

LEPDU

Learning Enhancement & Professional Development Unit



**POST GRADUATE CERTIFICATE
IN TEACHING AND LEARNING
IN HIGHER EDUCATION**

**PROGRAMME HANDBOOK
2010-2011**

Frequent reference is made throughout this Programme Handbook to University policies, procedures, regulations and codes of practice which apply to you. Parts of these are sometimes summarised for your benefit. In all cases, the summaries are subject to the full University versions referred to and in the case of any conflict between the latter and any summaries presented here, it is the full University versions which will apply.

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1 WELCOME

On behalf of all the staff involved in this programme, we would like to welcome you to this professional development course in teaching and learning.

The programme offers you an opportunity to engage with, and demonstrate the application of, the National Professional Standards Framework for Teaching and Supporting Learning in Higher Education. You will also have the opportunity to work with colleagues across the University and its partners, and to engage in research, debate and discussion about teaching and learning both within and outside your own discipline.

This handbook outlines not only the details of the programme but also articulates the philosophical approach that has underpinned the programme's development. We hope that this philosophical approach will provide a positive and stimulating experience in terms of your professional development.

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Learning Enhancement and Professional Development Unit (LEPDU)

Sue Burkinshaw
Head of LEPDU

Denise Mercer
Programme Administrator - LEPDU

2 INTRODUCTION

3 GENERAL INFORMATION

The Post Graduate Certificate in Teaching and Learning in Higher Education aims to develop high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to develop a critical and reflective approach to teaching and supporting student learning.

The programme is informed by the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF)(Please see www.heacademy.ac.uk for further details).

The programme is led and managed by the Learning Enhancement & Professional Development Unit (LEPDU) and draws upon staff members from across the University with particular expertise in supporting learning and teaching. For example, University Learning and Teaching Fellows, Principal Lecturers in Learning and Teaching, University Learning and Teaching sabbatical award welcome many voices in our pursuit of excellence in teaching and learning.

As a course member you will work within a community of enquiry to explore teaching and learning. It is intended that this inclusive model for the curriculum will provide an enriching and value-added dimension to the programme and enhance further cross University involvement and commitment to the development of a learning organisational culture within the University of Bolton.

4 OVERVIEW, PROGRAMME RATIONALE AND UK PROFESSIONAL STANDARDS FRAMEWORK

The Post graduate Certificate in Teaching and Learning in Higher Education programme has been developed to:

- Develop effective practitioners in teaching and learning by supporting staff in developing high-quality teaching skills underpinned by relevant, current professional practice, scholarship and research, within the University of Bolton
- Encourage and support course participants to demonstrate that they are engaging with, and demonstrating application of, the professional standards for teaching and supporting learning.
- Demonstrate an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values outlined in the UKPSF (See page 76 and Appendix 1)
- Develop course members to continually analyse and review the development of their teaching and professional skills

- Develop course members' knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice
- Meet the professional and development needs of staff across the University in relation to the role of the Bolton Academic and Bolton Professional
- Be at the core of the development of an Academic Practice and Professional Development scheme for all staff at the University
- Be an integrated and University-wide owned programme (with stakeholder involvement from across the University), aimed at developing a shared commitment to the professional development of staff and the enhancement of the student learning experience as part of a broader organisational culture change
- Align with the FHEQ Masters level qualification descriptors

The Post Graduate Certificate in Teaching and Learning in Higher Education aims to develop high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to develop a critical and reflective approach to teaching and supporting student learning.

The Post Graduate Certificate in Teaching and Learning in Higher Education comprises of three new 20 credit modules (HE7) i.e.

- Teaching and Supporting Learning in Higher Education*
- Curriculum Design and Assessment in Higher Education*
- Professional Academic Practice in Action

* A Mentor Review of Professional Practice scheme underpins these modules.

The taught length is for 18 months (3 Semesters) part-time with one module undertaken by the course member per semester. The commencement date for the programme will, generally, be in Semester 2 each academic year. Each module will be taught across a 14 week semester with 3 hours contact time per week (Friday mornings). Course members will also be encouraged and invited to attend relevant learning and teaching seminars through the LEPDU Professional Development for Staff (PDS) programme which are offered on Wednesday and Friday lunchtimes.

It is intended that the cross University model of delivery for the programme will provide an enriching and value-added dimension to the programme and enhance further cross University involvement and commitment to the development of our staff in the development of a learning organisational culture across the University of Bolton.

The programme has been designed and developed to align and integrate with the University Human Resource (HR) strategy, policy and practices and to be embedded within the University infrastructure e.g. Recruitment and Selection

policy, University Staff Development policy, Peer Reviewing for new staff, the University Professional Development Planning process and Peer Observation of Practice policy.

The programme has been designed to enhance the development of a learning and teaching community across the University, and underpins the University Learning and Teaching strategy and the concept of the 'Bolton Academic' and the 'Bolton Professional'. The programme is designed to move from a more structured first module which lays foundations for core knowledge and professional values towards a final module which engages course members in the integration and application of scholarship, research and professional activities with teaching and learning.

The final module, 'Professional Academic Practice in Action' is a project module which involves action research in supporting the learning experience for students. The area for the research will be a tri partite agreement between the Director of School/Head of Unit, course member and Action Learning Set facilitator. This seeks to add further value to the outcomes of the action research in terms of the potential to align projects to the University/School/Unit learning and teaching agendas. There will also be potential and opportunities for broader dissemination in relation to the outcomes of the project (where appropriate) across the School/Unit and across the University (through the LEPDU Professional Development for staff PDS programme).

The programme seeks to engage all stakeholders across the University in supporting and providing the opportunities for the professional development of staff to the course members.

Schools/Units will:

- Identify potential applicants for the programme and propose the modules/cohort/year the applicant will be supported to access the programme, (this will encourage a forward-planning cycle for both the School/Unit and LEPDU, to plan the delivery of the modules/programme and to provide the course members with remission from work duties to attend the course)
- Have responsibility to identify a Mentor Reviewer to support the course member and provide support to both the course member and Mentor Reviewer to effectively engage with the Mentor Review of Professional Practice strand of the programme
- Provide course members with appropriate ICT training to develop their skills to successfully use technology-based tools in their teaching, learning and professional practice

In this, the programme is unlike other programmes which often have distinct discipline and are contained within the Academic School boundaries. The programme is designed to remain firmly in the centre of the University infrastructure, to build and draw upon the expertise from across the University, promoting a community of enquiry and practice and raising the

threshold of engagement and responsibility for all stakeholders in the continuing professional development of staff at the University of Bolton.

