When should observations take place?*** You should arrange the observations with your allocated PGCAP Observer. All observations need to have been completed before you submit your portfolio. It is recommended that you seek to spread the observations over the period of your registration on the PGCAP to enable you to implement learning from the PGCAP taught sessions and feedback from your PGCAP Observer into your practice. You should also think about when you will carry out the peer partner observations and how the two processes can most effectively support each other

- ***What sort of feedback can I expect?*** For many teachers, the anticipation of an observation of their teaching can feel threatening. In most cases, however, the experience of being observed within a developmental programme is very positive. Defining the focus of the observation ensures that the feedback you get will be valuable for you. It may be that you want to know if you are effectively engaging students at an appropriate level or perhaps you want feedback on whether the pace and structure of the session is appropriate. By directing your PGCAP Observer towards these aspects you can ensure that the feedback you receive gives greatest benefit to you.

Your PGCAP Observer normally will also give constructive feedback on the overall strengths of the session, aspects of the session that could be improved and recommendations to help you decide how to develop your teaching. For guidance, Form A and Form B are structured around three general areas – how you support student learning, the teaching and learning activities you use and your ability to reflect upon and critique your teaching

- ***What is the purpose of the preliminary meeting and debriefing?*** As you participate in the observation process you need to remember that, whilst teaching observation is a valuable tool to reflect on your teaching, observed behaviour may not always accurately represent what is actually happening in the classroom. At its best, the actual act of observation can only tell you what has been perceived and so you should never neglect the reflective stages of the process. For the teaching observation process to be effective, both you and your PGCAP Observer must share your understanding of the observation process and your conceptions of the nature of effective teaching. In the preliminary meeting and the debriefing session, you and your PGCAP Observer should work together to understand better your teaching and identify ways to enhance your practice

- ***What happens if the observation is evaluated as “Not (Yet) Satisfactory”?*** The purpose of the observations is to support the reflection and critique of practice and in some cases a session may be evaluated as “Not (Yet) Satisfactory”. This should be regarded as a step towards more effective teaching practice and the feedback you will receive from your PGCAP Observer should help you identify ways to develop your teaching and build on experience. Normally you will be able to repeat the observation on one subsequent occasion

### **Peer Observation**

The reciprocal observation between peer partners emphasises the mutual learning experience of both the peer observer and the peer being observed. The opportunity to learn from facilitating a peer's reflection on their teaching can be powerful in informing your own reflective practice. Like the observations by your allocated PGCAP Observer, peer observations are intended to be a developmental and non-threatening learning experience.

It is recommended that you adopt a comparable process for facilitating the observation to that outlined above and you should plan a pre-session meeting and debriefing before and after the observation itself. In the pre-session meeting you should outline ground rules for the observation: for example you may want to indicate what aspect of your teaching it would be particularly helpful to receive feedback on. You do not evaluate a peer observation and do not assign a "Satisfactory" or "Not (Yet) Satisfactory" rating to the observed session. You are, however, encouraged to maintain informal records of the observation itself and of the feedback and reflection of both peers and submit an edited version of this as evidence in your portfolio.

### **3.4 What is an Action-Research Project or Case Study?**

The action-research project or case study is an extended enquiry into one area of your professional practice and should be grounded in the research literature of academic practice. This component is worth 50% of your final grade. You can choose to follow **one** of three different pathways:

- **Enquiry-led Teaching** – you will carry out an enquiry into an aspect of your teaching and its relation to learning, for example facilitating learning, designing and developing a curriculum, or assessment practices
- **Reflective Research** – you will submit an annotated grant application or annotated publication reflecting on the process of planning, developing, submitting and carrying out the research
- **Engagement in Enterprise** – you will submit a reflective study of how you could transfer, or have transferred, a research or other output from your academic practice into a marketable product, process, idea or consultancy

For projects within the pathways "Reflective Research" or "Engagement in Enterprise" you will also need to demonstrate how these reported activities inform your teaching practice. In completing the project you should adopt one of the following methodologies:

- **Action-research** – is a systematic enquiry into your practice by examining existing practices, implementing a change (the action) and analysing and evaluating the outcome (the research). The enquiry is carried out concurrently with the activity being researched and you are directly involved with the actions that are being researched. The purpose of action-research is to yield practical results capable of improving practice. Examples of an action-research project in each pathway are:
  - Introduction of formative peer assessment into an undergraduate module and monitoring of impact upon student learning and summative assessment results
  - Implementation of departmental/School peer-review process for grant applications and... evaluation of impact on success rate for allocation of funding

- Project plan, implementation and review of an attempt to successfully transfer a research output for the purposes of enterprise
- **Case Study** – unlike action-research, a case study does not research changes in practice but is an observational study of a specific case or cases of practice. It involves a detailed description and analysis of a real situation within your practice. The observation can be prospective or retrospective and should reveal the characteristics, circumstances and complexities of the case or cases. Examples of a case study project in each pathway are:
  - Experience of non-traditional students in large group lectures in module or Department or School
  - Annotated research article submitted for a journal/conference and analysis demonstrating process of preparation, submission and response to peer review feedback
  - Project plan for set up and progress report of a new UniS company

### 3.5 Compiling the Portfolio

#### ***Structure of the Portfolio***

The portfolio is 50% of the final grade. It is recommended that the PGCAP portfolio should be structured using the following chapter headings though the individual structure may vary to reflect the differing roles of participants:

1. Contents
2. Introduction – this should outline your prior experience and your current professional context at UniS. It should also be used to provide an overview of the portfolio and link the individual chapters.
3. Learning and Teaching – this chapter should include a critical reflective commentary on your teaching practice and refer to relevant annotated samples of evidence including your teaching observations provided in the appendix
4. Research – this chapter should include a reflective commentary on your research and enterprise academic practice and refer to relevant annotated samples of evidence to support your reflection provided in the appendix
5. Administration – this chapter should include a reflective commentary on your administrative practice including leadership roles, your collaboration with colleagues and your practice of professional autonomy and refer to relevant annotated samples of evidence in the appendix
6. Conclusion – this should provide an overview and brief reflection on the development of your professional practice over the course of the PGCAP
7. Appendices – to include all samples of evidence cited in the previous chapters

The peer reflection tasks will provide you with the opportunity to develop the critical reflection during your registration on the programme. The evidence you include in the portfolio should be clearly referenced in the critical reflection. The portfolio should also demonstrate engagement with the scholarly literature on academic practice. You are advised to refer to the learning outcomes in Section 1.3 and the assessment criteria in Section 3.6 as you prepare the critical reflection.

