

**PROGRAMME HANDBOOK
POSTGRADUATE CERTIFICATE IN
TEACHING AND LEARNING FOR
PROFESSIONAL PRACTICE (Part-time)
SEPTEMBER 2008
SCHOOL OF ARTS, MEDIA AND
EDUCATION (AME)**

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* This Handbook when read together with the AME School Handbook (<http://www.bolton.ac.uk/ame>) complies with Academic Developments: Planning and Approvals Process (February 2006) Annex J, Quality Assurance and Enhancement Unit

1 WELCOME

Welcome to the University of Bolton and the School of Arts, Media and Education. It is intended that this programme handbook will provide you with the background information you need for embarking on the Postgraduate Certificate in Teaching and Learning for Professional Practice.

We hope that you will find this programme highly relevant to your teaching practice and of great benefit to you in your continuing professional development. The intention is to work in partnership with you to help you attain your professional and personal goals in your educational role.

We therefore encourage your active participation in the course; a sharing of knowledge and experiences and feedback that will help us to develop a learning community around the scholarship of teaching and learning and also continuously improve, and enhance the programme.

We look forward to working with you and hope that you enjoy the programme and find that it contributes to your own Professional development.

Jane Lovatt
Programme Leader

1.1 General information on relevant personnel

The following personnel will either be supporting you on the programme or may be able to provide you with further information. Additional staff will be identified in the context of programme delivery:

School of Arts, Media and Education

Name	Role	Contact details
Student Programme Office	Programme Administration	School of Arts, Media and Education Tel: 01205 903200 ame-enquiries@bolton.ac.uk
Sam Johnson	Director of School of Arts, Media and Education	School of Arts, Media and Education Tel: 01204 903312 Email: S.J.Johnson@bolton.ac.uk
Anne Keddie	Subject Librarian	Library Tel: 01204 903281 Email: A.Keddie@bolton.ac.uk
David Kitchener	Learning and Teaching Fellow and Scheme Leader for Masters in Education	School of Arts, Media and Education Tel: 01204 903347 D.A.Kitchener@bolton.ac.uk
Jane Lovatt	Senior Lecturer Programme Leader	School of Arts, Media and Education Tel: 01204 903727 Email: J.Lovatt@bolton.ac.uk
Mark Scott	Principal Lecturer (Quality Assurance and Enhancement) School of Arts, Media and Education	School of Arts, Media and Education Tel: 01204 903214 Email: M.G.Scott@bolton.ac.uk
Gill Whittaker	Senior Lecturer Teacher Education, Education Lead Mentor and Learning and Teaching Fellow	School of Arts, Media and Education Tel: 01204 903341 Email: G.Whittaker@bolton.ac.uk

School of Health & Social Sciences

Wendy Daly	Senior Lecturer District Nurse Pathway Lead	School of Health & Social Sciences Tel: 01204 903776 W.J.Daly@bolton.ac.uk
Tricia Houghton	Advanced Practice Learning Facilitator (APLF) & Senior Lecturer	School of Health & Social Sciences Tel: 01204 903756 T.A.Houghton@bolton.ac.uk
Fran Jones	Principal Lecturer - Employer Led and Work- based Learning	School of Health & Social Sciences Tel: 01204 903752 F.Jones@bolton.ac.uk

1.2 Academic Staff CVs

The academic staff supporting this programme possess a wide range of knowledge, skill and expertise in teaching and learning. Their professional knowledge, scholarly activity and research will contribute to the programme in many ways directly and indirectly including teaching on the programme, tutorial support and action learning facilitation. Relevant conference and research papers and journal articles will be disseminated to course members as will any news of forthcoming conferences and events that may be of interest to course members. See Academic Staff CVs in the appendix.

1.3 About this Programme Handbook

This Programme Handbook, together with the following:

- The AME School Handbook available at <http://www.bolton.ac.uk/ame/>
- The University of Bolton Student Handbook
- The University of Bolton Web Site <http://www.bolton.ac.uk>

Constitute the definitive information about your course.

This Programme Handbook contains information specific to your course. Other important information, which applies to other courses in the School also, is presented elsewhere as follows:

Topic	Relating to	Refer to
General information on relevant School personnel	Academic and administrative staff	AME School Handbook
Opening Hours of relevant offices		AME School Handbook
Policies and procedures	Those specific to your programme are presented in this	

	<p>handbook</p> <p>Those that also apply to other courses, see ...</p> <p>Those that apply to the whole University, see ...</p>	<p>AME School Handbook</p> <p>The University of Bolton Student Handbook</p> <p>and</p> <p>www.bolton.ac.uk</p>
Communication systems	Location of staff and their contact details	AME School Handbook
Pastoral support and guidance	Information about Personal Tutors	AME School Handbook
Assessment procedures	Submission of personal mitigating circumstances (matters affecting your performance in the assessments), marking and feedback policies and procedures, official publication of results	AME School Handbook
Attendance rules and withdrawal guidance		AME School Handbook

1.4 Mentor Responsibilities

All course members on this programme are required to identify a work-based mentor for support and guidance for the duration of the programme. In relation to this programme, your mentor will have specific responsibilities as detailed below:

- To support the mentee in undertaking a needs analysis and the development of an action plan
- To negotiate a learning agreement between themselves, the mentee and the course tutor for the Postgraduate Certificate in Teaching and Learning for Professional Practice
- To engage in critical, constructive dialogue relating to the mentee's progress in learning and teaching
- To engage in peer observation and the peer review system in order to promote scholarship and excellence in teaching and to strengthen critical understanding of subject pedagogy

- To endorse the mentee's claims of evidence against the professional standards and learning outcomes of the programme

Your mentor will be provided with a Mentor Guide, which will be underpinned by and make reference to the University of Bolton Mentoring Policy and mentors will be referred to the Code of Conduct set out in the Policy (subject to review). The University also provides a procedural framework for mentor preparation and accreditation.

1.5 Action Learning Set Facilitator

The facilitator for the Action Learning Set will be a tutor of the University of Bolton. The role of the facilitator will be to:

- Enable the group to agree and establish the boundaries of the action learning set;
- Act as a source of advice and guidance to the group;
- Mediate if necessary to promote the group's progress;
- Ensure the aims of the set have been met.

2 PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

This programme aims to develop your professional academic practice in a student-centred, enquiry-based learning environment. The programme is designed to promote the cultivation of interest, knowledge and skills in the practice of teaching and supporting learning in the context of your professional practice role. This involves engagement with a broad range of educational theory and approaches to student learning and also requires working in partnership with others to ensure knowledge exchange to support a research informed learning and teaching agenda¹.

The programme is designed to encourage you to develop a critical reflective approach to your learning and develop a commitment to the scholarship of teaching and research. The programme is intentionally broad, embracing a multi-professional, cross-organisational approach to allow the development of knowledge in methods of teaching and supporting learning in a variety of environments and contexts.

2.1 Programme Intended Learning Outcomes

By the end of the programme you will have:

1. Developed a comprehensive understanding of the local and national context and trends in professional education and the impact on current and future practices in teaching, supporting learning and assessment

¹ Beaty, L ((2005) *Links Between Teaching and Research*: HEFCE Annual Conference, April 2005

2. Developed a critical understanding of a broad range of student-centred approaches and educational theory in the areas of teaching, supporting learning, assessment and curriculum development in context
3. Demonstrated the application of knowledge through the creation of effective and supportive learning environments that promote learning, equality of opportunity and responsiveness to student diversity
4. Critically reflected upon your personal and professional development in the context of your role, demonstrating autonomy and professional accountability in the development and deployment of high level skills and a commitment to lifelong learning
5. Enhanced your professional knowledge and developed and deployed strategies for the integration of research, enterprise, knowledge transfer and teaching, ensuring the creation of an appropriate environment for high quality learning and teaching,
6. Developed transferable skills necessary for decision making in complex and unpredictable situations and the ability to write, present and explain complex ideas and their application and communication to diverse audiences.
7. Determined and utilised local and national reference points in the determination of criteria for evaluating the effectiveness of teaching, learning and assessment; analysed data and reported findings to ensure the continuance of the quality enhancement process.

2.2 Professional accreditation

On successful completion of Module One, 'Planning and enabling teaching, learning and assessment in professional practice', course members will be able to claim the award of CPD in Teaching and Learning for Professional Practice.

Those working within Nursing and Midwifery and satisfying the Nursing Midwifery Council requirements (see page 22) will be able to use the award to claim the status of Practice Teacher.

On successful completion of both the above module plus the second module, 'Developing and evaluating approaches to supporting and managing learning in higher education and professional practice', course members who satisfy the Nursing Midwifery Council requirements will be able to use the full award to claim the status of Teacher, which is a recordable qualification.

Those course members wishing to have their Teacher qualification recorded with the Nursing and Midwifery will be able to do so by providing the

Programme Leader with the appropriate data² who will then make the application on their behalf.

2.3 Progression Routes: Further Professional Development

Successful course members will be able to utilise the Masters Level credit accumulated undertaking the programme within the University of Bolton in the following ways:

The Health & Social Sciences Masters Scheme (subject to validation) - School of Health and Social Science

Successful course members will be able to claim up to 60 Masters Level Credit against the MSc in Professional Development - Health and Social Care. They would have to take a research module and two further modules of relevance to their professional development in health or social care or related fields.

The Education Masters Scheme - School of Arts, Media and Society

Course members will be eligible to be considered for a claim of 40 Masters level credits, 20 for each module, against the Education Masters Scheme with the School of Arts, Media and Education.

Subject to School and University approval of forthcoming proposals regarding further development of the Masters Scheme in Education, course members will be able to claim 20 credits for success in each of the modules *Planning and enabling, teaching, learning and assessment for professional practice* and *Developing and evaluating approaches to supporting and managing learning* as option units towards the proposed MA Teaching and Learning in Higher Education.

Course members who have undertaken Module One only and subsequently wish to acquire a full teaching qualification will be able to enrol directly onto Module Two; normally this should occur within a five year time span.

3 ACCREDITATION OF PRIOR LEARNING: APL & APEL

It will be a matter for the School of Arts Media and Education AP(E)L Panel to determine guidelines for the submission of an APL or APEL claim against the Postgraduate Certificate in Teaching and Learning for Professional Practice. Applicants for APL need to provide proof of the qualifications they would like considered. Applicants for APEL must follow School APEL procedures that will be advised separately. These include the need to complete a profile providing evidence against each of the learning outcomes of the module/course. It will be necessary for the candidate to demonstrate achievement of the learning outcomes of the programme in both theory and

² A data form will be provided to course members registered with the NMC and they will be required to provide their PIN numbers and relevant information

practice. Those wishing to pursue APL or APEL are advised to refer to the School of Arts, Media and Education APEL & APL policy.

3.1 Practice Teachers

The NMC (2006, p.7) does not expect mentors, practice teachers and teachers to have to repeat preparation and advises registrants to map their current qualification against the new standards. Current mentors/practice teachers of students undertaking specialist and advanced practice programmes at the University of Bolton are provided with portfolio documentation to facilitate this process and are advised to contact those programme leaders in the School of Health and Social Sciences. It is worth emphasising here though that the (NMC) standards are clear in that mentoring and practice teaching are not the same as indicated in the developmental framework and practice teachers are required to demonstrate the difference in outcomes clearly. However those that have undertaken the Preparation for Mentorship programme will have developed a portfolio that goes some way to demonstrating achievement of NMC standards and it is suggested that course members build upon this existing evidence and utilise prior learning.

4 ASSESSMENT PROCEDURES

The assessment strategy for the programme aims to ensure that assessment promotes learning; is authentic and contextual and is of an appropriate depth and level to challenge the learner and promote development whilst not being too onerous.

Assessment methods used in both modules are profiles of work-based learning (including critical reflection on evidence); peer presentations; observations of teaching practice; action learning report and a project.

Please also see the section on assessment in the AME student handbook (<http://www.bolton.ac.uk/ame>).

4.1 Submission and Marking of Coursework:

Submit your assignment as instructed - submission is made using an allocated assignment posting box. Follow the instructions by the box to date-and-time-stamp your assignment's cover sheet and to obtain a receipt. Be sure the serial number on your assignment and the receipt are the same. Keep the receipt safe. **You must not submit your assignment directly to the tutor.**

If you anticipate difficulty meeting an assignment due date for a particular reason, it is essential that you seek an official extension using the proper procedures as explained below.

Please see further advice on submissions in the AME student handbook (<http://www.bolton.ac.uk/ame>).

4.2 Postal Submission of Assignments

Please do not submit work by post unless by prior agreement with your tutor. It is risky to submit this way, and there are a number of potential pitfalls, so you are advised not to request this option unless you have assessed the risks and accept them.

You will need to obtain and complete the usual submission sheets exactly as you would if you were submitting to the Office in person, attach these to the assignment as usual, and post them together.