5 ENTRY TO THE PROGRAMME

5.1 Admission policy and criteria

The programme is intended to support those who currently have a significant role in teaching and/or supporting learning in demonstrating their commitment to ongoing professional development and engagement with the requirements of the UK Professional Standards Framework for teaching and supporting learning in higher education (i.e. Standard Descriptors One and Two).

The Postgraduate Certificate in Teaching and Learning in HE is therefore aimed to support:

- Members of staff – including collaborative partners teaching and supporting learning in HE – to engage with and demonstrate application of the UKPSF
- HE lecturers or collaborative partners teaching in HE, with less than 3 years full time equivalent experience, (whether full or part-time), in their development as teachers and managers of student learning
- Members of staff for whom the Post Graduate Certificate in Teaching and Learning in Higher Education, has been identified as a personal and professional development outcome through the University Professional Development Planning process
- More experienced HE lecturers who wish to reflect on and develop their practice, engage with and demonstrate on-going application of the UK Professional Standards and/or gain a higher level qualification
- Anyone who works in a Higher Education context and whose role includes responsibility for supporting and facilitating student learning e.g. learning technologists, librarians, student services support staff, student liaison officers, laboratory technicians, Post Graduate and Post Doctorate research students and research assistants/fellows

Course applicants may enrol to undertake any of the three modules as a 'stand alone' module. On successful completion they will receive a record of credit achieved (Advanced Professional Development) through the University Professional Development framework or an Advanced Diploma in the module they have successfully completed.

Applicants must demonstrate that they:

- Have a significant role in teaching and/or facilitating learning
- Are ready to undertake study at Masters Level (HE7)*

*Applicants will normally have successfully completed a first degree.

5.2 Support for applicants from the Director of School/Head of Unit

The programme requires a demonstration of commitment from the School/Unit to supporting the course member through the programme, in relation to:

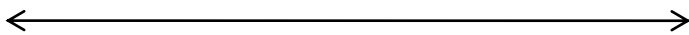
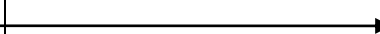
- Remission from normal work duties for programme study and attendance
- The identification and allocation of a Mentor Reviewer from within the School/Unit (preferably from within their discipline/subject area) to support the course member across two modules of the programme i.e. Teaching and Supporting Student Learning in Higher Education and Curriculum Design and Assessment in Higher Education in relation to the Review of Professional Practice. (Mentors will be inducted and supported through LEPDU and the lead mentor)

5.3 Accreditation of Prior (Experiential) Learning AP(E)L

In exceptional circumstances AP(E)L may be substitutable for some workshop attendances and/or Module work as appropriate to the objectives of the Post Graduate Certificate programme and dependant on the level achieved in the prior experience or learning in accordance with the University's AP(E)L guidance and regulations.

The applicant would be required to provide evidence of attainment against each of the learning outcomes of the module/programme and submit it to the Programme Leader for decision. This would include evidence of engagement with the UK Professional Standards framework. It will be necessary for the applicant to demonstrate achievement of all of the learning outcomes of the programme in both theory and practice.

6 PROGRAMME STRUCTURE AND CONTENT

Teaching and Supporting Learning in Higher Education	Curriculum Design and Assessment in Higher Education	Professional Academic Practice in Action
20 Credits HE7	20 Credits HE7	20 Credits HE7
<i>Mentor Review of Professional Practice Strand</i> 		
<i>HEA Associate Fellow status</i>	 <i>HEA Fellow status</i>	

The Postgraduate Certificate in Teaching and Learning in Higher Education comprises of three 20 credit modules (HE7) i.e.

- Teaching and Supporting Learning in Higher Education with Mentor Review of Professional Practice
- Curriculum Design and Assessment in Higher Education with Mentor Review of Professional Practice
- Professional Academic Practice in Action

As previously stated, all modules are to be offered as 'stand alone' for those who wish to further familiarise themselves with the new contexts and environments in learning and teaching, research informed teaching and the University of Bolton Professional model of the University (the Bolton Academic) and/or to reflect upon and develop their own professional practice. The three modules are as follows:

6.1 Module One: Teaching and Supporting Learning in Higher Education

Indicative syllabus content: Teaching and supporting learning in the context of a professional and transformative University against the background of widening participation; planning and implementing teaching; exploring, practicing and reflecting upon teaching skills; theories of learning; developing critical reflection in learners and teachers; problem-based learning; action learning and work-based learning; technology-enabled learning; managing resources efficiently; creativity and innovation; reflective practice; inclusivity and diversity; evaluating the effectiveness of teaching; assessment and giving feedback to learners; the dynamic relationship between enquiry, research and pedagogic practice; levels of learning in HE; one-to-one, small group and large group teaching; currency, and subject specific pedagogy.

6.2 Module Two: Curriculum Design and Assessment in Higher Education

Indicative syllabus content: Curriculum theory including product, process and praxis models; the personalised curriculum; the hidden curriculum; relationship of curriculum design to learning theories; sequencing learning; differentiation; the role of the curriculum in employer and professional organisation engagement; diverse student needs; programme specifications; schemes of learning.

Assessment theory including benchmarking; module specifications; institutional Codes of Practice; written and oral feedback; summative and formative feedback; validity and reliability measures; relationship of assessment data to curriculum design; the design of assessment instruments; interpreting assessment data; peer and self-assessment; and authentic work-based assessment.

There will also be an exploration of the use of technology-enabled learning, within curriculum design, teaching and assessment.

6.3 Module Three: Professional Academic Practice in Action

Indicative Syllabus Content: Action oriented frameworks for professional development and practitioner research including models of reflective practice and action enquiry; notions and processes of professional formation; professional knowledge: ways of knowing and epistemology of practice; scholarship of practice; models of reflective practice and action enquiry; and genres for writing and presenting accounts of Professional Academic Practice in Action.