#### ***What Evidence should I include?***

The evidence you select should be relevant to the claims you make in the critical reflection. The portfolio is intended to evidence professional development over the period of registration on the programme and selected items should therefore demonstrate progression in learning and the developmental process involved in any change of practice. Participants should seek to demonstrate the connections between items of evidence and items should be annotated to

facilitate the analysis and reflection in the Portfolio as a whole. The assessment of the portfolio will be made on the basis of qualitative rather than quantitative criteria and as such you should consider carefully the type and quality of evidence you include. The following list of possible evidence to include in your portfolio is neither exhaustive nor prohibitive:

- annotated examples of the participant's development of a programme / module curricula
- examples of the development and implementation of learning and teaching innovations introduced into practice
- annotated teaching materials – handouts, exercises, PowerPoint presentations
- documentation of participation and reflection on teaching development activities
- feedback from students, peers, senior colleagues, manager etc. and
- examples of successive drafts or graded student assessment including teacher comments and feedback
- examples of changes and improvements in practice resulting from self or peer evaluation
- annotated journal articles demonstrating how this has been used for the enhancement of practice
- research supervision or professional practice records relating to role of admissions tutor, personal tutor, professional training year tutor etc.
- audio or video tape of professional practice or annotated transcripts
- meeting notes, letters, memoranda, minutes
- testimonials, invitations to conferences / journal peer review / guest editing etc
- successive drafts of publications evidencing response to reviewer feedback
- abstracts of contributions to, or editing of, a professional journal
- statements of colleagues on teaching or research activities
- action plans or personal development planning and outcomes
- evidence of the development of successful or unsuccessful grant applications

### 3.6 Presentation of Assessed Work – Portfolio and Action Research/Case Study

In addition to the grade criteria for the summative assessment of the portfolio and the Action Research Project/Case Study (specified in the table below), the portfolio and Action Research Project/Case Study must fulfil the following format criteria.

- be of the specified word limit excluding appendices and references
- be written in English with accurate spelling and grammar
- be typed in 12 point font on A4 paper and bound appropriately
- correctly cite references using an appropriate and consistent standard referencing scheme (recommendation Harvard system)

The documents should be submitted in a lever arch file organised using the structure detailed in the Section 3.4.

### 3.7 Assessment Criteria for the Project and Portfolio

The assessment criteria for the Action Research Project or Case study and portfolio are defined using Biggs's SOLO Taxonomy.<sup>12</sup> To achieve a pass on each of the assessed components, participants must demonstrate sustained engagement at the appropriate level as specified in the table below.

Mark	Grade	Criteria
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<sup>12</sup> Biggs, J (2003) *Teaching for Quality Learning at University*, (2<sup>nd</sup> Edition) Buckingham: SRHE & OU Press.

70 – 100%	Excellent	<p><i>Extended Abstract</i></p> <ul style="list-style-type: none"> <li>▪ demonstrates evidence of original insights, sophisticated critical analysis and reflective practice</li> <li>▪ articulates new hypotheses, in response to complex problems or issues, that are informed by, and go beyond, existing conceptual frameworks</li> <li>▪ demonstrates evidence of independent research that challenges and synthesises relevant generic and/or subject-specific advanced scholarship</li> <li>▪ articulates complex theoretical principles with clear and creative application to existing practice and identified implications for future professional practice</li> <li>▪ is coherently structured and arguments logically developed</li> </ul>
50 – 69%	Pass	<p><i>Relational</i></p> <ul style="list-style-type: none"> <li>▪ demonstrates evidence of <u>reflective evaluation</u> and critical judgement of professional practice</li> <li>▪ articulates and justifies the integration of conceptual frameworks and professional practice</li> <li>▪ professional practice is <u>explained</u> and analysed in terms of relevant generic and/or subject-specific scholarship</li> <li>▪ <u>relates connected theoretical</u> principles to professional practice</li> <li>▪ demonstrates <u>clear coherence</u> and organised development of ideas</li> </ul>
0 – 49%	Not (Yet) Passed	<p><i>Multistructural</i></p> <ul style="list-style-type: none"> <li>▪ adopts a primarily <u>descriptive</u> rather than <u>reflective</u> approach to reporting on professional practice</li> <li>▪ demonstrates limited analysis or synthesis of appropriate conceptual frameworks</li> <li>▪ demonstrates limited understanding of appropriate scholarship</li> <li>▪ demonstrates insufficient application of theoretical principles to professional practice or does so with errors or omissions</li> <li>▪ lacks coherence of structure or argument is narrowly focussed or misdirected</li> </ul>

### 3.8 Intended Learning Outcomes/Assessment Map

The following table indicates where the intended learning outcomes of the PGCAP are assessed by formative (Peer Reflection Tasks, Observations) and summative (Project, Critical Commentary & Evidence) assessments. Observations, Project and Critical Commentary & Evidence are compiled and submitted as a portfolio at the end of the PGCAP.

	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Peer Reflection Tasks	X	X			X				X	X			X		X	X
Observations		X	X			X	X		X	X		X	X		X	X
Project (All) <sup>13</sup>	X				X	X	X							X		X
▪ Enquiry-led	X				X	X	X		X	X				X		X

<sup>13</sup> Depending on the pathway chosen by the participant, the project may assess variable learning outcomes as indicated.



Teaching															
▪ Reflective Research	X			X	X	X	X	X			X			X	X
▪ Engagement in Enterprise	X			X	X	X	X	X			X			X	X
Critical Commentary	X		X	X				X	X	X	X	X		X	X

### 3.9 Assessment Schedule

If you commence the PGCAP in September 2006, formative and summative assessment normally should be submitted on the following dates for completion within 18 months:

Sample of Peer Reflection Tasks (Semester 1)	14 December 2006
Sample of Peer Reflection Tasks (Semester 2)	21 June 2007
Formative Submission of Portfolio (Optional)	7 January 2008
Final Submission of Portfolio	28 February 2008

## 4. GENERAL INFORMATION

### 4.1 Additional Development Opportunities

- **Adjunct Programme**

An adjunct programme of workshops including the following:

- Dealing with Plagiarism
- Enquiry Based Learning
- Student Dyslexia: recognising, supporting and referring
- Using an Electronic Voting System in Lectures.