Remember there are risks to you in submitting by post. The university cannot be held responsible for, and cannot make any allowance for, any failing in the postal system you choose to use.

4.3 Assignment Submission Dates and Extension Request Procedures

For each assignment, a submission date will be published. Course members are required to submit by the due date. If this is not going to be possible, you must apply to the tutor in writing in advance of due date seeking an extension. This application must include an explanation of the reason for the extension request and must include medical or other evidence on which your request is based.

Extension Request Forms are available from the School administrative office. Please complete your parts of this, take it to your tutor with the accompanying evidence, and then take the completed form (signed by the tutor and yourself) back to the admin office where the extension will be recorded if approved.

Please keep a full, exact copy of your assignment. We have to use parcel post to send samples of coursework for external moderation. Assignments very occasionally go missing, despite all our precautions.

The reason for strict application of the submission date, apart from equity amongst students, is that tutors, administrative staff, and the External Examiners need time to complete the marking and moderation of assignments, and a large amount of administration is to be completed before the Assessment Board meets

It is important to be aware of what to do if you feel you are not going to be able to submit assignments on time due to difficulties in keeping up with the course and attendance. In the first instance speak to the Programme Leader or Programme Tutor about any difficulties you may have. Non-submission or late submission of work is formally considered by the Assessment Board and may result in a referral.

If you get into difficulties, the university may be able to help you.

Please don't just leave if you find yourself in difficulties – give us a chance to listen and see if we can help. Please refer to the School of Arts, Media and Education School Handbook Please also see the section on assessment in the AME student handbook (<http://www.bolton.ac.uk/ame>) for more detail

regarding this support and for information about illness or other problems that may affect how you do in assessments (“mitigating circumstances”)

4.4 Return of Assessed Work and Feedback

Student assessment is internally moderated and a sample externally examined. A proforma with a detachable sheet for students is used for feedback, consisting of written comments and a provisional grade as appropriate. Staff are obliged to give accurate, prompt and timely feedback on all work submitted. However, in the first instance it is advised that you seek formative feedback and tutorial support throughout the module as this will undoubtedly help your academic and personal development throughout the programme.

It is important that course members remember that all feedback, including any indicated grade, is provisional and subject to approval by the relevant Assessment Board. External Examiners and/or the Assessment Board may modify grades. This can happen, for example, where an External Examiner, having moderated coursework, judges that grades need adjustment. The provisional grade determined by the tutor is a **recommendation** to the External Examiner and to the Assessment Board.

4.5 Breaching Confidentiality

Course members are reminded of the necessity to maintain confidentiality at all times in both discussion and in written assignments. All names and places must remain anonymous and failure to do so may result in a referral for the piece of work.

4.6 Plagiarism

It is vital that you understand what constitutes plagiarism and how to prevent it. Please refer to the AME School Handbook (<http://www.bolton.ac.uk/ame>) section “Avoiding Plagiarism and Unfair Means” for more detailed guidance. You can also get help online at BISSTO available via The Library’s home page www.bolton.ac.uk/learning/

4.7 Plagiarism Prevention – Electronic Submission

Any course member can be required to supply the tutor with an electronic copy of all or part of the written components of any assignment. Such electronic copies are usually requested in order that they can be scanned by the JISC “Turnitin” online system:

TurnitinUK is an online service hosted at <http://www.submit.ac.uk> that enables institutions and staff to carry out electronic comparison of course members' work against electronic sources including other students' work. The service is based in the UK and accessed via standard web browsers. JISC hopes that this service will be a valuable support

tool for institutions, staff and students in their efforts to prevent and detect plagiarism (JISC, 2006)

If you are asked to supply such an electronic copy, you must do so within five days of the request being made, as an attachment to an email to the marking tutor, or as they otherwise instruct you. If using email for this, put your own email address in the CC: ("carbon copy") field so you receive a copy yourself of what you send. This will help you ensure that the email transmitted satisfactorily, and can be used as evidence of transmission should this be needed. To avoid misunderstandings, it is important that the file you submit in this way must not differ in content from the normal paper submission you must still make.

Please note that being required to supply an electronic copy does not imply you are being suspected of plagiarism.

4.8 Attendance and withdrawal

It is expected that you will attend all timetabled sessions for each module. A key component of the programme is arranged around Action Learning Sets in which you will be engaged in peer learning and support. However if you are not able to attend please let your Programme Leader know. If you do not attend for more than two weeks and you do not contact us, a letter will be sent to you to establish reasons. If following this, you do not attend for four or more consecutive sessions (and there are no acceptable mitigating circumstances) you will be withdrawn from the course.

Attendance may be taken into account to inform Assessment Board. Attendance is also taken into account when writing references. For those course members who are being sponsored by their employer, tutors may be expected to share information about attendance with the employer following your signing of the 'confidentiality clause' prior to commencement of the module.

If you are having major problems preventing you from attending regularly and wish to withdraw or suspend studies it is important that you make such requests in writing to the Programme Leader and the Student Information Centre. In the case of those course members who are being sponsored by their employer it is strongly recommended that you discuss any difficulties you are having regarding attendance with your line manager, mentor and the course tutor.

5 PROGRAMME STRUCTURE AND CONTENT

The two module specifications are presented as follows:

EDU4027: Planning and enabling teaching, learning and assessment for professional practice – see page 22

EDU4028: Developing and evaluating approaches to supporting and managing learning – see page 27

5.1 Programme Specification Document

1. Qualification Postgraduate Certificate	2. Programme Title Teaching and Learning for Professional Practice	3. UCAS Code N/A	4. Programme Type PGS
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>This programme is intended to facilitate the continuing professional development of those teaching and supporting learning in professional practice by providing a supportive and stimulating learning environment for course members. This supportive environment will utilise course member’s knowledge, expertise and experience to encourage discussion and debate and to foster critical thought and inquiry.</p> <p>There are increased demands for all professionals who teach and support learning to engage in continuing professional development (CPD) in relation to their teaching role as well as in their core subject/discipline. Thus the programme will also be a vehicle through which course members can gain accreditation to meet their professional standards and/or organisational goals.</p> <p>Teaching, learning and assessment methods used on this Programme are predominantly student-centred; enquiry based and authentic in order to support and develop the individual in context and therefore the practice learning environment is a key and integrating element of the programme.</p> <p>The programme design will enable course members to strengthen their skills and share knowledge in developing excellence in supporting teaching and learning and actively promotes an inclusive and multi-professional approach.</p>			
6. What a graduate should know and be able to do on completion of the programme			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>An enhanced awareness of new and emerging influences on student learning in professional practice</p>		<p><u>Subject-specific practical/professional skills</u></p> <p>The advancement of skills in communicating subject-specific knowledge to learners</p>	

<p>A systematic understanding of the theories and principles of learning and communication in professional practice</p> <p>A systematic understanding of formal and/or informal assessment and their roles in learning, teaching and evaluation</p> <p>A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including ethics and accountability) in continuing professional development.</p> <p>Conceptual understanding of curriculum theory and programme design and evaluation</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>The ability to deal with complex issues in supporting the learner.</p> <p>The development of self-directed and original approaches to problem solving</p> <p>The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions effectively.</p>	<p>An enhanced/advanced scholarship approach in the discipline</p> <p>The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level</p> <p>To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using sound time management techniques.</p> <p>Meeting the expectations of and/or achieving excellence as a professional/clinical educator</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>The development of enhanced communication and presentational skills</p> <p>The ability to collate and interpret data from a variety of sources and provide reports and recommendations</p> <p>The advancement of skills in technology-assisted teaching and learning</p> <p>The enhancement of skills in sharing/disseminating knowledge and team approaches to programme improvement and delivery</p>
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Critical reasoning and problem solving	Communication and presentational	Independence/autonomy	Professional and accountable practice
Conceptual thinking	Skills to facilitate learning and assessment	Time management	Commitment to quality in teaching and learning
Analysis and synthesis of knowledge derived from research, theory and practice	Planning for teaching and learning	Knowledge exchange across organisational, professional and cultural boundaries	Membership of learning communities and dissemination of knowledge
Reflective and evaluative skills	Technology-assisted learning skills	Form effective, supportive team relationships for collaborative	Commitment to quality in teaching and learning

		working	
8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units 1 year part-time. Postgraduate Certificate = 60 credits at Level HE7. Intermediate Award of Advanced Diploma of Continuing Professional Development in Planning and enabling learning and assessment in professional practice available at 30 HE7 Level credits.			

<p>Part I HE7</p> <p>30 Credits</p>	<p><u>Core Module</u></p> <p>Planning and enabling teaching, learning and assessment in professional practice</p> <p>Intermediate Award: Advanced Diploma of Continuing Professional Development in Planning and enabling learning and assessment in professional practice</p>	<p><u>Options (normally 20 credits each)</u></p> <p>N/A</p>	<p><u>Project (20 credits)</u></p> <p>N/A</p>
<p>HE7</p> <p>30 Credits</p>	<p>Developing and evaluating approaches to supporting and managing learning</p> <p>Full Award: PGCert in Teaching for Professional Practice</p>	<p>N/A</p>	<p>N/A</p>
<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u></p> <p>Lectures Action Learning Sets Seminars and workshops Online resources Personal Development planning and Profile of work-based learning</p> <p><u>Assessment Methods</u></p> <p>Profile of work-based learning and critical reflection Report Project Presentations</p>		<p>10. Other Information (<i>including compliance with relevant University policies</i>)</p> <p><u>Date programme first offered</u></p> <p>Academic year 07-08: Semester 2 (Feb 08) (subject to successful validation)</p> <p><u>Admissions Criteria</u> <u>Standard Requirements</u></p> <p>The applicant must demonstrate:</p> <ul style="list-style-type: none"> teaching and supporting learning as a key component of their current role readiness to study at Level HE7 by having a first degree or demonstrating recent study at Level HE6 <p><i>Non Standard Entry</i></p>	

<p>Observation of teaching practice</p> <p><u>Assessment Classification System</u></p> <p>Pass/fail</p>	<p><u>Indicators of Quality and Standards</u></p> <p>External Examiner moderates all assessment activities</p> <p>Internal and external stakeholder feedback</p> <p>Course member evaluation</p> <p>Quality enhancement procedures</p> <p>QAA review</p>
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5.2 Skills Matrix

Mapped against module Learning Outcomes

	Module 1 Planning and enabling teaching, learning and assessment in higher education and professional practice				Module 2 Developing and evaluating approaches to supporting and managing learning in higher education and professional practice			
	LO1	LO2	LO3	LO4	LO1	LO2	LO3	LO4
K1	X			X			X	
K2		X					X	
K3			X	X			X	
K4	X	X			X	X		
K5							X	X
C1		X					X	
C2	X				X	X	X	X
C3	X				X			X
S1		X	X		X	X		
S2	X				X			
S3	X				X			
S4		X	X	X			X	X
S5	X	X	X	X	X	X	X	X
T1	X	X			X			
T2			X				X	X
T3	X	X	X	X	X	X	X	X

Knowledge and understanding in the context of the subject(s)

K1 - An enhanced awareness of new and emerging influences on student learning in higher education and/or professional practice

K2 - A systematic understanding of the theories and principles of learning and communication in professional practice

K3 - A systematic understanding of formal and/or informal assessment and their roles in learning, teaching and evaluation

K4 - A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including ethics and accountability) in continuing professional development

K5 - Conceptual understanding of curriculum theory and programme design and evaluation

Cognitive skills in the context of the subject(s)

C1 - The ability to deal with complex issues in teaching practice

C2 - The development of self-directed and original approaches to problem solving

C3 - The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions

Subject-specific practical/professional skills

S1 - The advancement of skills in communicating subject-specific knowledge to learners

S2 - An enhanced/advanced scholarship approach in the discipline

S3 - The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level

S4 - To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using sound time management techniques

S5 - Meeting the expectations and achieving excellence as a professional/clinical educator

Other skills (e.g. key/transferable) developed in subject or other contexts

T1 - The development of enhanced communication and presentational skills

T2 - The ability to collate and interpret data from a variety of sources and provide reports and recommendations

T3 - The advancement of skills in technology-assisted teaching and learning

T4 - The enhancement of skills in sharing/disseminating knowledge and team approaches to programme.

5.3 Entry Requirements

Applicants must demonstrate that they:

- are ready to undertake study at Masters Level (HE7)³;
- have secured support from their line manager where appropriate ;
- have an allocated mentor in their discipline/subject area for support, peer review and to verify the profile evidence from practice;
- have a significant role in teaching and/or facilitating learning⁴.

Additionally NMC registrants should demonstrate that

As Practice Teachers they:

- are registered on the same part or sub-part of the register as the students they intend to support/assess;
- have developed their own knowledge, skills and competence beyond registration and, where appropriate, have gained specialist practice qualifications relevant to their field of practice; i.e. registered and worked for at least two years and gained additional qualifications that will support students in specialist practice.