Sessions will also be offered in relation to the policy context and broader agendas which may impact upon professional academic practice within the Higher Education sector e.g. student retention, widening participation, diversity and inclusion, internationalisation, education for sustainable development, personal development planning, employability, first year experience, skills development, personalisation of learning, and the impact of technology.

You will be invited to attend appropriate sessions provided through the University of Bolton 'Professional Development for Staff (PDS)' Annual programme.

6.4 Mentor Review of Professional Practice Strand

Mentor Review of Professional Practice is a key element of professional development on the Post Graduate Programme and takes place during the study of the two modules 'Teaching and Supporting Learning in Higher Education' and 'Curriculum Design and Assessment'.

The purpose of the Mentor Review of Professional Practice is to provide the opportunity for colleagues to engage in purposeful, reflective dialogue about teaching and learning. This strand is developmental in focus and both supports the University's commitment to the enhancement of teaching and supporting the learner and participants' demonstration of the application of the UKPSF. The strand is intended to:

- Encourage all course members investigate their own teaching practices
- Provide a mechanism for prompting reflection on practice which is clearly linked to maintaining a reflective journal and the UKPSF
- Promote accumulation of knowledge of teaching and learning through dialogue
- Facilitate discussion related to subject pedagogy/andragogy and teaching practices without implying a fault
- Promote critical analysis of pedagogic/andragogic theories through action research and debate

Course members will engage in reflection, research and review with their nominated mentor reviewer.

A minimum of two mentoring session (which may include observation by the mentor) for the period of taught study is required for each module, evidence of which is a compulsory element of assessment.

Mentor Reviewers will normally be assigned from the School/Unit in which the course member is based.

7 PROGRAMME AIMS AND LEARNING OUTCOMES

7.1 Aims of the Certificate Programme

The Postgraduate Certificate in Teaching and Learning in Higher Education aims to develop high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to develop a critical and reflective approach to teaching and supporting learning.

7.2 Learning Outcomes

At the end of the Postgraduate Certificate in Teaching and Learning in Higher Education programme course members will have developed an effective understanding of the relationship between reflection, theory and practice through:

- 1 A systematic understanding and critical awareness of the UK Higher Education landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of

these on their own professional practice in teaching and supporting learning

- 2 Engagement with the UK Professional Standards framework.
- 3 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in Higher Education
- 4 An application of theory to the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity
- 5 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning
- 6 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own Continuing Professional development
- 7 Enhanced professional knowledge and values and have developed a scholarly approach to support the quality of the student learning experience
- 8 The development of course members' knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice
- 9 An analysis, continual review and demonstration of the development of their teaching skills and professional practice

7.3 Typically course members' holding the qualification will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- Continue to advance their knowledge and understanding, and to develop new skills to a more advanced level

7.4 Typically course members will develop the qualities and transferable skills:

- To exercise initiative and take personal responsibility
- To be able to make decisions in complex and unpredictable situations

- To have an independent learning ability required for continuing professional development

8 PROFESSIONAL ACCREDITATION AND PROGRESSION

8.1 Membership of the Higher Education Academy (HEA)

As a course member, you will have a significant role in teaching and/or supporting learning and will be demonstrating your commitment to ongoing professional development and engagement with the requirements of the **UK Professional Standards for teaching and supporting learning in higher education**; specifically standards descriptors One and Two. See Appendix 1. Also please see:

<http://www.heacademy.ac.uk/ourwork/universitiesandcolleges/accreditation/ukpsf>.

On successful completion of Module One, 'Teaching and Supporting Learning in Higher Education' (20 credits HE7), you will have demonstrated engagement with Standards Descriptors One of the UK Professional Standards and claim recognition with the Higher Education Academy at Associate membership level.

On successful completion of the first, second and third modules, (20 credits each at HE7) 'Teaching and Supporting Student Learning in Higher Education', 'Curriculum Design and Assessment in Higher Education' and 'Professional Academic Practice in Action' you will be able to demonstrate engagement with Standards Descriptors One and Two of the UK Professional Standards and be recognised with fellowship status with the Higher Education Academy.

On completion of the above, you will be able to apply for professional recognition to the Higher Education Academy through its Academy-accredited Programme scheme by using the following link:

<http://www.heacademy.ac.uk/ourwork/professional/recognition/programmes>

On successful accreditation of the programme from the HEA the Programme Leader will inform the HEA of successful completions and course members will receive automatic registration of Associate/Fellowship of the HEA. Please see Appendix 1 for Programme Mapping against the UK Professional Standards in Teaching and Supporting Learning in Higher Education.

8.2 Progression

On successful completion of the Post graduate certificate in Teaching and Learning in Higher Education progression opportunities exist through the following frameworks:

- Masters in Education framework (School of Arts, Media and Education)

- MSC Professional Development framework (School of Health and Social Science)
- Masters in Interdisciplinary Inquiry Based Learning (IDIBL) framework (Institute for Educational Cybernetics)
- Doctoral routes: Doctor of Philosophy by Published Work or Doctor of Philosophy by Professional Practice

9 PROGRAMME SPECIFICATION DOCUMENT

1. Qualification Post Graduate Certificate	2. Programme Title Teaching and Learning in Higher Education	3. UCAS Code	4. Programme Type Modular, Part time
5. Main Purposes and Distinctive Features of the Programme The Post Graduate Certificate in Teaching and Learning in Higher Education aims to develop high quality teaching skills which are underpinned by relevant professional practice, scholarship and research and to develop a critical and reflective approach to teaching and supporting learning. The programme has been developed to: <ul style="list-style-type: none"> • Develop effective practitioners in teaching and learning by supporting staff in developing high quality teaching skills underpinned by relevant current professional practice, scholarship and research within the University of Bolton • Encourage and support course participants to demonstrate that they are engaging with, and demonstrating application of, the professional standards for teaching and supporting learning. • Demonstrate an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values outlined in the UKPSF (See page 76 and Appendix 1) • Develop course members to continually analyse and review the development of their teaching skills and professional practice • Develop course members' knowledge and skills on a wide range of electronic-based tools and resources to enhance their teaching and learning experience and professional practice • Meet the Professional and development needs of staff across the University in relation to the role of the Bolton Academic and Bolton Professional • Be at the core of the development of an Academic Practice and Professional Development scheme for all staff at the University • Be an integrated and University-wide owned programme (with stakeholder involvement from across the University), aimed at developing a shared commitment to the professional development of staff and the enhancement of the student learning experience as part of a broader organisational culture change • Align with the FHEQ Masters level qualification descriptors 			
6. What a graduate should know and be able to do on completion of the programme			
<u>Knowledge and understanding in the context of the subject(s)</u> 1 A systematic understanding and critical awareness of the UK Higher Education landscape, the contexts within which the		<u>Subject-specific practical/professional skills</u> 1 Develop and apply high quality teaching skills underpinned by relevant current professional practice, scholarship and research 2 Apply knowledge and skills on a wide range of	