- **Learning and Teaching Symposium, To be confirmed**

This aim of this institution-wide learning and teaching event is to foreground and encourage innovation and development in learning and teaching across the University of Surrey including a focus on projects funded by the Fund for the Strategic Development of Learning and Teaching. Further details and a call for papers will be distributed at a later date but the symposium will include:

- A Welcome by the Vice-Chancellor
- External Keynote Address .....
- Papers/Workshops by University of Surrey contributors

### 4.2 Mitigating Circumstances in Assessment

The University Regulations allow Boards of Examiners to consider genuine and verifiable extenuating circumstances, which may have prevented a participant from submitting a piece of coursework or assignment by the due deadline or which may have affected their performance in that assessment.

In the interests of common understanding, the University has drawn up notes of guidance for participants on the principles which underpin its consideration of mitigating circumstances, what it regards as acceptable mitigating circumstances and the sort of supporting evidence that Boards of Examiners will consider acceptable. These notes of guidance are available on the University's web pages at:

[http://portal.surrey.ac.uk/portal/page?\\_pageid=719,469302&\\_dad=portal&\\_schema=PORTAL](http://portal.surrey.ac.uk/portal/page?_pageid=719,469302&_dad=portal&_schema=PORTAL))

### 4.3 Grievance Procedures

The grounds and process for appeals in relation to assessment is detailed in Programme Regulations 45 to 52 in Section 4.5. All other forms of grievance relating to the PGCAP including concerns about content and administrative arrangements or of a personal nature should, in the first instance, be addressed in writing to the Programme Leader and/or Director of Studies. Alternatively, you should advise your participant representative to bring your grievance to the attention of the Board of Studies. If a resolution cannot be found, grievances will be referred to the Pro-Vice-Chancellor (Teaching and Learning).

The policy and procedures for grievances in relation to employment of academic staff are outlined in the Charter and Statutes Section of the University of Surrey Calendar and for academic-related staff in the Grievance Policy available from Human Resources.

#### **4.4 Academic Misconduct**

The *Regulations for the Conduct of Examinations and Other Forms of Assessment* define “academic misconduct” as committing “an act whereby... [the candidate]... seeks to obtain for him- or herself, or for another candidate, an unfair advantage”. Academic misconduct in relation to the PGCAP is taken to include:

- copying from another participant
- misrepresentation of the work or thoughts of others as one's own (plagiarism)
- fabrication of empirical results

The University takes academic misconduct very seriously and the penalty can be the award of a fail for any piece of work shown to demonstrate evidence of academic misconduct.

#### **4.5 Postgraduate Certificate in Academic Practice Programme Regulations**

##### ***General***

1. These Programme Regulations apply to the Postgraduate Certificate in Academic Practice and should be read in conjunction with the General Regulations for Higher Awards of the University for Students Pursuing Programmes on a Modular Basis as published in the University of Surrey Calendar.
2. The programme will be normally pursued at the University of Surrey on a continuous part-time basis for a period of study of 18 months (See also Regulation 7). This will lead to the award of a Postgraduate Certificate at the end of the programme of study. Registration will begin at the beginning of the Autumn semester in September.

##### ***Admission***

3. An applicant holding a full-time or part-time appointment who is responsible for teaching on a programme/module at higher education level and is an employee of the University of Surrey may be admitted to the Postgraduate Certificate in Academic Practice. Registration is a requirement for all new lecturers subject to the Scheme of Probation. Other applicants, including employees of Associated Institutions, may be admitted provided that the Programme Director is satisfied of the applicants' fitness to pursue the programme by virtue of professional or other relevant experience.
4. If a participant is no longer an employee of the University of Surrey but has commenced the action-research project or case study they will be eligible to complete and submit the portfolio for summative assessment.

##### ***Registration***

5. A participant seeking an award of the University must register and undertake to comply with the Charter, Statutes, Ordinances and Regulations of the University. Registration for an award shall normally take place at the start of the programme.
6. A participant must re-enrol for the beginning of the Autumn semester for each successive year in which the programme of study is pursued. The registration of a participant who fails to re-enrol by the end of the Autumn semester may be deemed to have lapsed.

### **Minimum and Maximum Length of Programme**

7. The minimum period of registration shall be 18 months for part-time study. The maximum period of registration, reckoned from the date of a participant's initial registration, shall be 36 months part-time study. The Student Progress and Assessment Board, on the recommendation of the Director of Studies, may extend the maximum period of registration specified above for an individual participant by not more than one year at one time.
8. The registration of a participant who has not qualified for an award in the period specified in accordance with Regulation 7, and for whom no extension has been granted, shall be deemed by the Student Progress and Assessment Board to have lapsed.
9. A participant who wishes to withdraw permanently before the normal completion of the programme shall give notice in writing to the Director of Studies, who shall inform the Academic Registrar.
10. A part-time programme of study shall be continuously pursued except that a participant may, with the permission of the Director of Studies, defer completion of the action-research project or case study and submission of the portfolio; except with the approval of the Student Progress and Assessment Board, the period of withdrawal shall not exceed one year.

### **Programme of Study**

11. The programme comprises a single module of 60 M-Level credits for the award of Postgraduate Certificate in Academic Practice. The pass mark for the Postgraduate Certificate in Academic Practice is 50% for the portfolio.

### **Exemption from Programme**

12. The Director of Studies may exempt from the full programme of study any participant subject to the Scheme of Probation who has satisfactorily pursued a previous postgraduate programme of study of an appropriate nature and standard. In addition any participant who has 3 years full-time or 5 years part-time prior experience of teaching at higher education level or who holds current membership of the Higher Education Academy will be eligible to apply for exemption from the full programme of study.

### **Assessment**

13. To qualify for an award of the University a student must pass all 3 of the following components of the prescribed assessment:

Component	No. of Elements to be Passed	% Contribution to Final Award Mark
Teaching Observations	2 <sup>14</sup>	0% <sup>15</sup>
Project	1	50%
Reflective Commentary	1	50%

<sup>14</sup> Each of the 2 Teaching Observations must "Satisfactory" for a pass to be awarded for this component of the assessment

<sup>15</sup> Teaching Observations are marked on a "Satisfactory" or "Not (Yet) Satisfactory" basis and therefore do not contribute to the overall summative assessment

14. In addition, to qualify for an award of the University participants must fulfil the formative requirements as specified below:

- (i) participate in the online discussion with a peer partner in ULearn
- (ii) submit peer reflection tasks at the end of Semester 1 and 2 for formal monitoring of satisfactory progress
- (iii) complete the reciprocal peer observation

### ***Repetition of Assessment***

15. The Board of Examiners may permit a participant who fails to achieve the pass mark of 50% for the award to repeat the assessment or components of the assessment on one subsequent occasion, normally within one year of the first attempt. Exceptionally, the Director of Studies may permit the participant to defer repeating the assessment until two years after the first attempt.