As (NMC) Teachers they:

- are registered on the same part or sub-part of the register as the students they intend to support/assess;
- completed a minimum of three years post-registration experience, gained additional professional knowledge and skills, and have experience in an area where students are gaining practice experience relevant to their registration;
- have extended their professional knowledge, relevant to their field of practice, to at least first degree level.

³ Course applicants will normally have to have completed a first degree or undertaken study at undergraduate level (Level HE6) in the past five years, normally in the subject area in which they are teaching. Those who cannot fulfil these criteria may be asked to undertake an appropriate Level HE6) assignment that will allow an assessment of the applicant's learning needs.

⁴ Those course members wishing to record their teaching qualification with the NMC will be required to demonstrate teaching activity at least equivalent to a minimum of 12 weeks (or 360 hours)

6 MODULE 1

EDU4027: Planning and enabling teaching, learning and assessment for professional practice *by the School of Arts, Media and Education*

30 credits at level HE7

Description and Purpose of Module

This module will enable those involved in supporting teaching and learning in the professional environment to build upon their knowledge and expertise to plan and assess teaching and learning.

This will be achieved by negotiating individual learning needs, designing appropriate assessment activity and understanding of the principles of diversity.

Course members will engage with the creation of learner-centred environments utilising learner-centred approaches including technology assisted learning. The module will draw on and focus upon work-based experiences, professional enquiry, knowledge and scholarship designed to enhance professional practice, and will be facilitated through reflection with and support from peers, mentors and tutors.

Indicative Syllabus Content

- The planning of effective teaching and learning environments
- Holistic and individualised elements of teaching and learning
- The theories, principles and application of teaching and learning strategies
- The theories, principles and application of formative and summative assessment
- The roles of assessment in teaching, learning, planning and evaluation in differing contexts are explored and applied
- Assessment of learning will be examined with particular reference to the principles of validity, reliability, transparency, and professional accountability

Learning, Teaching and Assessment

Notional learning hours for the module will be 300 arranged as follows:
42 hours of class contact in the form of:

- Action Learning Sets
- Seminars
- Lectures
- Tutorials
- Presentations

258 hours in the form of:

- Needs analysis
- Mentor support and peer assessment
- Reading and research
- Work based learning
- Preparation for assessment
- Peer observation of teaching

Learning will be supported by online technology including the VLE. Assessment will be through a report on the process of action learning, and a profile of work-based learning supported by critical reflection and will be managed through Individual Learning Agreements.

Learning Outcomes and Assessment Criteria

	Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1.	Develop professional knowledge, identifying areas for further learning and enquiry and disseminate findings to support professional and/or teaching activity within ethical frameworks	Undertake self-assessment, identify your own learning needs and areas for further enquiry and, working within an ethical framework, demonstrate a willingness and ability to share acquired knowledge within a learning community
2.	Develop a critical understanding through evaluating the theories and principles of learning and communication and demonstrate their application	Critically reflect on the principles of learning and learning theory and communication and apply these to the actual learning situation.
3.	Demonstrate how to plan, design and conduct formal and/or informal assessment to enable learning and progression and support for a diverse range	Design and evaluate an assessment instrument that promotes assessment as a vehicle for learning and accommodates diverse learner needs with due regard to national

	of learners.	professional standards and subject benchmark statements.
4.	Critically analyse the theories, principles and applications of formal and/or informal assessment and their roles in learning, teaching and evaluation.	Discuss and critically analyse the key professional and contemporary theories of formal and informal assessment and apply these ideas to discuss and justify the instrument(s) you have created.
5.	Demonstrate effective teaching in practice	Plan, prepare, implement, evaluate and review one formative (ungraded) and one summative observed teaching / supporting learning session

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	CW	CW	PRA
Description	1. Participation in Action Learning Sets & Report (3,500 - 4000 words) Formative assessment: Presentation	2. Profile of work based learning that includes: Critical reflection on evidence (3,500 – 4,000 words or equivalent) Individual Learning Agreement Personal Development Planning Cross-referencing of professional standards framework	One summative observation of teaching practice Formative assessment: One formative assessment of teaching practice (undertaken only). Evidence of participation in peer review of teaching
%age	45	45	10
Learning Outcomes	1	2,3,4	5

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

- Bach, S, Haynes, P, Lewis-Smith, J, (2006) *Online Learning and Teaching in Higher Education*, SRHE-OU press
- Barnett, R, Coate, K, (2004), *Engaging the Curriculum in Higher Education* SRHE-OUP
- Baume, C, Martin, P, Yorke, M, (2002) *Managing Educational Development Projects –*
- Becher, T, Trowler, P, (2001) *Academic Tribes and Territories – Intellectual Enquiry and the Cultures of Disciplines* SRHE OUP
- Biggs, J (2003) *Teaching for Quality Learning at University*. 2nd Edition. Buckingham: SRHE and OUP
- Bloxham, S, Boyd, P, (2007) *Developing Effective Assessment in Higher education: A Practical Guide* SRHE – OUP
- Brockbank, A & McGill, I (1998) *Facilitating Reflective Learning in Higher Education*. Buckingham: SRHE and OUP
- Brown , S and Race, P (2002) *Lecturing: a practical guide*. London: Kogan Page
- Brown, G, Bull, J and Pendlebury, M (1997) *Assessing student learning in Higher Education* London: Routledge
- Bryan, C, and Clegg, K. (2006) (eds) *Innovative assessment in Higher Education* London: Taylor and Francis
- Cowan, J (2006) *Becoming and Innovative University Teacher - Reflection in action*. 2nd Edition. Buckingham: SRHE and OUP
- Fry, H, Ketteridge, S, & Marshall, S (Eds) (2003) *A Handbook for Teaching and Learning in Higher Education*. 2nd Edition. London: Kogan Page
- Heywood, J (2002) *Assessment in Higher Education: of student learning, teaching programmes and institutions*. London: Jessica Kingsley
- Knight, P (2002) *Being a Teacher in Higher Education*. Buckingham: SRHE/OUP
- Laurillard, D (2003) *Rethinking University Teaching*. Longon: Routledge
- Light, G & Cox, R (2001) *Learning and Teaching in Higher Education*. London: Sage
- Mc Connell, D, (2006) *E Learning Groups and Communities*, SRHE OUP
- Moon, J (2002) *The Module and Programme Development Handbook*. London: Kogan Page
- Morss, K and Murray R (2005) *Teaching at University A Guide for Postgraduates and Researchers*. London: Sage
- Munn, S (2008) *The Student Experience in Higher Education: The Institution and its Effect on Learning*. SRHE OUP
- Nicholls, G (2002) *Developing Teaching and Learning in Higher Education*. London: Routledge Falmer
- Prosser, M & Trigwell K (1999) *Understanding Learning and Teaching. The Experience of Higher Education*. Buckingham: SRHE and OU Press
- Race, P. and Brown, S. (1998) *The Lecturer's Toolkit: A practical Guide to Teaching, Learning and Assessment*, London: Kogan Page
- Ramsden, P (2003) *Learning to Teach in Higher Education*, 2nd Edition. London: RoutledgeFalmer
- Salmon, G (2004) *E-Moderating: the key to teaching and learning on line*. London: Routledge Falmer

Savin-Baden, Wilkie, K (eds) (2006) *Problem Based Learning Online*, SRHE
OUP ISBN 13- 9780-335 – 22006-9

Recommended Journals

Active learning in higher education - EBSCOhost EJS
Action learning - Taylor & Francis Online Journals
Assessment and Evaluation in Higher Education, Routledge
BMC Medical Education – BioMed Central
Educational studies - Taylor & Francis Online Journals
Higher education Research and Development
International Journal for Academic Development – Routledge
Journal of Advanced Nursing – Blackwell Synergy
Journal of further and higher education - Taylor & Francis Online Journals
Journal of vocational education & training - Taylor & Francis Online Journals
Learning and Teaching in Higher Education (LATHE)
Medical Teacher – ProQuest Journals
Mentoring & tutoring for partnership in learning - Taylor & Francis Online Journals
Nurse Education Today – Science Direct
Nurse Education in Practice – Science Direct
Teaching in Higher Education – Routledge

Recommended Websites

Higher Education Academy Subject Centres:
<http://www.heacademy.ac.uk/SubjectNetwork.htm>
Higher Education Academy Resources: <http://www.heacademy.ac.uk/resources>
Staff and Educational Development Association SEDA: <http://www.seda.ac.uk>
Interdisciplinary inquiry based learning: <http://idibl.bolton.ac.uk>

Module Type: STAN
Module Length: 1
Host Subject Group: Education
Version Number:: 0.1

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7 MODULE 2

EDU4028: Developing and evaluating approaches to supporting and managing learning *by School of Arts, Media and Education*

30 credits at level HE7

Description and Purpose of Module

This module will enable those involved in supporting teaching and learning in the professional environment to gather further evidence against the standards for professional recognition; and to demonstrate their ability to act as a practice expert to support the development of knowledge and skills for professional practice.

This will be achieved by reflection on practice, identifying emerging themes, areas for enquiry and project development, and negotiating a learning agreement. Research-informed teaching will be developed through working within learning communities and sharing and disseminating knowledge.

As in Module One this module will draw on and focus upon work-based experiences, professional enquiry, knowledge and scholarship designed to further enhance professional practice.

Indicative Syllabus Content

- The theories, principles and application of curriculum development
- Utilising innovative, flexible and student-centred learning approaches
- The nature of Action Research and its application to professional practice
- Professional ethics; ethical principles in professional practice; ethical principles in research including small-scale practice-based research; research ethics codes, including those of the professional bodies and the University of Bolton; the ethical responsibilities of those involved in supporting teaching and learning.
- The theories, principles and application of evaluation, audit and quality assurance of programmes of learning
- The integration of theory and practice and using research to support teaching practice
- Defining, applying and fostering 'higher level' knowledge and skills

Learning, Teaching and Assessment

Notional learning hours for the module will be 300 arranged as follows:
42 hours of class contact in the form of:

- Action Learning Sets
- Seminars
- Lectures
- Tutorials
- Student presentations

258 hours in the form of:

- Needs analysis
- Reading and research
- Work based learning
- Project work
- Preparation for assignments
- Mentor support and peer assessment

Learning will be supported by online technology including the VLE.
Assessment will be through a small development project report negotiated through a learning agreement aimed at exploring the professional context of teaching and learning, a presentation to peer groups on the project process and outcomes, and a profile of work-based learning supported by critical reflection and will be managed through Individual Learning Agreements and negotiated project aims.

Learning Outcomes and Assessment Criteria

	Learning Outcomes when you have successfully completed this module you will:	Assessment Criteria to demonstrate that you have achieved the learning outcome you will:
1.	Demonstrate how the development of higher level professional knowledge will be utilised to support teaching and learning	Develop a learning agreement and a profile of work-based learning which demonstrates professional knowledge in teaching and learning situations
2.	Advance their own knowledge and practice in context through access to and involvement in research and practice development and quality enhancement	Critically analyse the underpinning theoretical perspectives to support practice development in context
3.	Design and plan a range of approaches to teaching, learning and assessment through designing and planning learning activities that are innovative and promote reflective, critical and inclusive approaches	Demonstrate through innovative approaches how learners are facilitated to meet their agreed learning outcomes of a programme of learning
4.	Determine and use criteria for evaluating the effectiveness of teaching, learning and assessment for learners.	Design, test and critically review the criteria for the evaluation of teaching, learning and assessment
5.	Demonstrate effective and research-informed teaching in practice	Plan, prepare, implement, evaluate and review one formative (ungraded) and one summative observed teaching / supporting learning session which must be research-informed

Assessment

Your achievement of the learning outcomes for this module will be tested as follows:

Type	CW	CW	PRA
Description	1. Action research project aimed at exploring the professional context of teaching and learning (3,500 - 4000 words or equivalent) Poster presentation of the action research project to peer groups	2. Profile of work-based learning incorporating: Critical reflection to meet learning outcomes 3 & 4 (3,500 – 4000 words or equivalent); Individual negotiated learning agreement which is informed by the needs analysis and the personal development planning process; Cross referencing of evidence to meet appropriate professional standards framework	One summative observation of teaching practice Formative assessment (undertaken only): One formative observation of teaching practice Evidence of participation in peer review of teaching practice
%age	45	45	10
Learning Outcomes	2	3,4	1,5

Prerequisite Module(s) Before taking this module you must have successfully completed the following:

Module 1: EDU4027

Barred Combinations No restrictions apply.