<p>University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning</p> <p>2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in Higher Education</p> <p>3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>1 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning</p> <p>2 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own Continuing Professional development</p> <p>3 Enhanced professional knowledge and values and have developed a scholarly approach to support the quality of the student learning experience</p>	<p>electronic-based tools and resources to enhance their teaching and learning experience and professional practice</p> <p>3 Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</p> <p>4 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</p> <p>5 Continue to advance their knowledge and understanding, and to develop new skills to a more advanced level</p> <p><u>Other skills (e.g. key/transferrable) developed in subject or other contexts</u></p> <p>1 To apply innovative learning and teaching techniques using technology enabled learning</p> <p>2 To exercise initiative and take personal responsibility</p> <p>3 To be able to make decisions in complex and unpredictable situations</p> <p>4 Have an independent learning ability required for continuing professional development</p> <p>5 To analyse, continually review and demonstrate the development of their teaching skills and professional practice</p>
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
<p>A systematic understanding and critical awareness of the UK HE landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning</p>	<p>An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity</p>	<p>Enhanced professional knowledge and values and a scholarly approach to support the quality of the student learning experience</p>	<p>The 'Craft of Teaching' – a multitude of skills and attributes that are needed to be an effective teacher.</p>
<p>A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different</p>	<p>To exercise initiative and take personal responsibility</p> <p>To apply knowledge and skills on a wide range of electronic-based tools and resources to</p>	<p>Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own CPD</p>	

student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE	enhance their teaching and learning experience and professional practice		
Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning	To be able to make decisions in complex and unpredictable situations	Have the independent learning ability required for continuing professional development	
8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units			
18 months, 3 Modules, part-time with one module undertaken by the course member per semester, 20 credits per module.			
Part II <i>Students take 3 Modules</i>			
HE7 Modules	<u>Core Modules (20 credits each)</u> Teaching and Supporting Learning in Higher Education Curriculum Design and Assessment in Higher Education	<u>Options (normally 20 credits each)</u> N/A	<u>Project (20 credits)</u> Professional Academic Practice in Action
9. Learning, Teaching and Assessment Strategy		10. Other Information <i>(including compliance with relevant University policies)</i>	
<p>The learning and teaching strategy is to support:</p> <ul style="list-style-type: none"> • A critical reflective approach to consider and develop the 'craft' of teaching • Individual personal and professional development • The development of a critical reflective practitioner <p>A variety of teaching and learning approaches will be adopted to ensure the quality and efficiency of the teaching and learning experiences and to demonstrate different learning and teaching approaches.</p> <p>This Blended Learning (BL) approach will therefore consist of a mixture of various learning strategies and delivery methods that will aim to optimise the teaching and learning experience. The BL strategies will allow participants to build off-line and online collaborative</p>		<p>UK Professional Standards for teaching and supporting learning in higher education FHEQ Masters Level Qualification descriptors University of Bolton Strategic Plan</p> <p><u>Date programme first offered</u> September 2009</p> <p><u>Admissions Criteria</u> <i>Standard Requirements</i></p> <p>Applicants must demonstrate that they:</p> <ol style="list-style-type: none"> 1 Have a significant role in teaching and/or facilitating learning 2 Are ready to undertake study at Masters Level (HE7) <p><i>Non Standard Entry</i></p> <p><u>Indicators of Quality and Standards</u></p> <p>Validated by panel with external specialist knowledge.</p>	

communities to enhance their continuing professional development and share best practice.

The BL approaches to be adopted will include traditional face-to-face and online lectures and seminars, interactive online and face-to-face, individual and group sessions, online and face-to-face team activities and projects, online and face-to-face development of a community of enquiry and practice supporting critical reflection; online and face-to-face peer presentations etc.

The UoB virtual learning platform together with other electronic-based resources (academic social networking tools and services; digital video-conferencing; digital video, etc); will provide course members with a valuable mechanism to expand their community of practice, promote critical engagement; share experiences and develop further their professional expertise.

Assessment Methods

1. A critically reflective personal learning journal on the course member's professional development in learning and teaching, which will draw upon two Mentor Reviewer observations (Review of Professional practice) in supporting learning within the context of their role.
2. A presentation to peers reflecting on a specific aspect of learning and teaching.
3. A Professional Learning Journal which will include two Mentor Reviewer observations (Review of Professional practice) relating to curriculum design.
4. Presentation to Peers designed to generate critically reflective debate on approaches to assessment.
5. Action research report related to supporting the learner experience within the context of their working environment.

Assessment Classification System

University generic assessment criteria used by all Boards of Examiners for

External Examiner moderation of assessment submissions.