16. In the case of Teaching Observations, two "Satisfactory" evaluations are a co-requisite for the submission of the Portfolio. A participant who does not achieve two "Satisfactory" evaluations may normally be permitted to repeat the Teaching Observations on one subsequent occasion.

17. When a participant repeats an assessment, the assessment shall be that prescribed for the year in which it is repeated, irrespective of any change of syllabus, unless otherwise determined by the Board of Examiners.

18. When a student repeats all or part of the assessment, the mark awarded for the reassessed component of assessment shall be the actual mark obtained or the arithmetic mean of the actual mark and the pass mark of the module, whichever is the lower.

19. The programme of a participant who has failed the programme and may not be reassessed shall be terminated by the Student Progress and Assessment Board.

20. A participant who is permitted to repeat the assessment and wishes to do so shall give notice in writing to the Director of Studies a month prior to the date of submission.

### ***Unsatisfactory Academic Progress***

21. The programme of a participant may be terminated by the Student Progress and Assessment Board on the recommendation of the Director of Studies if the participant's academic progress is considered to be unsatisfactory. The Student Progress and Assessment Board may impose conditions under which a participant may be allowed to continue the programme. Other than in exceptional circumstances the programme of a participant may not be terminated under this provision unless written warning has been given.

22. Subject to Regulation 21, the programme of a participant may be terminated by the Student Progress and Assessment Board if, without sufficient reason, the participant does not undertake a prescribed assessment.

### ***Ill Health***

23. A participant whose performance in an assessment has been impaired by ill health or other circumstance must inform the Director of Studies in writing at the earliest opportunity and provide, where appropriate, a medical certificate or other supporting evidence. The Director of Studies shall forward to the Chairman of the Board of Examiners copies of any documents received from the participant. The Board of Examiners shall consider and may take it into account

in making its recommendation to the Student Progress and Assessment Board in respect of that participant.

24. In the case of a participant who has been unable to take part or parts of the assessment, the Student Progress and Assessment Board, on the recommendation of the Board of Examiners, may permit the participant to be eligible for an award without taking the assessment, if it has other evidence of the participant's ability. Similarly, if a participant has been unable to undertake part or parts of the assessment constituting not more than one sixth of the total credits for the award, the Board of Examiners may recommend the award as though the participant had taken the whole of the assessment.

#### ***Viva Voce***

25. The Board of Examiners may require any participant to be examined viva voce in addition to undertaking assessments prescribed in the Programme Regulations.

#### ***Nature of the Portfolio***

26. Participants shall present a portfolio to demonstrate achievement of the learning outcomes of the programme. The portfolio will include the following compulsory elements:

- reflective commentary (3000-5000 words)
- the record of 2 Satisfactory observations by a trained programme Observer
- annotated evidence (including peer reflection tasks and records of the peer observation)

#### ***Reference to Work of Others***

27. A participant shall indicate by means of explicit references the citation of the work of others.

#### ***Format of the Portfolio***

28. All assessment should be written in English and typed on A4 size paper in 12-point font. The portfolio should be bound in a single lever-arch file and all pages should be numbered. The title page shall bear the title, the participant's name, the Award for which the participant is registered and the year in which the portfolio is presented. The portfolio should follow the structure defined by the template for the portfolio in the programme Participant Handbook.

29. One copy of the portfolio must be submitted to the Programme Leader. A participant is advised to keep an additional copy of the portfolio for personal use. Where possible, participants should retain original copies of items in the evidence component of the portfolio. Photocopies of items of evidence are acceptable in the submission of the portfolio.

30. The portfolio shall be submitted within the period of registration defined by Regulation 7.

#### ***Examination of Portfolio***

31. The examiners shall report on the portfolio using the assessor feedback form. They shall make one of the following recommendations, as appropriate:

- (i) that the portfolio is of pass standard;

- (ii) that the portfolio is of "Pass" standard, subject to specified, minor corrections<sup>16</sup> being made to the copy of the portfolio;
- (iii) that the portfolio be "Not (Yet) Passed", but that the student be permitted to submit a revised portfolio by a specified date within 6 months.
- (iv) that the portfolio be failed

32. If specified, minor corrections are required in a portfolio, the examiners shall inform the participant of the nature of the corrections in the form of a written list, a copy of which shall be sent to the University Examinations Officer or will be appended to the Examination Entry Form, as appropriate.

33. Specified, minor corrections shall be completed within 40 days of the participant being informed of the result of the examination, unless the Student Progress and Assessment Board allows a longer time. One of the examiners shall certify that any corrections have been completed satisfactorily.

34. If the corrections are not satisfactorily carried out within 40 days or such longer time as may be specified by the Student Progress and Assessment Board, the participant shall be permitted by the Student Progress and Assessment Board to submit a revised portfolio by a specified date.

#### ***Submission of Revised Portfolio***

35. A participant shall be informed in writing of the Examiners' reasons that a portfolio is deemed to have not (yet) passed, normally by being sent copies of the external examiners' reports and, as appropriate, a list of specified, minor corrections in accordance with Regulation 31.

36. A participant may submit a revised portfolio once only. If the portfolio is not submitted by the specified date the student's registration for the Postgraduate Certificate may be deemed to have lapsed; the Student Progress and Assessment Board may, however, grant an extension of the time permitted.

37. The procedure for submitting a revised portfolio shall be the same as that for submitting the original one, as specified in Regulations 26, 27 and 28.

38. A revised portfolio shall normally be examined by the same examiners but the Student Progress and Assessment Board may appoint other examiners. The examiners may not recommend re-submission for a second time but may make one of the recommendations, in accordance with Regulation 31 (i), (ii) and (iv).

#### ***Copyright and Access to Portfolio***

39. Dissemination of knowledge is one of the objects of the University. Copies of portfolios accepted for the Postgraduate Certificate are normally retained by the Centre for Learning Development and are available for consultation at the discretion of the Director of Studies. A participant is therefore advised to mark any relevant elements of the portfolio as copyright. Participants will be asked to give permission for the Programme team to reproduce the whole, or

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<sup>16</sup> The phrase 'specified, minor corrections' shall be taken to include the correction of minor omissions, minor errors of fact, typography, grammar, style, syntax and/or layout of graphs / tables etc., which would enhance the reader's understanding of the author's argument but which do not alter the intellectual content and reasoning of the portfolio.

parts of, the portfolio by photocopy or otherwise for the support of future participants in the development of their own portfolio.

### ***Requirements for Award***

40. Subject to Regulations 13 and 14, a Postgraduate Certificate may be awarded by the Senate to a participant who has gained at 60 credits at M-Level and has achieved a pass mark of not less than 50%. The date of the award shall be the date on which the Senate approved the award.