Indicative Reading

- Cowan, J (2006) *Becoming and Innovative University Teacher - Reflection in action*. 2nd Edition. Buckingham: SRHE and OU Press
- Barnett, R., (1992) *Improving Higher Education*, Buckingham: SRHE/OUP
- Baume, C., and Baume, D., (1992) *Course Design for Effective Learning' in Effective Learning and Teaching in HE*
- Biggs, J. (2003) *Teaching for Quality Learning at University* (2nd edition) Buckingham: SRHE OUP.
- Brockbank, A. and McGill, I. (1997) *Facilitating Reflective Learning in Higher Education* Buckingham: SRHE OUP.
- Kember, D., (2000) *Action Learning and Action Research* London: Kogan Page
- Knight, P. (2002) *Being a Teacher in Higher Education* Buckingham: SRHE/OUP

Knight, P. and Yorke, M. (2003) *Learning, Curriculum and Employability in Higher Education* London: Routledge Falmer.

Laurillard, D. (2003) *Rethinking University Teaching* (2nd edition) London: Routledge.

McNiff, J., Lomax, P., and Whitehead, J., (1996) *Teaching as Learning: an action research approach*. London: Routledge.

Moon, J., (2002) *The Module and Programme Development Handbook* London: Kogan Page

Moon, J. (1999) *Reflection in Learning and Professional Development: Theory and Practice* London: Kogan Page.

Neary, M. (2002) *Curriculum Studies in Post compulsory Education*. Cheltenham: Nelson Thornes

Nicholls, G. (2002) *Developing Teaching and Learning in Higher Education* London: Routledge Falmer

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

Rowland, S. (2000) *The Enquiring University Teacher* Buckingham: SHRE and OUP.

Toohey, S., (1999) *Designing Courses for Higher Education* Buckingham SRHE/OUP.

Zuber-Skeritt, O., (1996) (ed) *New directions in action research* London: Falmer.

Recommended Websites:

Higher Education Academy Subject Centres:
<http://www.heacademy.ac.uk/SubjectNetwork.htm>
 Higher Education Academy Resources:
<http://www.heacademy.ac.uk/resources>

Recommended Journals:

Active learning in higher education - EBSCOhost EJS
 Action learning - Taylor & Francis Online Journals
 BMC Medical Education – BioMed Central
 Educational studies - Taylor & Francis Online Journals
 Journal of further and higher education - Taylor & Francis Online Journals
 Journal of Advanced Nursing – Blackwell Synergy
 Journal of vocational education & training - Taylor & Francis Online Journals
 Journal of education policy - Taylor & Francis Online Journals
 Medical Teacher – ProQuest Journals
 Mentoring & tutoring for partnership in learning - Taylor & Francis Online Journals
 Nurse Education Today – Science Direct
 Nurse Education in Practice – Science Direct
 Research in post-compulsory education - Taylor & Francis Online Journals

Module Type:	STAN
Module Length:	1
Host Subject Group:	Education
Version Number::	0.1

8 TEACHING AND LEARNING

The programme has adopted a student-centred and enquiry-based learning approach in order to ensure the learning is relevant to each course member. Work-based learning is the key integrating element of the programme and learning is therefore grounded in practice. You will be engaged in the following ways:

8.1 Personal Development Planning in which you will identify your own learning needs, take responsibility for your own learning, devise an action plan and review your learning, working in collaboration with your mentor/tutor, to meet those learning needs

Personal Development Planning is defined as:

“a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development” (NCIHE 1997)⁵

8.2 Work-based learning – during which time you will have an appointed work-based mentor to support and guide you whilst you develop your subject expertise in conjunction with developing your knowledge and skills in supporting teaching and learning

8.3 Action Learning Sets – in which you will reflect upon and analyse your work-based learning; identify problems or key issues; undertake peer learning, support and review; develop action plans in light of new knowledge and skills proposing solutions/enhancements.

8.4 Profile of work-based learning – in which you will reflect upon your learning, demonstrate your development during the programme. You will use the profile to create evidence that demonstrate how the learning outcomes for the programme; your identified learning needs and professional accreditation requirements have been met.

8.5 Lectures and workshops will be provided by subject experts on key contemporary issues in higher education and professional practice in order to share expertise and develop critical thinking in the scholarship of teaching. Learning will be supported by online resources and a dedicated website will allow course members to engage in online discussion and have access to the wider University subject experts plus online resources and links to external sites for support and advice.

⁵ NCIHE (1997), Higher Education in the Learning Society. Report of the National Committee of Inquiry into Higher Education: HMSO 2 Vols.

8.6 Presentations - You will be expected to carry out presentations to your peers within a learning set in order to share your learning, plus receive valuable feedback on your projects and presentation skills.

8.7 The Management of Work-Based Learning

The very nature of the programme requires that most learning will occur in the context of your professional practice and will involve learning for, at and through work. The programme is intended as a vehicle for you to demonstrate how you meet your professional standards in practice and the outcomes are essentially generic. The work place is where you will acquire expertise in teaching and facilitating learning in your subject through critical discussion with your mentor, tutors, peers and through observing others. Your experiences in and reflection on your own practice will form a major part of the learning resources used in the classroom to develop knowledge and enquiry.

Your profile of work-based learning will provide a framework for you to document your activities in practice which then will be used as evidence against standards as well as promoting learning and development.

The practice learning environment is therefore a key and integrating element of the programme and relies on your mentor and yourself fulfilling your respective responsibilities. The programme leader also has a responsibility in developing and maintaining relationships with all stakeholders and ensuring that information and issues of quality enhancement are communicated to mentors and significant others in the practice placement.

8.8 Mentoring

The responsibilities of the mentor have been provided earlier in this document. It can be seen from the above that mentors and peers in the course member's area of teaching practice will be a major resource in developing the course member's approaches to teaching and facilitating learning in their subject. The course member's mentor and peers are in a prime position to provide feedback on the actual subject content of teaching and the relevance of approaches to their particular students. Therefore this programme requires you to observe others' approaches to teaching and facilitating learning, providing appropriate feedback, and also arrange to be observed and receive and reflect upon peer feedback and document this evidence for which a pro-forma is provided.

Course members will be expected to have one formal observation of their teaching for each module, one of which from each module will be undertaken by their own mentor, and will be expected to undertake and reflect upon peer observation themselves. Mentors will normally have a teaching qualification, but a minimum requirement will be that they undertake mentor training and will normally be in the same or cognate subject area. See requirements for NMC registrants above.

Mentors will be identified through the course member's learning contract which they will sign. They will be provided with:

- A mentor guide
- Access to online resources
- Invitation to attend a mentor workshop held in the university

They will also be provided with contact details of the programme leader and administrator for further support and guidance.

8.9 Peer Observation of teaching practice

You are expected to have successfully completed:

- 2 formal observations of your teaching practice/supporting learning for each module
- one of these observations from each module will be formative and undertaken by your own mentor
- a second observation which will be summative and assessed by an approved assessor⁶.
- a minimum of one peer observation undertaken by yourself and reflection on this observation(s)⁷

The date and time of observation of your teaching practice should be negotiated between yourself and your mentor/assessor.

9 ASSESSMENT

The assessment strategy has been designed so as to ensure course members undertake work of sufficient breadth and depth expected of Masters Level, and also to ensure that key skills and knowledge expected of professional practice in teaching and supporting learning and assessment, such as communication, critical reflection and evaluation, problem solving and the development of a scholarship approach are clearly identified. The programme learning outcomes have been mapped against the module learning outcomes and the module learning outcomes have in turn been mapped against the assessment methods to ensure alignment. Each module contains three units of assessment and for each has an assessment specification which will be given to course members. Each of the assignments will be assessed with reference to the specific criteria for the particular assignment and the general Masters Level criteria, which are based on the University's grade descriptors and which will apply to all of the assignments.

⁶ An approved assessor is someone who will normally have a teaching qualification, and has been explicitly authorised to undertake assessment of teaching practice on behalf of the University of Bolton, having successfully undertaken appropriate preparation and training by the University. Those who have been approved to assess teaching practice will have been issued with a unique approved assessor ID.

⁷ Any documentation in relation to peer observation should be anonymous

There are formative and summative elements of assessment in each module to promote ongoing development and a sharing of knowledge and skills as well as to ensure learning outcomes are met.

The assessment strategy for the programme aims to promote learning and assist course members to demonstrate how they meet the programme learning outcomes. The assessment strategy also aims to assist course member to demonstrate how they have met organisational and professional standards. Assessment methods are contextual and balanced to ensure depth of enquiry into practice (action learning report; action research project); dissemination, communication and peer presentational skills (formative and summative presentation of findings); demonstration of commitment to continuing professional development, self-assessment and personal development planning, (profile of work-based learning) and application of theory to practice (observations of teaching practice and profile of work-based learning). Self and peer assessment are essential skills utilised and strengthened on the programme.

Assessed teaching practice is a component of the programme and both formative and summative approaches to the assessment of teaching practice will be utilised. This is to ensure that those learning outcomes that require the course member to demonstrate application of theory to teaching practice are appropriately and authentically assessed.

9.1 Assessment Criteria

Application of marking criteria and written feedback aims to assist course members to progress to higher levels of achievement. The marks awarded provide a qualitative judgement of the course member's performance providing feedback to guide progression.

Criteria for assessment of a pass and higher levels of performance are supplied, respectively by:

- a) the guidelines and specific assessment criteria for the assignment, and
- b) the general assessment criteria for all work at Masters Level

9.2 The General Assessment Criteria

The following General Assessment Criteria applies to the assessment of all modules, including the dissertation. The criteria form two groups. The first five facilitate assessment of form and the remainder represent increasing levels of cognitive ability. All submitted work will be summatively assessed as **successful / unsuccessful**

Given the nature and level of this Programme, you are expected to demonstrate your ability to operate successfully at the higher cognitive levels, displaying (for example) critical and analytical skills.

One weakness sometimes encountered is where the treatment is excessively descriptive and lacks informed and critical analysis. The general criteria below make the expectations in this respect clear.

You will also notice that the criterion “Academic Rigour” refers to study processes being pursued ethically. To do this you should ensure that your work complies with the School’s Code of Ethical Practice when conducting and reporting assignment work. The policy states that confidentiality and anonymity are fundamental and under no circumstances should these be breached.

The General Assessment Criteria

These apply to the assessment of all the assignments

Criterion	Description
Structure	The assignment has a logical and coherent sequence and structure.
Style	The writing is objective and lucid, and communicates ideas effectively. It is largely or completely free of significant errors of grammar, punctuation, spelling and typographical errors.
Presentation	The assignment is neatly and tidily presented.
Scope	The substance of the assignment is relevant to and appropriately reflects the task set.
Information	The range and type of literature referred to is appropriate and sufficiently wide.
Comprehension	The assignment shows evidence of understanding and interpreting the topic explored.
Academic Rigour	Sources are fully and properly attributed using the Harvard referencing system. Quotations are correctly employed and presented. Sources and study processes are pursued ethically. Assertions are supported, e.g. by reference to material of an empirical nature and/or by logical reasoning.
Application	The assignment shows evidence of an ability to relate theory to practice credibly.
Critical Analysis	The assignment shows evidence of understanding of the structure, components, issues, theories and concepts comprising the topic. Discussion is articulate and informed.
Synthesis	Conclusions drawn from analysis, application and reflection are

Evaluation	<p>consistent, credible and show some originality. Sound extrapolations are made to new contexts or practices.</p> <p>Judgements made are based on evidence, analysis and clear criteria. The implications of findings are clearly articulated.</p>
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10 ASSESSMENT STRATEGY

10.1 Module 1: Assessment Strategy

Assignment One (Learning Outcome 1)

- Participation in Action Learning Sets
- Presentation (Formative)
- Reflective Report (3,500-4,000 words)

Develop professional knowledge, identifying areas for further learning and enquiry and disseminate findings, to support professional and/or teaching activity within ethical frameworks

Action Learning Sets

Aim:

For course members to demonstrate their ability to create action plans following reflection on teaching practice and disseminate findings within a learning community

Process:

- Course members will be organised into small groups (between 5-7 persons) and will begin to build up relationships with other course members in their group
- The Action Learning set tutor will help the group to set up explicit ground rules for the Action Learning Set
- Each course member will identify a real issue for discussion and presentation to the set, around teaching, learning and assessment
- Each course member will then prepare a presentation for dissemination of the issue to peers. The whole set will look at each issue in turn: each Action Learning Set will discuss and peer assess the presentation of the issue
- Following the presentation, the course member will negotiate with their support tutor the action point(s) to be addressed.

- The course member will keep a reflective account and/or progress report of 3,500 – 4,000 words (or equivalent)* of their learning and areas for ongoing enquiry which will be submitted as part of the module assessment

Specific Assessment Criteria:

The course member will have:

- Identified an issue from professional teaching practice
- Presented the issue to peers and gained peer feedback
- Agreed the action point(s) to be addressed with the Action Learning Set Tutor
- Maintained a progress diary
- Submitted a 3,500 – 4,000 word (or equivalent)* reflective account and/or progress report which includes; a brief description of the issue; the dissemination to peers and the feedback received; critical analysis of the issue; the negotiated action point(s) described; undertake critical evaluation of the process; discuss areas for ongoing enquiry.