Postgraduate Modular Awards Pass mark for individual assessments is 40%.	
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10 THE PROGRAMME TEAM

Name	Role	Contact
Jane Lovatt	Programme Leader (LEPDU)	email: g.whittaker@bolton.ac.uk Tel. ext: 3797 Room: Z3-20, Eagle
Jane Lovatt	Lead Mentor (LEPDU)	email: g.whittaker@bolton.ac.uk Tel. ext: 3797 Room: Z3-20, Eagle
Jane Lovatt	Module Leader: Teaching and Supporting Learning in Higher Education	email: g.whittaker@bolton.ac.uk Tel. ext: 3797 Room: Z3-20, Eagle
Name	Role	Contact
David Kitchener	Module Leader: Curriculum, Design and Assessment	email: d.a.kitchener@bolton.ac.uk Tel. ext: 3347 Room: T4-006, Eagle
Stephen Powell	Module Tutor: Curriculum, Design and Assessment	email: s.j.powell@bolton.ac.uk Tel. ext: 3669 Room: E4-036, Deane
Robert Nettleton	Module Leader: Professional Academic Practice in Action	email: r.nettleton@bolton.ac.uk Tel. ext: 3765 Room: T4-002, Eagle
Anne Keddie	Education Subject Librarian	email: a.keddie@bolton.ac.uk Tel. ext: 3281 Room: Library, Eagle
Denise Mercer	Programme Administrator	email: d.mercer@bolton.ac.uk Tel. ext: 3469 Room: Z3-044, Eagle
Sue Burkinshaw	Head of Learning Enhancement & Professional Development Unit	email: s.f.burkinshaw@bolton.ac.uk Tel. ext: 3655 Room: Z3-028, Eagle

11 COMMUNICATION SYSTEMS

Staff contact details can be found on the University's website under staff search at: www.bolton.ac.uk/staffsearch

Opening Hours of Relevant Offices

The location and opening times (term time) of relevant offices are detailed below:

Office	Location	Telephone No.	Opening Hours
Learning Enhancement & Professional Development Unit Office			Monday – Friday 9:00am – 5:00pm
Student Centre	Eagle	01204 903733	Monday – Friday 8:45am – 5:00 pm Adviser available in the Library Monday – Thursday 5:00pm – 9:00pm
Library	Eagle	01204 903094	Monday – Thursday 8:45am – 9:00pm Friday 8:45am – 5:00pm Saturday: 9:30am – 12:30pm
Office	Location	Telephone No.	Opening Hours
24 Hour Access Computing Room	Eagle	01204 903563 (Help desk)	Monday – Sunday 24 Hours
Careers Centre & Job Shop	Eagle	01204 903083	Refer to notice outside facility
Sports Centre	Deane	01204 903172	Monday – Friday 10:00am – 10:00 pm Saturday 10:00am – 5:00pm Sunday 10:00am – 8:00pm
Student Union	SU Office, Eagle	01204 900850	Monday – Friday 9:00am – 5:00pm

12 SUPPORT AND GUIDANCE

Professional development is supported by several key roles all of which co-ordinate closely through course team meetings to provide an holistic support network. Each role carries specific functions. The roles are:

12.1 The Module Tutor

Each module has a designated Module Tutor, who will provide academic support and guidance around that specific module. The Module Tutor is responsible for co-ordinating the module curriculum, rather than performing the role of an exclusive teacher for that module. The module tutor will also undertake assessment for the module in close conjunction with the Mentor Reviewer.

12.2 The Personal Tutor

For each module on the programme, the Module Tutor will also be your personal tutor for the duration of that module. While bearing in mind protocols and confidentiality, *the personal tutor will liaise closely with the Mentor Reviewer in order to provide a well coordinated support structure for course members' professional development.* The personal tutor will:

- Seek to develop an open and supportive relationship with his or her tutees
- Arrange individual tutorials relating to progress with written assessments
- Be available as a source of guidance and support and to refer tutees to relevant and appropriate colleagues where necessary.
- Collate information about their tutee relevant to their studies in the tutee's personal file.

12.3 The Mentor Reviewer

The function of the Mentor Reviewer is to:

- Support the professional development of the course member within their specific area of expertise
- Engage in critical, constructive dialogue relating to the course member's progress in learning and teaching
- Support and encourage the mentee in their engagement with the requirements of the **UK Professional Standards for teaching and supporting learning in higher education**; specifically standards descriptors One and Two.
- Engage in the Review of Professional Practice in order to promote scholarship and excellence in teaching and to strengthen critical understanding of subject pedagogy
- Be a confidential, empathetic listener and 'sounding board'
- Support the course member in establishing and reaching their set aims in an effective and efficient manner

- To help the course member to develop critical and reflective thinking skills in relationship to the different aspects of their role.

12.4 Action Learning Set Facilitator

The facilitator for the Action Learning Set will be a tutor involved in the delivery of the programme. Once Learning agreements have been made, the Groups will become increasingly self-managing. 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.

13 STUDENTS WITH DISABILITIES, LEARNING DIFFICULTIES OR SPECIFIC NEEDS

The University of Bolton welcomes students with disabilities and/or additional support requirement and will make every effort to support their needs. We will help you to develop strategies, discover skills and independence by a multi-team, student-centred approach. We encourage you to work with us to achieve your full potential.

We have contacts with local and national external bodies concerned with inclusion, disability awareness and disability provision. Advice is provided by the University Disability Service (see information below) on an individual, strictly confidential basis.

Support for full-time and part-time students is available through the Disabled Students Allowance (DSA). Please see the Department for Education and Skills website:

www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/index.htm.

If you are not sure whether you qualify for DSA or wish to contact the Student Disability Service for any other matter, you can telephone 01204 903478 or send an email to disabilityinfo@bolton.ac.uk. Alternatively call into the Student Centre to make an appointment.

14 TEACHING AND LEARNING

14.1 Reflecting our Philosophy of Professional Development

Throughout the programme, the approaches to learning and teaching are designed to promote the development of a community of enquiry which will:

- Adopt a critical reflective approach to consider and develop the 'craft' of teaching
- Support individual personal and professional development within communities of practice across the University
- Advance the development of the critical reflective practitioner

14.2 Teaching and Learning Approaches

Thus, a variety of teaching and learning approaches will be adopted to ensure the quality and breadth of the teaching and learning experiences and to demonstrate different learning and teaching approaches. These will include:

- Lectures
- Interactive group sessions
- Group activities
- The development of a community of enquiry which will support critical reflection
- Peer presentations
- 'Hot seat' expert debates
- Inquiry based learning
- Action oriented frameworks for professional development and practitioner research including models of reflective practice and action enquiry
- Group and one-to-one opportunities to reflect on action and plan learning
- Seminars, in which experienced and less experienced academics will provide case material from their experience as a basis for critical engagement with the process of formation as a professional
- Action Learning Sets

14.3 Blended Learning

The course will adopt a Blended Learning approach. Blended Learning (BL) will consist of a mixture of various learning strategies and delivery methods

that will aim to optimise the teaching and learning experience. The BL strategies will allow you to build off-line and online collaborative communities to enhance your continuing professional development and to share best practice.