41. The Registrar shall publish the names of those who have been awarded Certificates in the University Gazette and may publish them elsewhere.

### ***Formal Conferment***

42. A Certificate will be sent to each successful student through the ordinary post to the participant's internal postal address after the Senate Awards Committee has approved the award.

43. A replacement certificate can be issued only on receipt of a written request and on payment of the appropriate fee.

44. At the end of the programme of study, each participant, whether successful or not, may obtain, without charge, an official transcript on request. A transcript shall record the programme for which the participant has registered, the level, the credits awarded (if any), and the mark awarded and, where appropriate, the award obtained. A charge may be made for an official transcript provided at other times.

### ***Appeals***

45. A participant who has reason to believe that he or she has been incorrectly failed without provision to repeat the assessment, or whose programme has been suspended or terminated in accordance with Regulations 19, 21 or 22 may appeal by giving notice in writing to the Pro-Vice-Chancellor (Teaching and Learning) within two weeks of the formal publication of the results. The grounds for such an appeal may be only one or more of the following:

- (i) the marks taken into account for the assessment had been incorrectly recorded
- (ii) there had been irregularities in the conduct of the assessment including alleged administrative error of such a nature as to cause reasonable doubts as to whether the Board of Examiners would have reached the same conclusion if the alleged irregularity had not occurred;
- (iii) there had been circumstances which affected the participant's performance which the participant could not or did not, for valid reasons, divulge, in accordance with Regulation 23, before a decision had been reached;
- (iv) the appellant had reason to believe that one or more of the examiners was prejudiced or unreasonably biased.

46. A participant may appeal against the decision by the Student Progress and Assessment Board to terminate the participant's programme in accordance with Regulations 19, 21 or 22. A participant wishing to appeal shall give notice in writing to the Dean of Students indicating the grounds of the appeal within two weeks of being informed by the Registrar that the programme had been suspended or terminated. However, an appeal received for good reason beyond this



time limit but within three months of being informed that the programme had been suspended or terminated, may be considered.

47. In cases where an appeal is being pursued in accordance with the provisions of Regulations 45 and 46 against a decision to terminate the participant's registration, the appellant's registration shall remain terminated whilst the appeal is being pursued.

48. In the case of an appeal under Regulation 45 (i), the Dean of Students, in consultation with the Chair of the Board of Examiners or the Chair's nominee, shall consider whether the marks had been correctly recorded and aggregated in accordance with the Regulations. If an error is found which affects the award, then the Vice-Chancellor, in consultation with the Dean of Students, the Chair of the Board of Examiners and, if possible, the External Examiner(s) has authority to approve the award. When an error is found the matter shall be reported to the Federal Senate.

49. In the case of an appeal under Regulation 45 (ii), 45(iii), 45(iv) or 46, the Dean of Students shall consult the Pro-Vice-Chancellor (Teaching and Learning) and they shall determine whether the alleged grounds satisfy the regulations. If they jointly determine that the alleged grounds do not satisfy the regulations the appeal shall be dismissed otherwise the appeal shall be heard by an Appeal Committee constituted in accordance with Regulation 50.

50. An Appeal Committee shall comprise:

**Chair:**

The Vice-Chancellor or a Pro-Vice-Chancellor nominated by the Vice-Chancellor.

**Members:**

The Head of a School other than that of the appellant, nominated by the Vice-Chancellor.

A member of the academic staff from a School other than that of the appellant, nominated by the Vice-Chancellor from the elected members of the Senate.

A Postgraduate student from a School other than that of the appellant, nominated by the President of the Postgraduate Students' Association.

**In attendance:**

The Dean of Students or his/her representative.

51. The proceedings of an Appeal Committee shall not be invalid if, before the Committee has reached a decision, a member ceases to hold the office by virtue of which the member was appointed to the Committee.

52. The Appeal Committee shall have authority to determine the case put to it; its decision shall be final. If the decision affects the award the Vice-Chancellor, or Pro-Vice-Chancellor on his behalf, shall approve the award on behalf of the Senate. The decision of the Appeal Committee shall be reported to the Senate.

53. Every effort has been made to ensure that the information concerning the programme of study and contained in these Programme Regulations is accurate. The University reserves the right to introduce changes to the information given, including the addition, withdrawal or restructuring of programmes of study.

## 4.6 Equal Opportunities

The University of Surrey, in conformity with the general intention of its Charter, confirms its commitment to a comprehensive policy of equal opportunities in education and employment in which individuals are selected, trained, appraised, promoted, guided, assessed and otherwise treated on the basis of their relevant merits and abilities and are given equal opportunities within the University.

The law requires that no job applicant; employee, student or prospective student will receive less favourable treatment on the grounds of race, colour, nationality, ethnic or national origins, gender, or marital status. Where the law does not prescribe, every effort will be made to avoid discrimination on grounds of disability, religion, political belief, sexual orientation, socio-economic background, parental status, age (subject to normal student admission or retirement conventions) and trades union membership. The University is committed to a programme of actions to ensure that this Policy is fully effective. The Policy is reviewed on a regular basis to ensure that it is compliant with legislation in force at the time.

The University of Surrey confirms its commitment to a comprehensive policy of equal opportunities in employment and for students in which individuals are selected and treated on the basis of their relevant merits and abilities and are given equal opportunities within the University. The aim of the policy is to ensure that no job applicant or employee, should receive less favourable treatment on any grounds which are not relevant to good employment practice for staff. The University is committed to a programme of action to make the policy fully effective.

This information is taken from the University of Surrey Homepage [available online]:  
[http://portal.surrey.ac.uk/portal/page?\\_pageid=712,313268&\\_dad=portal&\\_schema=PORTAL](http://portal.surrey.ac.uk/portal/page?_pageid=712,313268&_dad=portal&_schema=PORTAL)  
Use this link to find further information on University equal opportunity policies, Equality and Diversity Advisers, Harassment Advisors or Race Equality Policy.