Theory:

This assessment tasks demands that course members explore the theories of reflective practice, action learning and professionalism (including ethics and accountability) in teaching practice, and continuing professional development. Course members will be required to explore the underpinning theories of the specific issue they have investigated.

Assignment Two

Profile of work-based learning: (Learning Outcomes Two to Five)

- Individual Learning Agreement
- Personal Development/Action Planning
- Log of teaching practice hours
- Critical Reflection on evidence (3,500 – 4,000 words)
- Observations of and in teaching practice
- Mapping against appropriate professional standards and requirements

Learning Outcome Two

Develop a critical understanding through evaluating the theories and principles of learning and communication and demonstrate their application

* The actual word count specified by the tutor will take into account the nature and scope of any action plans, diagrammatic representatives and materials, created so as to reduce the notional word count from the above

Learning Outcome Three

Demonstrate how to plan, design and conduct formal/informal assessment to enable learning and support a diverse range of learners

Learning Outcome Four

Critically analyse the theories, principles and applications of formal and/or informal assessment and their roles in learning, teaching and evaluation

Learning Outcome Five

Demonstrate effective teaching in practice

Aim:

For course members to demonstrate Continuing professional development and Personal development planning and how they meet identified standards for the purpose of professional recognition.

Process:

Each course member will keep a profile of work-based learning, the main aim of which is to demonstrate that they have met the necessary professional standards and learning outcomes of the module.

The profile will include:

1. a completed individual learning agreement and action plan which identifies the appropriate goals and demonstrates the intention to meet these goals, which will include the intended learning outcomes; relevant professional standards and/or organisational goals.
2. a log of hours of teaching practice (For Practice Teachers/Teachers (NMC) this should demonstrate achievement of the required protected learning time/teaching practice hours – see section 2 of this handbook)
3. one formative and one summative observation of teaching practice and supporting documentation including the lesson plans; copies of resources; evaluation and feedback
4. a minimum of one peer observation undertaken by yourself and reflection on this observation(s)⁸
5. critical reflection and evaluation on the above evidence of teaching, learning and assessment methodologies in the context of individual roles and learning environments (3,500 – 4,000 words or equivalent).
6. evidence of Personal Development /Action Planning following reflection and feedback on teaching practice
7. a signed verification of evidence of applying theory in teaching practice

⁸ Any documentation in relation to peer observation should be anonymous

The Individual Learning Agreement and Action Plan

Course members will undertake a needs analysis from examination of the programme learning outcomes and the relevant professional standards. They will then develop an Individual Learning Agreement and action plan negotiated and agreed by the course tutor.

Specific assessment criteria:

The course member has:

- Undertaken a needs analysis
- Stated the professional standards they will be required to meet
- Completed a learning agreement and action plan

Evidence of the application of teaching, learning and assessment methodologies and theoretical underpinnings

Course members will be required to provide evidence that they are applying learning to practice, in order to meet the learning outcomes for the programme and the required professional standards. This evidence will include formative and summative observations of their teaching practice and reflections on their observations of others; maintaining a log of hours for the teaching practice they undertake; signed verifications of their application of theory to practice and mapping against appropriate professional standards and requirements.

Critical reflection and evaluation on the above evidence of teaching, learning and assessment methodologies in the context of individual roles and learning environments (3,500 – 4,000 words or equivalent)

Course members will be required to contextualise and justify evidence produced to meet the programme learning outcomes (2-5) and apply the relevant theoretical underpinnings. They will do this through reflection on actual teaching practice and the identification of specific experiences and evidence.

Specific assessment criteria:

The course member has:

- Demonstrated through the process of reflection and analytical thinking, the course member's own development as expected of HE Level 7 academic work.
- Drawn upon relevant, contemporary literature to support the critical analysis

- Discussed and analysed the course member's own actions and not those of others, reflecting upon incidents and experiences in their own area of practice.
- Shown insight and self-awareness of their involvement in the incidents/experiences
- Utilised relevant theoretical frameworks and models.
- Demonstrated what they have learnt from the experience/s and identify further learning required
- Underpinned the work by relevant ethical and legal principles
- Referenced appropriate supporting evidence in the text and the reference list, utilising the Harvard method of referencing
- Demonstrated that the University Academic standards for the presentation of written work has been adhered to

Theory:

This assessment activity requires course members to familiarise themselves with the theories of learning in higher and professional education; approaches to teaching and the management of learning; the techniques of personal tutoring; technology assisted learning and assessment theory.

Observation of Teaching Practice

You are expected to have successfully completed:

- a minimum of 2 observations of your own teaching practice
- one of these observations will be formative and undertaken by your own mentor
- a second observation will be summative and assessed by an approved assessor⁹.
- a minimum of one peer observation undertaken by yourself and reflection on this observation(s)¹⁰

The date and time of observation of your teaching practice should be negotiated between yourself and your mentor/assessor.

The criteria used for the observation will be provided in your profile documentation and in the observation documentation provided. Formative and summative assessment of the observation is an overall judgement utilising the aforementioned criteria to inform the decision, which in the case of summative assessment will be successful or unsuccessful. Should the observer judge the observation of the teaching practice to be unsuccessful, the reasons for

⁹ An approved assessor is someone who will normally have a teaching qualification, and has been explicitly authorised to undertake assessment of teaching practice on behalf of the University of Bolton, having successfully undertaken appropriate preparation and training by the University. Those who have been approved to assess teaching practice will have been issued with a unique approved assessor ID.

¹⁰ Any documentation in relation to peer observation should be anonymous

this must be clearly stated and the areas for development provided for the course member. Where the course member receives an unsuccessful observation, they will be provided with one more opportunity to be observed prior to the examination board. Should the course member not have had a minimum of two observations of practice, one formative and one successful summative, then the examination board will be required to make a decision regarding the course members' progress on the programme.

10.2 Module 2: Assessment Strategy

Assignment one

Action Research Project aimed at exploring the professional context of supporting and managing teaching and learning: A negotiated action research project report of the equivalent of 3,500 – 4,000 words* (Learning outcome two)

Advance their own knowledge and practice in context through access to and involvement in research and practice development

Aim:

The aim of the action research project is for course members to draw upon their specialist area and demonstrate their ability to act as a practice expert in order to support the development of knowledge and skills for professional practice.

Examples of the types of projects envisaged may include: specialist area subject development; development of technology assisted learning; employment based/employment related learning; assessment; supporting the learner.

- Reflection on practice to identify an appropriate project
- Justify the selection of project, including a standards mapping by the course member, to establish that the proposed project is appropriately aligned
- Gain action research project approval, through negotiation with the project supervisor who approves the project's objectives and action plan
- Implement the action research project, maintaining regular contact with the supervising tutor
- Submit the project

Specific Assessment Criteria:

- Reflection is deployed to identify possible action research projects based on a needs analysis basis

* The actual word count specified by the tutor will take into account the nature and scope of any materials, artefacts, policies, learning aids etc. created so as to reduce the notional word count from the above

- The course members has taken account of their subject and setting
- Mapping demonstrates credible fit with the course member's professional standards framework (as identified in the learning agreement)
- Project objectives are clear and S.M.A.R.T
- A credible action plan is produced and action research project log is maintained.
- The project report meets the expectations for undertaking work at Masters level
- The course member has reflected on the outcomes, self-evaluated, identified learning needs and any follow-up required

***Poster Presentation of the development project to peer groups:
(Learning outcome one)***

Learning Outcome One

Demonstrate how the development of higher level professional knowledge will be utilised to support teaching and learning

The aim of the poster presentation is for course members to present their action research project to peers and colleagues within their profession / discipline and demonstrate their ability to disseminate professional knowledge within a teaching and learning situation

Specific Assessment Criteria:

- A poster presentation is planned and delivered to peers and colleagues within their profession / discipline in accordance with assessment criteria for such presentations
- The presentation is peer and tutor assessed in accordance with the agreed assessment criteria

Theory:

The assessment task requires course members to build upon knowledge and skills developed in module 1: Planning and enabling teaching, learning and assessment in higher education and professional practice; bringing these together to explore how whole programmes of learning are developed and managed to ensure the provision of cohesive, evidence based and effective teaching, learning and assessment. Aspects of curriculum theory and programme design will be explored as well as the relevant theoretical underpinnings of the chosen project area. Knowledge of project development and the linking of research and teaching will be developed.

Assignment Two

Profile of work-based learning: (Learning Outcomes three - five)

Learning outcome three:

Design and plan a range of approaches to teaching, learning and assessment through designing and planning learning activities that are innovative and promote reflective, critical and inclusive approaches

Learning outcome four:

Determine and use criteria for evaluating the effectiveness of teaching, learning and assessment for learners.

Learning Outcome Five

Demonstrate effective research-informed teaching in practice

Aim:

For course members to demonstrate their continuing professional development and personal development planning; and how they meet identified standards for the purpose of professional recognition.

Successful completion of this component of the module will be achieved through:

1. A completed individual learning agreement and action plan which identifies the appropriate goals and demonstrates the intention to meet these goals, which will include the intended learning outcomes; relevant professional standards and/or organisational goals.
2. a log of hours of teaching practice (For Teachers (NMC) this should demonstrate achievement of the required teaching practice hours – see section 2 of this handbook)
3. one formative and one summative observation of teaching practice and supporting documentation including the lesson plans; copies of resources; evaluation and feedback
4. a minimum of one peer observation undertaken by yourself and reflection on this observation(s)¹¹
5. Critical reflection and evaluation on the above evidence of teaching, learning and assessment methodologies in the context of individual roles and learning environments (3,500 – 4,000 words or equivalent).
6. Evidence of Personal Development /Action Planning following reflection and feedback on teaching practice
7. The signed verification of evidence of applying theory in teaching practice (see section 13)

¹¹ Any documentation in relation to peer observation should be anonymous

Assessment of Teaching Practice in Module 2

Observation of Teaching Practice

You are expected to have successfully completed:

- a minimum of 2 observations of your own teaching practice
- one of these observations will be formative and undertaken by your own mentor
- a second observation will be summative and assessed by an approved assessor¹².
- a minimum of one peer observation undertaken by yourself and reflection on this observation(s)¹³

The date and time of observation of your teaching practice should be negotiated between yourself and your mentor/assessor.

The criteria used for the observation will be provided in your profile documentation and in the observation documentation provided. Formative and summative assessment of the observation is an overall judgement utilising the aforementioned criteria to inform the decision, which in the case of summative assessment will be successful or unsuccessful. Should the observer judge the observation of the teaching practice to be unsuccessful, the reasons for this must be clearly stated and the areas for development provided for the course member. Where the course member receives an unsuccessful observation, they will be provided with one more opportunity to be observed prior to the examination board. Should the course member not have had a minimum of two observations of practice, one formative and one successful summative, then the examination board will be required to make a decision regarding the course members' progress on the programme.

Note the additional requirement for module 2 Teaching Practice Assessment to include the assessment of a research-informed component of teaching.

¹² An approved assessor is someone who will normally have a teaching qualification, and has been explicitly authorised to undertake assessment of teaching practice on behalf of the University of Bolton, having successfully undertaken appropriate preparation and training by the University. Those who have been approved to assess teaching practice will have been issued with a unique approved assessor ID.

¹³ Any documentation in relation to peer observation should be anonymous

The Individual Learning Agreement and Action Plan

Course members will undertake a further needs analysis from examination of the programme learning outcomes and the relevant professional standards (dependent upon what they are seeking professional recognition for). They will then develop an Individual Learning Agreement and action plan agreed by the course tutor.

Specific assessment criteria:

The course member has:

- Reflected on the outcomes of module 1
- Undertaken a further needs analysis
- Confirmed the professional standards they will be required to meet
- Completed a learning agreement and action plan

Critical reflection and evaluation on the above evidence of teaching, learning and assessment methodologies in the context of individual roles and learning environments (3,500 – 4,000 words)

Course members will be required to contextualise and justify evidence produced to meet the programme learning outcomes (3-4) and apply the relevant theoretical underpinnings. They will do this through reflection on actual teaching practice and the identification of specific experiences and evidence.

Specific assessment criteria:

The course member has:

- Demonstrated, through the process of reflection and analytical thinking expected of level HE7 academic work, the course member's own development.
- Drawn upon relevant, contemporary literature to support the critical analysis
- Discussed and analysed the course member's own actions and not those of others, reflecting upon incidents and experiences in their area of practice.
- Shown insight and self-awareness of their involvement in the incidents/experiences
- Utilised relevant theoretical frameworks and models.
- Demonstrated what the course member has learned from the experience/s and identify any further learning required

- Ensure that the work is underpinned by relevant ethical and legal principles
- Ensure all appropriate supporting evidence is referenced in the text and the reference list utilising the Harvard method of referencing
- Ensure that the University Academic standards for the presentation of written work has been adhered to

Theory

This assessment activity requires course members to familiarise themselves with the theories of reflection and professional/practice development; quality assurance and enhancement; curriculum design and innovative approaches to programme design; evaluation theory.