The BL approaches to be adopted will include traditional face-to-face and online lectures and seminars, interactive online and face-to-face, individual and group sessions, online and face-to-face team activities and projects, online and face-to-face development of a community of enquiry and practice supporting critical reflection; online and face-to-face peer presentations etc.

The University of Bolton virtual learning platform together with other electronic-based resources (academic social networking tools and services; digital video-conferencing; digital video, etc); will provide course members with a valuable mechanism to expand their community of practice, promote critical engagement; share experiences and develop further their professional expertise.

14.4 Face to Face Teaching and Learning

The programme is designed to be mostly 'face to face' with on-line support and communication tools. Module one will dedicate hours to exploring the development, implementation and assessment of technology-enabled teaching and learning. We will also consider best practices to enhance the teaching and learning experience and professional practice.

This is predicated on the notions of encouraging and enabling all course members to develop a community of learning and teaching across the University. Also, BL will enable the development of mutual support in relation to your role, not only as a Bolton academic, but also to encourage social networking, both within and beyond the boundaries and time frame of the taught programme.

This is supported in the on going research study into the effects of Post graduate certificate study (Knight, Tait and Yorke 2008), where the desirability of complete on- line provision for this sort of programme has been called in to question.

You will be invited to attend appropriate and additional sessions provided through the University of Bolton 'Professional Development for Staff (PDS)' Annual programme. (These normally take place on Wednesday/Friday lunchtime). It has been planned that the Post graduate certificate programme will be delivered on a Friday morning, to further enable course members to attend the Friday lunch time PDS sessions.

14.5 Mentor Review of Professional Practice (RPP): Teaching and Supporting Learning

Mentor Review of Professional Practice is a key element of professional development on the Post Graduate Programme and takes place during the study of the two modules 'Teaching and Supporting Learning in Higher Education' and 'Curriculum Design and Assessment'.

The purpose of the Mentor Review of Professional Practice is to provide the opportunity for colleagues to engage in purposeful, reflective dialogue about teaching and learning. This strand is developmental in focus and both supports the University's commitment to the enhancement of teaching and supporting the learner and participants demonstration of the application of the UKPSF. The strand is intended to:

- Encourage all course members to investigate their own teaching practices
- Provide a mechanism for prompting reflection on practice which is clearly linked to maintaining a reflective journal and the UKPSF
- Promote accumulation of knowledge of teaching and learning through dialogue
- Facilitate discussion related to subject pedagogy/andragogy and teaching practices without implying a fault
- Promote critical analysis of pedagogic/andragogic theories through action research and debate

Course members will experience observation and review by their nominated mentor reviewer.

A minimum of two observations for the period of taught study is required for each module, evidence of which is a compulsory element of assessment.

Mentor Reviewers will normally be assigned from the School/Unit in which the course member is based.

The Lead Mentor will have overall responsibility for the Review of Professional Practice Scheme and will liaise with the Programme Leader. The Scheme will be reviewed annually through the Programme Committee and through the Annual Review process. The Lead Mentor may request additional meetings of reviewers as deemed appropriate.

15 PERSONAL DEVELOPMENT PLANNING AND PROFESSIONAL SKILLS

Throughout your programme you will be encouraged to reflect on the development of your academic and professional skills, and make recommendations for self-improvement as a result of this. Specifically this

ability to appraise your performance and set targets will be developed and assessed through your programme of study.

15.1 Information Literacy

The University is committed to helping you graduate as an 'information literate' person. This means that you will be able to identify, locate and retrieve standard (subject) and other material in printed and electronic form, using appropriate resources. You will be able to synthesise and present retrieved materials in ways appropriate to the task in hand. Throughout your programme, you will be given every opportunity to develop your skills in this area, through workshops, seminars, tutorials and self-directed learning.

16 ASSESSMENT SUBMISSION AND ATTENDANCE

16.1 Submission of Assessments

Module tutors will agree on an appropriate date for the submission of assessment.

A programme calendar and assignment submission dates will be provided at the start of the programme.

All assignments are to be handed to the Programme Administrator, LEPDU on the agreed date of submission, unless there are exceptional or mitigating circumstances which require some adjustment to the submission date. The following regulations are issued by the Quality Assurance and Enhancement Unit and were approved by the Academic Quality and Standards Committee, in June 2009.

The essential points are copied below. However, you are recommended to access the original regulations at the URL given here:

[http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssesRegs-PGMProg-main2009\(ExExam\).pdf](http://www.bolton.ac.uk/Quality/QAECContents/APPR/Documents/pdf/AssesRegs-PGMProg-main2009(ExExam).pdf)

16.2 Penalties for the Late Submission of Assessed Work

Students, who fail to submit assessments by the prescribed date without an extension being granted or without accepted Mitigating Circumstances, shall be subject to the following penalties.

Students who have had a request for an extension granted by the appropriate authority who fail to submit assessments by the negotiated date shall also be subject to the following penalties.

Notification of these penalties should be included in the programme handbook for the subjects which the students are studying. Assessment Boards will

accept assessment marks which have had approved penalties applied to them.

Up to 5 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

More than 10 calendar days late = 0 marks awarded.

All assessed work should be submitted as defined in the programme handbook. Extensions may be granted by programme leaders but only in exceptional circumstances and in accordance with 2.2.7. Coursework not submitted will be recorded as failed, except under the circumstances noted in 2.2.2 and 2.2.6.

Cases of persistent late submission should be brought to the attention of the Assessment Board, which shall exercise its discretion to determine the student's final results.

Where assessments are graded Pass/Fail only then they will not be accepted beyond 10 working days of the deadline. However, in cases of persistent late submission of Pass/Fail assessments as defined by the relevant programme authority, academic action may be taken as described in the programme handbook.