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Wiske, M (1998) 'What is teaching for understanding?', in M. Wiske (ed) *Teaching for understanding: linking research with practice*, San Francisco, CA: Jossey-Bass

Woodward, D and Ross, K (2000) *Managing Equal Opportunities in Higher Education*, Buckingham: SRHE & Open University Press

## **Journals**

*Active Learning in Higher Education*  
*ALT-J: Research in Learning Technology*  
*Assessment & Evaluation in Higher Education*  
*British Journal of Educational Psychology*  
*Educational Action Research*  
*Educational Management, Administration & Leadership*  
*Evaluation and Research in Education*  
*Higher Education*  
*Higher Education Research and Development*  
*Interactive Learning Environments*  
*International Journal of Academic Development*  
*Journal of Computer Assisted Learning*  
*Journal on Excellence in College Teaching*  
*Quality in Higher Education*  
*Research in Higher Education*  
*Studies in Higher Education*

## APPENDIX: PGCAP TAUGHT SESSION DESCRIPTIONS

### Semester 1

<b>PGCAP E-LEARNING/ULEARN</b>	
<b>Brief indication of content:</b>	
This INDUCTION will explore the key aspects of effective E-Learning using ULearn. During this practical session you will build a ULearn module, prepare it for delivery and explore the teach-related functionality of the Virtual Learning Environment (VLE).	
<b>Intended learning outcomes:</b>	
By the end of the session you will be expected to be able to:	
<ul style="list-style-type: none"><li>• An understanding of the nature and role of e-learning in a higher education content</li><li>• Some practical knowledge on how to make e-learning effective and manageable</li><li>• Experience of building module components in ULearn</li></ul>	
<b>Readings:</b>	
Biggs, J. (1999) <i>Teaching for Quality Learning at University</i> , SRHE and Open University Press, Buckingham. Chapter 10	
Rothery, A. (2004) <i>VLEs and Blended Learning</i> . [Available Online]: <a href="http://www.ucisa.ac.uk/groups/tlig/docs/BlendedLearningDiscussion.pdf">http://www.ucisa.ac.uk/groups/tlig/docs/BlendedLearningDiscussion.pdf</a>	
HEFCE [JISC] 2004, <i>Effective Practice with e-Learning</i> . [Available Online]: <a href="http://www.jisc.ac.uk/elp_practice.html">http://www.jisc.ac.uk/elp_practice.html</a>	
Laurillard, D (2002) <i>Rethinking university teaching: a conversational framework for the effective use of learning technologies 2<sup>nd</sup></i> Ed. London: RoutledgeFalmer, pp. 81-90	
<b>Date:</b>	Wednesday 13 September 2006
<b>Time:</b>	13.30 – 16.30
<b>Venue:</b>	IT Lab 2, Library
<b>Session Leader:</b>	E-Learning Team, Centre for Learning Development

## **THE REFLECTIVE PRACTITIONER**

### **Brief indication of content:**

Reflective practice increasingly informs the development of professionals in many sectors and underpins the rationale of the PGCAP and what does it mean to be a reflective practitioner within the Higher Education context? This session will introduce the practice of reflection and strategies for adopting a reflective approach to demonstrate how self-directed enquiry into your professional role can lead to a better understanding of your academic practice.

### **Intended learning outcomes:**

By the end of this session you will be expected to be able to:

- understand the theoretical concept of the reflective practitioner
- apply strategies of reflection to enquiry into your own academic practice
- articulate your own approaches and professional values and ethics as they impact on your academic practice

### **Readings:**

Biggs, J (2003) *Teaching for Quality Learning at University* 2nd Edition Buckingham: SRHE/OUP Chapter 12

Schon, D (1983) *The reflective practitioner*. New York: Basic Books.

<b>Date:</b>	Wednesday 27 September 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development

## **SPECIFYING & USING LEARNING OUTCOMES**

### **Brief indication of content:**

In this session you will be introduced to the conceptual framework of the learning outcomes approach to curriculum design and session planning. You will review Biggs's SOLO Taxonomy as it relates to defining learning outcomes and consider how to specify learning outcomes and implement them through appropriate learning and teaching strategies and assessment.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand how theories of learning relate to the learning outcomes approach
- specify and implement the aims and learning outcomes of a curriculum or individual session
- evaluate the learning outcomes approach to curriculum design

### **Readings:**

Allan, J (1996) "Learning Outcomes in Higher Education", *Studies in Higher Education*, 21 (1), 93-108

Biggs, J (2003) *Teaching for Quality Learning at University*, Buckingham: SRHE/Open University Press Chapter 2 & 3

Entwistle, N., and Smith, C. (2002) Personal understanding and target understanding: mapping influences on the outcomes of learning, *British Journal of Educational Psychology*, 72, 321-324

<b>Date:</b>	Wednesday 4 October 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development

## **DEVELOPING A RESEARCH PROFILE: PUBLICATIONS**

### **Brief indication of content:**

This session will address issues surrounding the dissemination of scientific research through publication in peer-reviewed journals and conference proceedings. Critical here is developing an understanding of questions such as – what is the intended audience. When is the right time to publish? What is the most appropriate journal? How does the work relate to existing literature? The process of peer review will also be discussed, both in terms of underlying philosophy and also its implementation in practice.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- critique one's own work to decide the most appropriate time to publish
- understand the appropriate structure and content of effective papers – good papers versus bad
- have an appreciation that different journals address different audiences and have differing impact factors
- have insights into the peer review process

<b>Date:</b>	Wednesday 11 October 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leader:</b>	Professor Michael Kearney, School of Electronics & Physical Sciences

## **SUPPORTING STUDENT LEARNING**

### **Brief indication of content:**

This session will pose fundamental questions about learning and teaching in higher education – what is effective teaching? How do you know that all your students are learning when you teach? What is knowledge and understanding? You will be introduced to key factors that impact on student learning including your student's conception of learning, their prior experience and the context for learning. You will map this model of student learning onto your current teaching strategies and evaluate the effectiveness of your teaching to support student learning.

### **Intended learning outcomes:**

By the end of this session you will be expected to be able to:

- demonstrate an understanding of the conceptual models of how students learn
- analyse and evaluate the effectiveness of alternative approaches to learning and teaching
- apply a conceptual understanding of learning and teaching to the planning and delivery of effective teaching

### **Readings:**

Biggs, J. (2003) *Teaching for Quality Learning at University*, SRHE and Open University Press, Buckingham Chapter 2 pp. 11-25

Ramsden, P. (2003) *Learning to Teach in Higher Education* 2nd Edition. London: Routledge. Chapter 4 pp 39-61

<b>Date:</b>	18 October 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development

## **DEVELOPING A RESEARCH PROFILE: FUNDING**

### **Brief indication of content:**

Increasingly, the ability to attract external research funding is seen as crucial to the development of effective research programmes. This session will examine the issues surrounding research funding – why do we need it? Where does it come from? What is the most effective way of asking for it? How does the peer review process work in practice? Through hypothetical examples, the journey from concept to grant award will be examined in detail, highlighting the key ingredients necessary for a successful application.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand why one needs research funding and what it is used for
- have an appreciation for the different funding mechanisms and the fact that funding agencies have differing mission statements
- understand how to structure an effective grant application – know thy audience
- understand how to cope with rejection – the hard facts of life