11 PROGRAMME MANAGEMENT AND ORGANISATION

The programme is led by and the responsibility of the School of Arts, Media and Education. Quality enhancement and student/stakeholder evaluation and feedback for the PGCert in Teaching and Learning will be managed through a Programme Committee. Programme Quality Enhancement and Programme Committees will be undertaken according to the University's guidance and requirements as published by the Quality Assurance and Enhancement Unit.

12 STUDENT REPRESENTATION AND FEEDBACK

12.1 Programme Committee

The following describe the arrangements:

1. Each cohort of the programme can elect a course member representative to represent them on the programme committee
2. The programme committee will have mentor representation
3. All members of the teaching staff are members of the programme committee
4. The programme leader chairs the committee.
5. The Director of the School of Arts, Media and Education, are also members of the programme committee.
6. The programme committee reports to the Board of Study (School of Arts, Media and Education)

12.2 Student Representation and Feedback

Your views and the views of other learners on your course are very valuable in helping to improve the quality of the programme. Each cohort on the programme is expected to elect a course representative. The elected

representative will have the opportunity to express their own views, as well as acting as a spokesperson for their peers. This provides the opportunity to make a real impact and where necessary change and enhance the learning experience. As well as representation at course committee, you will have the opportunity to express your views of the course and the services available at the University of Bolton through module evaluations and student satisfaction questionnaires. You may also be asked for your involvement in internal and external reviews and meeting external examiners.

13 TEACHING ROOMS AND LEARNING RESOURCES

Teaching and group work for the first module work will normally take place on Deane Campus. As a course member you will also have access to the university's extensive study resources referred to in the School Handbook which will support and facilitate learning both on campus and remotely.

14 SECTION 2: NMC REGISTRANTS

If you are a Nursing and Midwifery (NMC) registrant there are additional and specific requirements that you must meet. This section details those specific requirements and the standards.

14.1 Practice Teachers

Your mentor must be a qualified Practice Teacher, or have met the NMC requirements defined in this standard¹⁴ and who also fulfils the criteria for a sign-off mentor

14.2 Signing off proficiency

Registrants undertaking practice teacher preparation programmes should subsequently consolidate their training and achieve sign-off status' (NMC, 2006)¹⁵.

- During your preparation programme, you as a trainee practice teacher, must be supervised by an existing sign-off practice teacher on at least one occasion for signing-off proficiency of a Specialist Community Public Health Nurse (SCPHN) student at the end of that students' final placement (documentation provided in the profile of work-based learning)
- Following successful completion of the programme, you can be entered on the local register as a practice teacher

14.3 Preceptorship

Additionally it is the responsibility of the University to work in partnership with Practice Teachers and Placement Providers to ensure that:

- a period of preceptorship is provided, supported by an existing sign-off practice teacher, normally a year, during which time further supervised sign-offs of students would be undertaken. The nature of this preceptorship is for the local placement provider to determine
- on completion of the period of preceptorship and competence in signing-off proficiency demonstrated, the preceptee can be annotated as a sign-off practice teacher.
- the new sign-off practice teacher continues to receive support from other experienced practice teachers when making final placement assessment

¹⁴ See NMC standards for mentors, practice teachers and teachers (2006, p.20)

¹⁵ NMC (2002) Sign-off status and Preceptorship for Practice Teacher Students. NMC Circular 27/2007. Nursing and Midwifery Council

decisions regarding the signing-off of students in their final placements until they have received their first triennial review.

14.4 Protected Learning Time for Practice Teachers:

It is a requirement of the NMC that as a trainee Practice Teachers you have at least 30 days protected learning time in practice in addition to that undertaken in the academic setting. This protected learning time includes:

- teaching, supporting, supervising and assessing the learner in practice
- receiving support and supervision from an experienced mentor/practice teacher
- reflecting on your practice and gathering the appropriate evidence for your profile of work-based learning

Prior to commencement of the programme, applicants must ensure that a 'confirmation of supported learning and teaching hours and mentor support in practice' form is signed and stamped by a line manager or another appropriate person in the organisation.

14.5 Teachers (NMC)

As an NMC registrant who wishes to have your teaching qualification recorded you must:

- undertake a minimum of 12 weeks (360 hours) of teaching practice (this is an NMC requirement) over your programme.
- Demonstrate you have contemporary experience to be able to support learning and assessment in practice settings and therefore will provide evidence of activities such as:
 - Acting as a link tutor
 - Supporting mentor development and updating
 - Having an active clinical role for a part of their time
 - Supporting clinical staff in their professional development
 - Taking part in practice-based action learning groups
 - Involvement in practice development
 - Contributing to practice-based research (NMC, 2006, pp.40-41)

14.6 NMC Standards for Practice Teachers

STANDARD 1

Establishing effective working relationships

Have effective professional and interprofessional working relationships to support learning for entry to the register and education at a level above initial registration

- a) Be able to support students moving into specific areas of practice or a level of practice beyond initial registration identifying their individual needs in moving to a different level of practice
- b) Support mentors and other professionals in their roles to support learning across practice and academic learning environments

STANDARD 2

Facilitation of learning

- a) Enable students to relate theory to practice whilst developing critically reflective skills
- b) Foster professional growth and personal development by use of effective communication and facilitation skills
- c) Facilitate and develop the ethos of interprofessional learning and working

STANDARD 3

Assessment and accountability

- a) Set effective professional boundaries whilst creating a dynamic, constructive teacher-learner relationship
- b) In partnership with other members of the teaching team use knowledge and experience to design and implement assessment frameworks
- c) Be able to assess practice for registration and also at a level beyond that of initial registration
- d) Provide constructive feedback to learners and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future
- e) Be accountable for confirming that students have met or not met NMC standards of proficiency in practice for registration at a level beyond initial registration and are capable of safe and effective practice

STANDARD 4

Evaluation of Learning

- a) Design evaluation strategies to determine the effectiveness of practice and academic experience accessed by students at both registration level and those in education at a level beyond initial registration
- b) Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education
- c) Collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved

STANDARD 5

Creating an environment for learning

- a) Enable learners to access opportunities to learn and work within interprofessional teams
- b) Initiate the creation of optimum learning environments for students at

<p>registration level and for those in education at a level beyond initial registration</p> <p>c) Work closely with others involved in education, in practice and academic settings, to adapt to change and inform curriculum development</p>
<p>STANDARD 6</p> <p>Context of practice</p> <p>a) Recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency</p> <p>b) Set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider inter-professional team and the context of care delivery</p> <p>c) Support learners in exploring new ways of working and the impact this may have on established professional roles</p>
<p>STANDARD 7</p> <p>Evidence based practice</p> <p>a) Identify areas for research and practice development based on interpretation of existing evidence</p> <p>b) Use local and national health frameworks to review and identify developmental needs</p> <p>c) Advance their own knowledge and practice in order to develop new practitioners, at both registration levels and education at a level beyond initial registration, to be able to meet changes in practice roles and care delivery</p> <p>d) Disseminate findings from research and practice development to enhance practice</p>
<p>STANDARD 8</p> <p>Leadership</p> <p>a) Provide practice leadership and expertise in application of knowledge and skills based on evidence</p> <p>b) Demonstrate the ability to lead education in practice, working across practice and academic settings</p> <p>c) Manage competing demands of practice and education related to supporting different practice levels of students</p>

14.7 NMC Standards for Teachers

<p>STANDARD 1</p> <p>Establishing effective working relationships</p> <p>a) Demonstrate effective relationships with other members of the teaching teams – in practice and academic settings – based on mutual trust and respect</p> <p>b) Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals</p> <p>c) Foster peer support and learning in practice and academic settings for all students</p> <p>d) Support students to integrate new environments and working teams to enhance access to learning</p>
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STANDARD 2

Facilitation of learning

- a) Promote development of enquiring, reflective, critical and innovative approaches to learning
- b) Implement a range of learning and teaching strategies across a range of settings
- c) Provide support and advice, with ongoing and constructive feedback to students, to maximise individual potential
- d) Co-ordinate learning in an inter-professional learning and working environment
- e) Facilitate integration of learning from practice and academic settings
- f) Act as a practice expert to support development of knowledge and skills for practice

STANDARD 3

Assessment and accountability

- a) Set and maintain professional boundaries that are sufficiently flexible for inter-professional learning
- b) Develop, with others, effective assessment strategies to ensure that standards of proficiency for registration, or recordable qualifications at a level beyond initial registration, are met
- c) Support others involved in the assessment process – students, mentors and peers
- d) Provide constructive feedback to students and assist them in identifying future learning needs and actions. Manage failing students so that they may either enhance their performance and capabilities for safe and effective practice, or be able to understand their failure and the implications of this for their future
- e) Be accountable for their decisions in relation to fitness for practise for registration or recordable qualifications – underpinning such decisions with an evidence-base derived from appropriate and effective monitoring of performance

STANDARD 4

Evaluation of Learning

- a) Determine and use criteria for evaluating the effectiveness of learning environments – acting on findings, with others, to enhance quality
- b) Foster and participate in self and peer evaluation to enable students to manage their own learning in practice and academic settings and to enhance personal professional development
- c) Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on fitness for practise
- d) Report on the quality of practice and academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students and achievement of standards of proficiency

STANDARD 5

Creating an environment for learning

- a) Develop, in partnership with others, opportunities for students to identify and access learning experiences that met their individual needs
- b) Ensure such opportunities maintain the integrity of the student's professional role whilst responding to the inter-professional context of practice
- c) Determine, with others, audit criteria against which learning environments may be judged for their effectiveness in meeting NMC requirements
- d) Support and develop others involved to ensure that learning needs are effectively met in a safe environment

- e) Explore and implement strategies for continuous quality improvement of the learning environment

STANDARD 6

Context of practice

- d) Support students in identifying ways in which policy impacts on practice
- e) Contribute effectively to processes of change and innovation – implementing new ways of working that maintain the integrity of professional roles
- f) Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and inter-professional practice
- g) Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice
- h) Adapt to change, demonstrating to students how flexibility may be incorporated whilst maintaining safe and effective practice

STANDARD 7

Evidence based practice

- e) Advance their own knowledge and practice abilities through access to, and involvement in – where appropriate – research and practice development
- f) Consider how evidence-based practice, involving patients, clients, carers and other members of the health and social care team, enhances care delivery and learning opportunities
- g) Empower individuals, groups and organisations to develop the evidence-base for practice
- h) Disseminate findings from research and practice development to enhance the quality of learning, care delivery and academic environments

STANDARD 8

Leadership

- d) Demonstrate effective communication skills to facilitate delivery of educational programmes that lead to registration or a recordable qualification
- e) Initiate and lead programme development and review processes to enhance quality and effectiveness
- f) Develop effective relationships with practice and academic staff, who are involved in programme delivery, to ensure clarity of contribution and strategies that respond to evaluation of learning experiences
- g) Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements
- h) Manage competing demands to ensure effectiveness of learning experiences for students
- i) Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop programmes
- j) Provide feedback about the effectiveness of learning and assessment in practice

15 STANDARDS MAPPING

Nursing and Midwifery Council Standards for Practice Teachers/Qualified Teachers – Mapping against programme learning outcomes and UK Professional Standards Framework

Module 1: Planning and Enabling Learning, Teaching and Assessment in Professional and Higher Education Settings

Learning Outcome	HEA Professional Standards Framework	Nursing and Midwifery Council standards for Practice Teachers (PT) and Teachers (T)
1. Develop professional knowledge, identifying areas for further learning and enquiry and disseminate findings to support professional and/or teaching activity within ethical frameworks	5. Integration of scholarship, research and professional activities with teaching and learning 6. Evaluation of practice and continuing professional development	1. Establishing effective working relationships (PT & T) 6. Context of practice (PT & T) 7. Evidence-based practice (PT & T) 8. Leadership (PT & T)
2. Develop a critical understanding through evaluating the theories and principles of learning and communication and demonstrate their application	1. Design and planning of learning activities and/or programmes of study 2. Teaching and/or supporting student learning 3. Assessment and giving feedback to learners 4. Developing effective environments and student support and guidance	1. Establishing effective working relationships (PT & T) 2. Facilitation of learning (PT & T) 5. Creating an environment for learning (PT & T) 6. Context of practice (PT & T)
3. Demonstrate how to plan, design and conduct formal and/or informal assessment to enable learning and progression and support for a diverse range of learners	1. Design and planning of learning activities and/or programmes of study 2. Teaching and/or supporting student learning 3. Assessment and giving feedback to	2. Facilitation of learning (PT & T) 3. Assessment and accountability (PT & T) 5. Creating an environment for learning (PT & T) 6. Context of practice (PT & T)

	learners 4. Developing effective environments and student support and guidance	8. Leadership (PT & T)
4. Critically analyse the theories, principles and applications of formal and/or informal assessment and their roles in learning, teaching and evaluation	3. Assessment and giving feedback to learners 4. Developing effective environments and student support and guidance 5. Integration of scholarship, research and professional activities with teaching and learning 6. Evaluation of practice and continuing professional development	2. Facilitation of learning (PT & T) 3. Assessment and accountability (PT & T) 4. Evaluation of learning (PT & T) 6. Context of practice (PT & T)
5. Demonstrate effective teaching in practice		1. Establishing effective working relationships (PT & T) 2. Facilitation of learning (PT & T) 5. Creating an environment for learning (PT & T) 6. Context of practice (PT & T) 7. Evidence-based practice (PT & T)

15.1 APPENDIX 1 Academic Staff CV's

Name **Patricia Adele Houghton**

Current Post Advanced Practice Learning Facilitator (APLF) & Senior Lecturer

Main Duties **APLF** - To support Advanced Practitioners in Training and their mentors / assessors. To prepare mentors and assessors to work effectively within a quality assured process in order to assess and mentor advanced practitioner students. To take responsibility for the quality assurance of learning opportunities and assessment processes in the organisational setting. To work in partnership with the programme lead to provide educational input and inform the curriculum. To support access to and create learning opportunities within the organisation and facilitate placements outside the usual work environments. To be the key link / communicator between the university staff, individual students, mentors, assessors, service managers and champions with the partner NHS organisations.