16.3 Penalties for Exceeding Specified Word Limits in Written Assignments

Tutors may choose to specify a **maximum word limit** for a written assignment (a penalty applies for exceeding this, see 2.4.5 below),

OR to specify an **indicative word length** for a written assignment (a penalty applies for exceeding this, see 2.4.6 below)

OR to specify a **guide to the word length** of a written assignment (no penalty applies for exceeding this)

OR not to provide any guidance on the number of words in a written assignment.

Where a **maximum word limit** or an **indicative word length** is specified for a written assignment, students shall be informed in the assignment brief of the requirement and of the penalty system to be applied if they exceed the specified number of words in the written assignment.

Where a **maximum word limit** or an **indicative word length** is specified for a written assignment, students shall include the number of words at the end of the assignment.

Any specified **maximum word limit** or **indicative word length** of a written assignment shall **not** include references cited in the text, rubric associated with tables, figures, diagrams etc, appendices and reference lists at the end of the assignment but **will** include any direct quotations.

Students who exceed a specified **maximum word limit** for a written assignment shall be subject to the following penalty system.

A line will be drawn across the assignment at the point of the **maximum word limit** and the assignment will be marked only up to that line.

Students who exceed a specified **indicative word length** for a written assignment shall be subject to the following penalty system.

Up to 10% over the specified **indicative word length** = no penalty

10 – 20% over the specified indicative word length = 5 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

More than 20% over the indicative word length = if the assignment would normally gain a pass mark, then the final mark to be the pass mark for the assignment.

16.4 Mentor Review of Teaching and Learning

Course members and Mentor Reviewers will agree on a suitable date and time for each of the Review of Professional Practice observations. We would expect close liaison between the course member and Mentor Reviewer to ensure that there is commitment to the dates and times set. Also, there are a set of specific requirements relating to the review of Professional practice observations and course members must take responsibility for familiarising themselves with all protocols and policies regarding this important aspect of the course.

See Notes for Guidance 2009-2010 'Supporting Professional Development Through Mentor Review of Practice: Teaching and Supporting Learning in the Professional University'.

16.5 Attendance

Course members are expected to attend all timetabled sessions and all agreed mentor review meetings. As a course member on this Post-graduate Certificate in Teaching and Learning in Higher Education you become a

member of a community of learning and you have a responsibility to that group and its success. If you experience any difficulties with that commitment, then you should discuss this with your personal tutor or Mentor Reviewer and reach an agreed decision on how to proceed.

17 ASSESSMENT

Assessment Strategy: Each module has clearly identified learning outcomes, and the nature and type of assessment for that module is clearly linked to these learning outcomes. Full module specifications are appended to this document. These module specifications clearly identify the aims of the module, the expected learning outcomes and the manner in which these outcomes are to be assessed.

Important information on assessment regulations and other information on assessment (including marking criteria and definitions of grade descriptions) are contained in the Assessment Regulations for the Postgraduate Modular Programmes documents which can be accessed via the Quality Assurance and Enhancement Unit web pages: <http://data.bolton.ac.uk/aqas/default.htm>

Please ensure that you read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Postgraduate Modular Programmes.

17.1 Assessment Criteria

The generic assessment criteria used by all Boards of Examiners for Postgraduate Modular Awards are as follows:

Definitions of Assessment Criteria

Grade	Mark
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P	40%
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Pass mark is 40%

Work of Satisfactory Quality

Some omissions in the deployment of knowledge and/or skills. Some grasp of theoretical, conceptual, analytical and practical elements. Limited integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject.

Fail

R	35-39%	Borderline Fail Deficiencies or omissions in knowledge, skills, theoretical, conceptual, practical elements. Limited integration of these in relation to the assessed work's objectives. Some relevant content and marginal evidence of skills, knowledge or creativity which could, in the light of overall performance, constitute the basis for a pass grade in the examiners' judgement.
F	Below 35%	Clear Fail Little evidence of the knowledge, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.

The programme team will develop specific assessment criteria for each assessment based upon the definitions of assessment criteria and the General Assessment Criteria level HE7 (agreed as guidelines at Senate 2008-09)

General Assessment Guidelines Level HE7 – Agreed Senate (2008-09)

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
PASS	Excellent Quality	Directly relevant to title. Addresses all of the implications and assumptions of the title.	Demonstrates an excellent knowledge of theory and practice for this level. Expertly interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding.	Presents a comprehensive critique of key research material resulting in clear, original and illuminating conclusions. Demonstrates distinctive and creative thinking. Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area.	Coherently articulated and logically structured. An appropriate format is used.	Excellent presentational style & layout, appropriate to the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	All sources accurately cited in the text and a extensive appropriate reference list in the correct style is provided.
	Very Good Quality	Directly relevant to title. Addresses key implications of the issues.	Demonstrates a sound knowledge of theory and practice for this level. Comprehensively interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding	Presents a cohesive critique of key research material resulting in clear and original conclusions. Demonstrates insightful and creative thinking. Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	All sources accurately cited in the text and an appropriate reference list in the correct style is provided.
	Good Quality	Generally addresses the title and its implications. Minor irrelevance in places.	Demonstrates an adequate knowledge of theory and practice for this level. Competently interprets some appropriate concepts and theoretical models. Demonstrates conceptual understanding.	Presents a critique of key research material resulting in original conclusions. Loss of focus in places. Demonstrates creative thinking. Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.
	Satisfactory Quality	Some key implications of issues explored. Irrelevant and/or superficial arguments in places.	Demonstrates knowledge of theory and practice for this level with minor omissions. Interprets some appropriate concepts and theoretical models. Demonstrates conceptual understanding in places.	Presents some critique of key research material, although descriptive in places. Some original conclusions.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Some inappropriate use of FTP.	Generally competent writing although intermittent lapses in grammar and spelling. Style hinders clarity in places and is not academic throughout.	Relevant sources cited. Minor weaknesses in referencing technique.

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FAIL	Borderline Fail	Some significant degree of irrelevance to the title is common. Issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Limited understanding and application of concepts.	A basic argument is presented, but too descriptive or narrative in style. Limited originality. Conclusions are not clearly stated.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar make reading difficult in places. Simplistic or repetitious style impairs clarity.	Inappropriate sources and poor referencing technique.
	Fail	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of conceptual understanding.	Severely limited arguments. Descriptive or narrative in style with no evidence of critique and originality. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

17.2 General Points on Assessments

Assessments will normally be set and completed within the timescale of the module.