<b>Date:</b>	Wednesday 25 October 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leader:</b>	Professor Adrian Hilton, School of Electronics & Physical Sciences

## **PRINCIPLES OF CURRICULUM DESIGN**

### **Brief indication of content:**

This session will review and evaluate a range of models for curriculum or programme design. You will map your understanding of student learning and effective teaching onto the curriculum design process. You will analyse a case study of a curriculum by considering the key elements of the curriculum – aims and learning outcomes, types of understanding developed, content and structure – and justify your recommendations for its enhancement.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- demonstrate an understanding of the conceptual models of curriculum design
- apply an appropriate model of curriculum design to a programme
- analyse and evaluate the effectiveness of a curriculum

### **Readings:**

Cannon, R., and Newble, D. (2000) *A Handbook for Teachers in University and Colleges*, London: Kogan Page. Chapter 8

Light, G. and Cox, R. (2001) *Learning and Teaching in Higher Education*, London: Sage. Chapter 5

Turner, D (2002) *Designing and Delivering Modules*, Oxford: OCSD

Ramsden, P. (2003,) *Learning to Teach in Higher Education* 2nd Edition. London: Routledge. Chapter 8

<b>Date:</b>	Wednesday 8 November 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development

## **DESIGNING ASSESSMENT**

### **Brief indication of content:**

In this session you will consider the use of assessment, including the purpose of assessment (diagnostic, formative, summative) and principles (reliability, validity, alignment, norm- and criterion-referenced assessment). You will review the advantages and disadvantages of a range of traditional and more innovative assessment methods. You will critically analyse your own current strategies for using assessment, evaluate how this impacts on student learning and make recommendations for improvement.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand the theoretical principles of assessment
- apply and justify a range of assessment approaches and assessment methods
- evaluate the effectiveness of assessment approaches for student learning

### **Readings:**

Biggs, J. (2003) *Teaching for Quality Learning at University*, SRHE and Open University Press, Buckingham. Chapter 8 & 9

Gibbs, G. & Simpson, C. (2004) Does your assessment support your students' learning? *Learning and Teaching in Higher Education*, 1 (1), 3-31 – Full article

<b>Date:</b>	Wednesday 22 November 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development



### ***SUPERVISING RESEARCH STUDENTS (SOCIAL SCIENCES & HUMANITIES)***

#### **Brief indication of content:**

The aim of this session is to discuss good practice in the supervision of MPhil/PhD research students. It will cover the evaluation of applications, settling in new students, training up students' judgements, dealing with their problems and preparing them for examination.

The first part of the session will consist of a presentation on these various matters, in which some general guidelines and outline suggestions for good supervisory practice will be offered. The second part of the session will consist of a workshop, in which participants will consider a number of case studies of the problems which can arise when supervising research students, and will discuss the possible ways in which these problems could be tackled.

#### **Intended learning outcomes:**

At the end of the session, you will be expected to be able to:

- understand the responsibilities of the supervisor within the supervisory relationship
- understand the standard recommendations for good supervisory practice
- understand the strategies which may be used to solve problems that can arise when supervising research students
- apply these understandings to specific cases of research student supervision

<b>Date:</b>	Wednesday 6 December 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Professor Martyn Barrett & Dr Evanthia Lyons, School of Human Sciences

### ***SUPERVISING RESEARCH STUDENTS (SCIENCES & ENGINEERING)***

#### **Brief indication of content:**

Supervising postgraduate research students (PGRs) in the sciences demands particular skills throughout the period of their study. This session will cover student selection, the job description of the Supervisor, and the interface between the Supervisor and School and the School and the University for PGR purposes. We will consider the growing dimension and expectation of transferable and generic skills training and research-specific skills training and include practical descriptions of the monitoring process. This includes what to look for in application forms, how to choose an appropriate project, record-keeping and registration hurdles, supervision review procedures. Student difficulties and sources of help, the role of the PGR student as a demonstrator and some guidelines on thesis preparation and selection of examiners will also be discussed.

#### **Intended learning outcomes:**

By the end of the session, you will be expected to be able to:

- be familiar with the relevant UniS and QAA PGR codes of practice, and other sources of information
- understand the requirements upon supervisors and their interactions within the School and University context
- understand the importance of accurate and up-to-date record keeping, from admission through to degree completion
- better understand the two-way nature of supervisory communication and the supervisory relationship

<b>Date:</b>	Wednesday 6 December 2006
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	02 AC 02
<b>Session Leaders:</b>	Dr Mike Carter, School of Biomedical & Molecular Sciences and Prof. Jeff Tostevin, School of Electronics & Physical Sciences

## Semester 2

### **ENHANCING TEACHING THROUGH ACTIVE LEARNING**

#### **Brief indication of content:**

The purpose of this session is to demonstrate how theories of learning can be applied to the planning and teaching of effective sessions. You will consider a range of approaches to teaching sessions to support active learning and critically analyse the learning environments you create for your students. You will interrogate the levels of understanding your learning and teaching activities support and map these onto the learning outcomes and assessment criteria

#### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand how models of student learning inform the planning and facilitation of learning activities
- design and implement effective learning and teaching activities and environments
- evaluate the planning and facilitation of learning for the purposes of enhancement of practice

#### **Readings:**

Biggs, J. (2003) *Teaching for Quality Learning at University* Buckingham: SRHE/OUP Chapter 1 & 2

Entwistle, N. (2003) *University Teaching-Learning Environments and Their Influences on Student Learning: An Introduction to the ETL Project*, European Association for Research on Learning and Instruction (EARLI) Conference, Padova, 26-30 August 2003

<b>Date:</b>	Wednesday 17 January 2007
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Andrew Comrie and Dr Michael Davidson, Centre for Learning Development

## **WORKING WITH OTHERS**

### **Brief indication of content:**

This session is about how to make the most of the range of working relationships that university staff need to build in the course of a successful career in higher education.