Teaching on the MSc Advanced Practice (Health & Social Care) Programme.

Senior Lecturer / Programme Lead for the Preparation for Mentorship programme:

To lead and take responsibility for the recruitment, planning, delivery, evaluation, academic assessments and quality regarding the above programme. The programme has been developed to meet the requirements of the new NMC Standards to Support Learning and Assessment in Practice (2006), and is delivered at HE5, HE6 and HE7. To Liaise with the external examiner of the preparation for mentorship programme. To negotiate and work collaboratively with the preparation for mentorship module tutors in order for the team to delivery a high quality programme that meets the NMC requirements.

Academic Qualifications	1988 – 1990	Bury School of Nursing Gained Enrolled Nurse (General)
	1993 – 1994	West Pennine College of Nursing Gained Registered General Nurse Qualification
	1997 – 2001	BA Degree – Health Studies
	1997	Assess Candidate Performance TDLB - D32 / D33 Award
	1999 - 2000	7307 part 1 & part 2- Teaching Qualification
	2000 – 2001	PGCE – Further, Adult and Higher Education Teaching Certificate
	2000	ENB 998
	2002	Internal Verification Award D34
2002	A1 Award	

Current Studies	MSc Collaborative Health Care ECDL
Professional Qualifications	Registered Nurse Practice Educator / Lecturer
Professional Memberships	Nursing & Midwifery Council – Part 1 (RGN) – Valid – 07/08 Nursing and Midwifery Council – Lecturer / Practice Educator. – valid from 05 Royal College of Nursing – UK – Valid – 07/08 Tissue Viability Society – Valid – from 12/05
Employment	<p>2005 – Present Time – Advanced Practice Learning Facilitator / Senior Lecturer - The University Of Bolton</p> <p>2003 – 2005 Clinical Placement Development Manager - Greater Manchester Strategic Health Authority Gateway House South Manchester</p> <p>Nov 2004 – Aug 2006 – Work Based Experience Tutor -(Consultancy work) The University of Bolton</p> <p>2001 - 2003 - Clinical Educator Training & Development Department Bury General Hospital Pennine Acute Hospitals NHS Trust</p> <p>Jan 2001 – Aug 2001 – Return to Practice Co-ordinator Training & Development Department Bury General Hospital</p> <p>1990 - 2001 Registered Nurse – Various grades Pennine Acute Hospitals NHS Trust.</p>

Research Interest: Advanced Practice, Mentorship , Assessment in Practice

Publications & Conferences Winter A, First S, Houghton T (2006) 'Communities of Practice – Advanced Practice Programme'. Presented at The University of Bolton – Teaching & Learning Conference

Houghton T (2005) 'The World Model and how to implement' Presented at The University of Salford – Mentors mini conference.

Winter A, First S, Houghton T (2007) 'Critical Companionship in a developing academic team'. Accepted for presentation at The University of Bolton Annual Learning and Teaching Conference.

First S, Houghton T, Winter A (2007) 'An academic community in the workplace: The implications of a professional employer-led postgraduate programme'. Accepted for presentation at the Escalate Education Conference at Nottingham – 24 – 25 May. (Due to unforeseen circumstances had to withdraw).

Allen D, Bond K and Houghton T (2007) How to retain WBL learners? A case study approach to demonstrate retention strategies used'. – UVAC Annual Conference – Work-based learning. Excellence in Practice.

Armstrong A and Houghton T (2007) 'Partnership working to enhance WBL '. Launching pioneers in healthcare. North-West Celebration Event.

Winter A, Houghton T, First S. (2008) 7 Habits of Problem Based Learning. The University of Bolton Annual Learning and Teaching Conference.

Curriculum Vitae

David Kitchener

Senior Lecturer in Teacher Education – Basic Skills Literacy

School of Arts, Media and Education, University of Bolton

Tel: 01204 903347
E-mail: dak1@bolton.ac.uk

Qualifications

1975	BA English University of Wales Advanced Main Cert.Ed
1986	B.Ed. Special Education, University of Wales
1995	M.Ed. Linguistics, University of Wales
1998	NVQ Level 5 in Operational Management, CENTRA
2001	Ph.D, <i>An investigation of inclusive strategies and the extent of implementation within further education colleges</i> , University of Manchester

Teaching experience

1974 – 1981	West Glamorgan LEA, Teacher of English
1981 – 1982	West Glamorgan LEA, Teacher in Charge - Unit for Challenging Behaviours
1982 – 1987	West Glamorgan LEA, Teacher, Broadway Special School
1987 – 1989	West Glamorgan LEA, Lecturer II, Disability Studies, Swansea College
1989 – 1994	Lancashire LEA, Senior Lecturer in Developmental Education, Accrington and Rossendale College
1992 – 1994	University of Birmingham, PMLD Distance Learning tutor (part time), BA (Hons) track
1994 – 1998	Accrington and Rossendale College, Team Leader Community Education And Basic Skills
1998 – 2004	Accrington and Rossendale College, Lecturer in Humanities and Teacher Education
2004 – present	University of Bolton, Senior Lecturer in Basic Skills (Literacy). 2006 appointed as Masters Scheme Leader
2005 – present	External examiner for Open University
2007	Appointed as a Teaching and Learning Fellow

Subject areas

Language and Literacy
Initial Teacher Training
Research methodologies
Disability issues/Inclusion.

CPD

2001	Analysis of Research Methodologies, University of Manchester
2001	Family Learning Strategies, Lancashire County Council
2001	Distance Learning, University of Birmingham
2001	Lifelong Learning Conference, University of Sheffield
2002	Skills For Life: The delivery of Literacy, Lancashire
2003	Data Analysis Methodologies, University of Manchester
2003	Lifelong Learning Conference, University of Sheffield
2004	Success For All seminar, University of Central Lancashire
2005 – 2007	Led various Open University workshops on inclusive learning
2007	Every Child Matters. Conference – University of Huddersfield.
2007	LLUK – The new professional framework for teacher educators
2008	Entry to Employment – learning difficulties and/or Disabilities. NWRAC.

- 2008 Reaching the hardest to reach. Professor Carole Truman
- 2008 Bakhtinian Polyphony in David Memet's House of games
– Dr. Martin Flanagan.

Current duties and responsibilities

Teaching ITT, Masters and CPD full-time, part-time and WBE assessor
Researching into the correlations between widening participation and retention within the University of Bolton – Teaching and Learning Fellowship role.
Masters in Education Scheme Leader

Scholarly / professional activity / research

- 2001 Levels of basic skill need I East Lancashire. Project commissioned by the Lancashire Lifelong learning Consortium.
- 2001/02 Advisor to SEN Transition Project University of Manchester.
- 2001 to present Visiting lecturer to University of Manchester Special Needs and Inclusion Faculty.**
- 2002 NASEN book and research reviewer (on-going)
- 2002 Consultant to WEA, Community Learning.
- 2002 Invited to speak and work at The University of Kebangsaan, Malaysia at the International Conference on Education For All (October 2002).**
- 2002 *Green Paper.14-19.Extending Opportunities, Building Success. A Further Education Response, Accrington & Rossendale College Academic Board. (Forwarded to Local Skills Council).***
- 2002 Access to post compulsory education for learning disabilities. Barriers and Solutions. Milton Keynes. Open University.**
- 2003 Relationship of SENDA 2001 to Learning and Skills Act. Paper delivered at University of Manchester.

2003	Paper on transition delivered to Bolton Institute of Higher Education. CPD Event.
2004	Transition and SENDA. Opportunities or Barriers? Conference paper. University of Sheffield.
2004	Workshops Accessing Basic Skills: Bolton Institute.
2005	Education or training? The vocationalisation of further education. Conference paper: Manchester.
2005	Heideggerian reading of Trainspotting. University of Liverpool Hope. Cultural Studies Conference.
2006	The new PDP framework. University of Bolton seminar.
2007	Workshops for the Open University on Inclusive Models of Learning
2007 delegation.	The UK Skills for Life Initiative. British Council Bulgarian
2007 West Consortium.	Pragmatics: meaning and pedagogies. Seminar. North
2008	Issues informing widening participation and retention. Seminar. University of Bolton.
2008	Accrediting Learning. University of Bolton CPD seminar
2008	Understanding the vocational Diploma framework. University of Bolton CPD seminar.
2008 West seminar.	Writing your own Wikis. Open University of the North
2008	Masters in Education. Zambian Study Fellow project.
2008	The Language of Disability. Models and Connotations. Open University of the North West seminar.
2008	The New Diplomas. Matching teaching to learning? University of Bolton Research and Innovation Conference.
2008	University College Union (UCL). Book reviewer
2008 the North West	Educational Wiki administrator for The Open university of

Other relevant experience

2002 – 2004 Staff governor of Accrington and Rossendale College and member of the Academic Board and Equal Opportunities Committee

Consultant to WEA Community Learning Project.

Representative of the East Lancashire Higher Education Forum attracting research funding.

Member University of Huddersfield Consortium attracting professionals into post-compulsory teaching.

Research and book reviewer for NASEN.

Publications

- 2001 Levels of Basic skills need in East Lancashire project commissioned by Lancashire Lifelong Learning.
- 2001 Basic Skills in Transition. Lancashire Responsive College.
- 2002 Opportunities in Colleges. University of Birmingham: PMLD Link
- 2003 Access to Further Education. University of Birmingham: PMLD Link.
- 2003 Finnegan's Awake! University of Sheffield Cultural Studies Journal.
- 2004 Delivering Basic Skills and the Relationship to The Tomlinson Report.
- 2005 Quick on the Draw. David Hall: Birmingham.
- 2007 Inclusion or Selection? Paper accepted by the OU for student material.
- 2007 The Vocational Diplomas. A return to selection? North West Forum for Inclusion.
- 2008 The 14+ Diplomas. Inclusion or Selection? FORUM. Journal for Promoting 3-

19 Comprehensive Education. Vol. 50. no. 3.

2008 Retention in Higher Education. Challenges and Strategies. Open University of the North West.

2008 Your country doesn't need you. The Divisive Diplomas. The Open University of the North West.

Curriculum Vitae

JANE LOVATT

Senior Lecturer
University of Bolton, School of Arts, Media and Education

Tel: 01204 903727
E-mail: J.Lovatt@bolton.ac.uk

Qualifications

1976	Registered General Nurse
1988	Registered Health Visitor
1998	Community Practice Teacher
1999	BSc (Hons) Health Studies: First Class
2002	Post Graduate Certificate in Education
2008	M.Ed. (Professional Development)

Professional Membership

Member of the Community Practitioner and Health Visitor
Association (CPHVA)
Current NMC Registration
Fellow of the Higher Education Academy

Teaching experience

1998 – 2001	Community Practice Teacher (Health Visiting) with Bolton Primary Care Trust
1999 – 2000	Guest Lecturer, Nurse Prescribing, Universities of Salford and Manchester
1999 – 2001	Part-time Lecturer, Community Practice Teaching Course, Bolton Institute
2001 – 2002	Full-time Lecturer, Mentorship, BSc Community Health Care Nursing and Nurse Prescribing, Bolton Institute
2002 – 2006	Full-time Lecturer, Health Studies and Education: Initial Teacher Training, Mentorship, BSc Community Healthcare Nursing, Bolton Institute
2006 – current	Full-time Lecturer, Education: Initial Teacher Training & PGCert In Teaching and Learning for Professional Practice; Mentorship,

Subject areas

Health Studies

Health Visiting
Health Professional Education and Development
Work-Based Learning
Mentorship
Teacher Training

CPD

Recently completed the M.Ed.(Professional Development) which has comprised the following modules:

- Staff Development and Appraisal in Vocational Education (2002/3)
- Research Awareness and Support Skills (2003/4)
- Curriculum Studies (2003/4)
- Computer-Supported Collaborative Learning and E-Tutoring (2004/5)
- Organisational Management (2005/6)
- Work-Based Module – Developments (2005/6)
- Dissertation – (Title: *What should Health Visitors Do? An investigation in the theory/policy practice gap in one health visiting service*)

CPD Events

Jan 2005 Practice Educator Event: Reebok Stadium
April 2005 Practice Educator Special Interest Group; Kings College London
Nov 2005 Practice Educator Special Interest Group; Napier University
Edinburgh
May 2006 Northern Lights Conference (Disseminating good practice in
NHS) Reebok Stadium
July 2006 One Day Learning and Teaching Conference: University of
Bolton
March 2006 Nursing and Midwifery Council Workshop: Implementing the new
standards
July 2007 One Day Learning and Teaching Conference: University of
Bolton
Sept 2007 Nurse Education Tomorrow conference: 2 days Cambridge
University

Current duties and responsibilities

Programme Leader for the Part Time Generic Teacher Training programmes and the PGCert in Teaching and Learning for Professional Practice

Lecturer: Preparation for Mentorship (Health Studies) online and face-to-face groups

Curriculum tutor on the Initial Teacher Training Programme Health, fitness and early year's curriculum group and Work Based Experience Assessor

Collaborating with external stakeholders in the NHS, and other Universities delivering NHS funded programmes, in order to meet employer demands re workforce development (in relation to education courses for health professionals)

Working with staff in health Studies, responsible for supporting the Continuing Professional Development and training of the Mentors of University of Bolton Specialist Practice and Advanced Practice students

Support tutor role for Bolton Community College (Initial Teacher Training Programme)

External Examiner for the Mentor Preparation programme, University of Sheffield

Scholarly / professional activity / research

Honorary Contract held with Bolton Primary Care Trust: Over the last two years have undertaken an evaluation of an organisational change in the Health Visiting Service; attending meetings, liaising with staff and presenting findings and also occasional guest speaker on the in-house immunisation training programme

Scholarly activity is in direct relation to the MEd. modules quoted above and consists of

- Work Based Learning (Health Studies)
- E-Learning and Tutoring
- The management of change (in Higher Education and NHS)
- The development of a departmental Assessment Strategy in Higher Education
- The theory/policy-practice gap in health visiting: Developing strategies for Health Visiting Lecturers to promote the integration of scholarship, research, teaching and practice.

Other relevant experience

2002- Member of the validation panel for a proposed Practice Teacher programme at the Buckinghamshire Chilterns University, High Wycombe

Participation in validation events in the University of Bolton for Preparation for Mentorship; Practice Teacher/Lecturer Pathways; Community Healthcare Nursing programmes

Collaborative work done with other universities in Greater Manchester in the following ways:

- Member of core curriculum development team for Salford University – one of 16 pilot sites for the introduction of the 'Making a Difference' curriculum 1999-2000
- Member of the Pan-Manchester Universities working group for the development of an online curriculum for the Preparation for Mentorship programme and the Mentor Update Online Workshop (both NHS funded programmes for health professionals)

From 1999 – current: Consultation with practitioners and NHS Managers regarding the development needs of mentors of University of Bolton specialist practice students and development of portfolio documentation for the purpose of facilitating mentors to demonstrate their continuing professional development and how they are meeting the teaching and learning aspects of the NHS Knowledge and Skills Framework

2006 - Book review undertaken for Sage Publications on proposed book - mentoring for healthcare professionals

Curriculum Vitae

Maria Rodriguez-Yborra

PhD, MSc, MEd, LLB, PGCE
Reader in Technology Enhanced Learning
Principal Lecturer
AME E-Learning Team Leader

School of Arts, Media and Education, University of Bolton

Tel: 01204 903356
E-mail: mar2@bolton.ac.uk

Qualifications

1978 – 1983	BA in Law, Carabobo University, Venezuela
1990 – 1992	MSc in Economics, Carabobo University, Venezuela
1994 – 1995	MA in New Technologies in Education, Manchester University
1996 – 1999	PhD in New Technologies Education, Manchester University
2002 – 2003	PGCE, Bolton Institute

Member of the Jisc/Cetis e-pedagogics and accessibility groups
Member of the DEOS-L discussion groupm (Penn University, USA)
Member of the Saudi Arabia Open University consultant team

Teaching experience

1983 – 1989	Trainer, Citibank N.A.
1989 – 1994	Lecturer, Carabobo University, Venezuela
1989 – 1994	Senior Lecturer, Universidad Tecnologica del Centro, Venezuela
1999 – 2001	Lecturer, Guilford and Reading Colleges Partnership
1999 – current	Online tutor, Universidad Nueva Esparta (Venezuela / Brazil Internacional University)

Subject areas

ICT in Education
E-learning instructional Design
E-tutoring
E-pedagogics
Blended Learning
Inclusive e-learning
ICT applied research
ICT developments

Current duties and responsibilities

Teaching BA (Lead lecturer on the Technology change in Education Module)
Teaching MA (Lead lecturer for the ICT for Educationalists)
Doing ITT WBE visits
E-learning Team Leader
BA and MA dissertation tutor
PhD and Research students supervisor
Member of the School of Arts, Media and Education Board of Studies

Current duties and responsibilities

Reader in Technology Assisted Learning for the School of Art, Media and Education.
Active researcher in eLearning/Blended Learning. E-Learning team leader for the School.
Member of the school's senior management team.
Member of Board of Study
Chair School e-Team committee
Member of the Teaching and Learning Committee
Member of the UoB e-strategy committee
Member of the UoB e-Benchmarking group
Member of the NTFS-NARN-PDP group
Program leader and lecturer of the Masters in ICT for Educationalists
Leader of the ICT module in the BA.

Scholarly / professional activity / research

2003 – 2004	PhD External Examiner (Lulea University – Sweden; Salford University, Manchester)
2004 – 2005	PhD External Examiner (Salford University)

Other relevant experience

eLearning Manager E-Academy (Guildford and Reading College partnership)
(1999-2000)
Citibank N.A. (Valencia, Venezuela): Branch Manager (1983 -1990)

Co-funder and collaborator of the 'Talento' (Talent) magazine. National educational and training magazine in Venezuela dealing with knowledge management.

International consultant for UNESCO, British Council and FEDA in ICT and eLearning curriculum development, workshops and seminars.

Scholarly / professional activities

External examination posts

University of Salford. PhD external Examiner. 2006

University of Barcelona. Mphil External examiner. 2005 and 2006

University of Nueva Esparta (Venezuela). Online External examiner (2003, 2004, 2005 and 2007)

University of Lulea (Sweden). Online and presential external examiner for PhD and Mphil (2002, 2004, 2005 and 2006).

Internal Panel member for the Digital Academy (Guildford and Reading College Parnership with Reading University and Oxford Brooks University)

Invited panel member for a few program validation events within the UoB

Main Publications

Impact of eLearning and M-technologies in developing countries: Experience in Africa (Feb 2007)

Lifelong Learning and Widening Participation in HE in developing countries – the challenge for e learning (JISC online conference 2007)

New ways of cmmuniacating (2007) e-Network Group. DEOS-L Penn University

Online teacher training: an experience (Virtual conference: Opening gates in teacher education). Israel, February 13-15 (2006)

Reusability and interoperability of e-learning resources in Ergonomics (7th International Conference on Work With Computing Systems. Malaysia, 2006)

Sharing e-learning resources and Ergonomics (7th International Conference on Work With Computing Systems. Malaysia, 2005)

Factores que afectan el uso de herramientas de información y comunicación en un programa de entrenamiento a docentes en el Reino Unido (Barcelona,

Spain June 2004)

Evaluación del uso efectivo de herramientas de información y comunicación en un programa de entrenamiento a docentes en el Reino Unido (Miami, USA, July 2004)

Increasing e-learning and e-ergonomics awareness in industrially developing countries (Cyberg'2003)

Evaluation criteria for assessing Human Factors in Virtual Learning Environments (VLEs). (Proceedings of the Effective Teaching and Training in HCI Conference, Portsmouth, UK. 2002)

Enhancing asynchronous communications in a Virtual Learning Environment through a collaborative learning model for future ergonomics interventions (Luleå University of Technology Luleå, Sweden, 2001)

Ergonomics and Open and Distance Learning in Latin America: an approach (Venezuela, 1999)

Teaching ergonomics to Latin American countries: a virtual reality? (Chile, 2000)

Practical experiences in delivering virtual learning in Latin American countries (Spain, 2000)

Virtual learning and Ergonomics in the design and delivery of knowledge (Colombia, 2000)

Management of virtual learning environments: a competitive advantage (Rio de Janeiro, Brazil 2000)

Virtual Training in Spanish, Portuguese and English for Latin America (International Safety, Health and Environment Magazine. USA, 2000)

Distance: no object (TES College Manager, UK 2000)

New technologies in adult education and training : a comparative study (Manchester University, 1999)

Open, flexible and distance learning for higher education and industry in developing countries (Manchester University, 1995)

Educational change: funding options for private higher education in Latin America (Universidad de Carabobo, Venezuela, 1992)

Personal interests

Travel, languages, wild fauna watching - photography, walking and sport, Iberoamerican literature, european cinema, latin-american folk music, gardening, DIY, cooking, online networking development.

Curriculum Vitae

Gill Whittaker

Senior Lecturer in Teacher Education
Education Lead Mentor
Learning and Teaching Fellow

School of Arts, Media and Education, University of Bolton

Tel: 01204 903341
E-mail: g.whittaker@bolton.ac.uk

Qualifications

1973 QTS: Certificate in Secondary Education. Moray House and Queen Margaret University College, Edinburgh
1995 MA Education and Women's Studies, Lancaster University
1995 TDLB: D32, D33 Trainers and Assessors Award

Teaching experience

In Schools:

1973 – 1974 Teacher: Food and Textiles, Penicuik High School, Midlothian.
1974 – 1976 Teacher: Textiles, Walbottle High School, Newcastle upon Tyne.
1976 – 1980 Teacher-in-charge: Food and Textiles, St Aidens' School, Newcastle-upon-Tyne.
1982 – 1983 Head of Department, Food and Textiles, Burlington Danes School, Hammersmith, London.
1983 – 1986 Head of Department Technology, Food and Textiles, John Mason School, Oxfordshire.

In Further Education

1988 – 1996 Newton Rigg College, Penrith
Course Manager: GNVQ Health and Social Care
(Advanced and Intermediate)
Course Manager: Diploma in Nursery Nursing
Course Co-ordinator: Food Hygiene
Co-ordinator: Core Skills GNVQ
Co-ordinator: School Links

Subject areas

Mentoring
Health and Childhood Studies

CPD

Certificate in Counselling Skills, December 2003.
Respect and Dignity Advisor Training, January 2004.

Current duties and responsibilities

Support Tutor: City College Manchester
Module Tutor: BA module: Mentoring in Education and Training level
HE6
Module Tutor: BA module: The Dynamics of the curriculum level HE6
Module Tutor: The Politics of Difference level HE5
Module Tutor: Mentoring and the Support of Personal
Development level HE7
E-learning Tutor: Mentoring for Effective Performance in Learning and
Teaching Situations level HE5
Module Tutor: Research and Reflection for Professional
Development level HE6

Respect and Dignity Advisor

Scholarly / professional activity / research

Learning and Teaching Fellow.

Mentor Trainer for Strathclyde University WISE project.

Team member for Bolton Institute Research project into diagnostic testing of adult learners, (1998/9).

Development project funded by FEDA to produce learning materials for Initial Teacher Training (1999/2000).

Research project funded by FEDA "Evaluation of teaching materials for Initial Teacher Training", 2000.

Paper given at the Learning and Skills Development Agency conference:
'Sink or swim: the perceptions of student teachers undertaking a placement
in an FE college' (December 2000).

Mentor Trainer for North West Universities Mentoring Scheme, (2003-4).

Mentor Trainer for Glasgow University Teacher Education Project (2004).

Paper: 'What's so special about mentoring?' given at University of Bolton
Learning and Teaching Conference. (July 2006)

'Developing a new curriculum; paper Chartered Streets' or 'Valleys Wild':
given at HEA conference, Cardiff. (January 2007)

Book Chapter: 'Inside thinking: outside issues. Reflective practice in Zambia:
a journey of uncertainty in Transnational Education: Enhancing learning for
offshore and international students' due for publication with Routledge Falmer
in 2007.

Overseas work: Team member on BA project in Luanchya, Zambia,
January and August 1998. Teaching level three modules
on Curriculum and Research and Reflection for
Professional Development.