The aims are to assist colleagues to:

- map the range of relationships that will be of importance to them
- understand the impact that these relationships can have on working life and careers
- identify the skills, characteristics and processes that make for success in building, developing and maintaining these relationships
- identify barriers to successful working relationships
- identify ways of building on their existing skills and knowledge to enhance relationships at work

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand the range of relationships that will have an impact on their career success
- recognise the barriers to effective working relationships and how to overcome them
- recognise and use some techniques to develop successful working relationships
- know where to look for resources for further development

**Date:** Wednesday 31 January 2007

**Time:** 1400 – 1600

**Venue:** 01 AC 02

**Session Leader:** To be confirmed

## **LEARNING IN GROUPS**

### **Brief indication of content:**

In this session you will critically analyse how theories of learning can be applied to the planning and implementation of learning within small and large groups. You will evaluate the advantages and disadvantages of large group lectures, small groups teaching and online learning as they relate to effective student learning. You will compare a range of strategies including lecturing, facilitating of discussion and problem-based learning.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand how theories of student learning are demonstrated in group learning contexts
- apply a conceptual understanding of learning and teaching to group learning contexts
- evaluate group teaching activities as they support effective student learning

### **Readings:**

Biggs, J (2003) *Teaching for Quality Learning at University* Buckingham: SRHE/OUP Chapter 5 and 6

Jaques, D (2000) *Learning in Groups* 3rd Edition London: Routledge

**Date:** Wednesday 14 February 2007

**Time:** 1400 – 1600

**Venue:** 01 AC 02

**Session Leader:** Dr Michael Davidson, Centre for Learning Development

## **USING FEEDBACK/ASSESSMENT TO IMPROVE LEARNING**

### **Brief indication of content:**

The aim of this session is to enable you to use assessment, feedback and evaluation to improve learning and teaching. You will consider the findings of a notional project on assessment and use the Assessment Experience Questionnaire. Approaches to formative and summative evaluation of learning and teaching will be introduced and discussed.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand the student experience of assessment and how it may be enhanced
- engage students in formative evaluation of a module to improve learning
- understand a variety of approaches to gaining and using feedback productively

### **Readings:**

The FAST Project (Formative Assessment in Science Teaching)  
<http://www.open.ac.uk/science/fdtl>

<b>Date:</b>	Wednesday 28 February 2007
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Andrew Comrie and Dr Michael Davidson, Centre for Learning Development

## **QUALITY ASSURANCE & PROFESSIONAL ACCOUNTABILITY**

### **Brief indication of content:**

This session is about the context and practice of accountability in higher education at an individual, departmental and institutional level.

The aims of the session are to:

- introduce different notions of accountability (personal, professional, departmental, institutional etc.)
- map the context for QA and accountability in UK higher education
- identify the practice implications of the various accountability regimes for individual members of staff

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand different types of accountability
- be aware of the context of accountability in the UK
- know what, in practical terms, members of staff need to do to ensure that they are accountable (and perceived to be accountable) at the different levels (personal, professional, departmental, institutional)

### **Readings:**

Biggs, J. (2003) *Teaching for Quality Learning at University*, SRHE and Open University Press, Buckingham, SRHE/OUP. Chapter 13

**Date:** Wednesday 14 March 2007

**Time:** 1400 – 1600

**Venue:** 01 AC 02

**Session** To be confirmed

**Leader:**

## **MANAGING A RESEARCH PROJECT**

### **Brief indication of content:**

Having won a research project, the problems of how to organise and manage the work will be addressed in terms of monitoring and control of the finances and technical resources, managing people, contacts with the sponsors and overall risks.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- use monitoring and control techniques for projects
- be familiar with the financial management of projects
- understand how to manage staff on projects
- appreciate managing risks within and outside projects

### **Readings:**

Developing a Research Profile: Funding, Biomedical Research Funding.pdf; ESRC and AHRB Funding.pdf; UniSdirect Research Support.pdf; Introduction to Research and Enterprise.pdf [These files are all available via Ulearn in session 16]

**Date:** Wednesday 25 April 2007

**Time:** 1400 – 1600

**Venue:** 01 AC 02

**Session** Professor Barry Evans, Pro-Vice-Chancellor (Research & Enterprise) and Mrs Deborah Lock (UniSDirect)

**Leader:**

## **EVALUATING A CURRICULUM**

### **Brief indication of content:**

The aim of the session is to develop the processes for reviewing teaching practice and to enable you to identify how evidence collected in the review process can be applied for the enhancement of practice. You will critically analyse a range of tools for collecting evidence for the purposes of reviewing your teaching including student questionnaires, and teaching observation. You will also reconsider the ways in which you can critically reflect on your own teaching as a reflective practitioner for the enhancement of practice.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- understand the conceptual framework for the evaluation of learning and teaching
- identify and justify appropriate mechanisms for the collection of evidence for learning and teaching practice
- critically analyse evidence and use it to evaluate the effectiveness of learning and teaching practice and make recommendations for improvement

### **Readings:**

Ramsden, P. (2003) *Learning to Teach in Higher Education* 2nd Edition. London: Routledge Chapter 11

<b>Date:</b>	Wednesday 9 May 2007
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development

## **Semester 3**

## **ENTERPRISE@UNIS**

### **Brief Indication of Content:**

UniS is a research intensive university with a mission to transfer inventions and know-how into the economy, via licensing deals and the creation of spin-out companies. This session outlines the road map to success. By the end of the session the relevance of enterprise to the core academic agenda will be explicit and comprehensible. By the end of this session, the sources of assistance for entrepreneurial and commercial activities will be clearly understood.

### **Intended Learning Outcomes:**

By the end of this session you will be expected to be able to:

- understand how to protect inventions
- understand how to create value.
- value creation assistance at UniS
- be familiar with case studies for UniS

<b>Date:</b>	Wednesday 23 May 2007
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leader:</b>	To be confirmed

## **WRITING AN ACTION-RESEARCH PROJECT OR CASE STUDY**

### **Brief indication of content:**

The aim of this session is to support you in developing your action research project or case study. It will present the different research methodologies you can adopt to complete the enquiry into practice and demonstrate how you can collect the evidence from your own practice, from the experience of colleagues and from appropriate scholarship. During the session you will develop your proposed topic into a project plan.

### **Intended learning outcomes:**

By the end of the session you will be expected to be able to:

- apply an appropriate research methodology to the planning and completing of an action-research project or case study
- devise a project plan and, if appropriate, data collection methodology for the completion of the PGCAP project
- evaluate and critique your project plan and identify key stages for the completion of the project by the submission date

### **Readings:**

McKernan, J. (1996) *Curriculum action research: a handbook of methods and resources for the reflective practitioner 2<sup>nd</sup> Ed.*, London: Kogan Page: RoutledgeFalmer.

Hefce <http://www.hefce.ac.uk/learning/tinits/>

<b>Date:</b>	Wednesday 6 June 2007
<b>Time:</b>	1400 – 1600
<b>Venue:</b>	01 AC 02
<b>Session Leaders:</b>	Dr Michael Davidson, Centre for Learning Development