While the course team is mindful of the professional development nature of the programme, it will important for course members to complete the assessments in a timely fashion so as to maintain a suitable momentum as the course proceeds.

All assessments will be marked as pass, refer or fail.

In reflecting the professional development ethos of the programme, course tutors and Mentor Reviewers will engage in dialogue; both written and spoken about any assessments that are undertaken. The emphasis, then, on assessment will be on reflection and analysis of professional development rather than on numeric judgement.

17.3 Guidelines for the Preparation and Submission of Assignments:

- 1 Assignments should be word-processed in Arial 11 point font, be double spaced, on A4 size paper. Writing should appear on only one side of the paper, be fully justified and with each page being numbered in the footer, numbering to be centred.
- 2 There should be a title page detailing the programme, module title, assignment title, student number, marking tutor and date of submission. It is good practice to put your student number in the top left hand side of the header of each page, and the date of submission in the top right.
- 3 Word Count. You are expected to revise and edit your assignment to remain within +/- 10% of the allocated word limit for that piece of work. In order to ensure that word counts can easily be checked you should include a note of the word count as performed by your word processing package. A deduction from this total for all tables, figures, quotations, appendices and references which DO NOT count towards the overall word limit.
- 4 All written work must be referenced using the Harvard System, full details of which are available from the Library website:
<http://data.bolton.ac.uk/bissto/infoskills/useinfo/cite/harvard/index.htm>
- 5 Unless otherwise notified by your module tutor, hard copies of assignments should be placed with a white general cover sheet, in the Assignment Post box in the Learning Enhancement & Professional Development Unit.

Please note that all assignments are date stamped by the Learning Enhancement & Professional Development Unit once they have been taken out of the post box. It is **this** date stamp which is taken into account.

**YOU SHOULD ALWAYS ENSURE YOU KEEP A COPY OF ANY ASSIGNMENT
SUBMITTED BY WHATEVER METHOD**

6 In the case of exceptional and unforeseen circumstances, an extension to the assessment hand in date may be granted by the Module Tutor. If you wish to apply for an extension for submission prior to the final teaching week*, you will need to submit an Extension Request Form (available from the LEPDU), and submit this along with material evidence of your extenuating circumstances to the Module Tutor for approval. The Module Tutor will consult with the Programme Leader prior to giving you a decision. Please note that claims based on unexceptional or foreseeable circumstances will not be successful.

* Extensions requested after the final teaching week will need to be requested via the Mitigating Circumstances procedure.

17.4 Mitigating Circumstances

Sometimes circumstances happen outside your control that may affect your performance or your ability to submit assessments or sit examinations. It is important that you read the procedures for submitting requests for consideration of mitigating circumstances. Requests for consideration of mitigating circumstances should be submitted within 5 days of the last relevant assessment and should always be accompanied by relevant documentary evidence. The procedures are available via the Quality Assurance and Enhancement Unit web-pages: <http://data.bolton.ac.uk/aqas/default.htm>.

It is advisable, where possible to seek advice support from your Programme Leader before submitting mitigating circumstances documentation.

Please remember that extenuating circumstances will only be taken into account where they are exceptional and unforeseen. Claims based on unexceptional or foreseeable circumstances will not be successful.

17.5 Feedback on Assessments

When your marked work is returned to you it will be accompanied by feedback on the assessment which will help you to understand the rationale for the grade achieved, and also help you improve your performance in future assignments.

Feedback will normally be given within 15 working days after the submission date.

17.6 Referencing

In any coursework assessment it is essential you clarify the sources of information in the appropriate manner.

It is important that you cite sources throughout the main body of text whether or not they are directly quoted. At the end of the assignment, you should then provide a complete reference list of all materials referred to in the text. Your reference list should only refer to sources explicitly referred to in the text.

Further information on the details of referencing can be found on the Library website:

<http://data.bolton.ac.uk/bissto/infoskills/useinfo/cite/harvard/index.htm>

Your Programme Leader and Module Tutors will be happy to provide clarification and explanation of the leaflet if required. It is your responsibility to ensure that all references used in the text of your coursework are properly referenced and acknowledged.

17.7 Use of Unfair Means

The University has a responsibility to ensure that the standards of its awards are maintained and that its qualifications are not achieved through the use of unfair means. The regulations on the Use of Unfair Means in Assessment cover not only students who deliberately set out to cheat e.g. by taking unauthorised material into exams, but also those who do not follow normal academic rules, e.g. by acknowledging the ideas of others through proper referencing.

Unfair means includes **plagiarism** (giving the impression that you have written or thought something when you have borrowed it from someone else), **collusion** (working collaboratively with another student and then submitting the work as all your own work), and cheating in examinations.

You should familiarise yourself at the earliest opportunity with the University's Unfair Means Regulations which are available via the 'Policies and Procedures' section of the 'Current Students' portal on the University intranet. You can also get online help about avoiding plagiarism through BISSTO available via the Library home page:

<http://data.bolton.ac.uk/bissto/infoskills/useinfo/plagiarism.htm>

17.8 Publication of Results and Awards Ceremonies

Following the Programme Assessment Boards in September, February and June, you will be able to access your results via 'Current Students' and 'My Details' on the University web pages:

See https://evision.bolton.ac.uk/urd/sits.urd/run/SIW_LGN.

Please note that these results are provisional until they have been ratified by the LEPDU Awards Board. Please ensure you check your University email address for details of ratified results and any make-good work.

17.9 Requests for Reviews of Decisions of Boards of Examiners (Appeals)

The University's regulations set out a number of grounds on which you can ask for a review of an assessment decision.

These include:

- illness or some other factor which affected your performance but which you were unwilling or unable to divulge before the Assessment Board made its decision
- a material administrative error, the assessments were not conducted in accordance with the University's regulations, or some other irregularity
- the decision of an Assessment Board about the use of unfair means or the consequent academic action is unreasonably severe.

The grounds do not include questioning the academic judgment of an Assessment Board.

You can request a review of an Assessment Board decision by writing to the Secretary to the Senate in the Quality Assurance and Enhancement Unit, giving reasons and including supporting evidence within 14 days of publication of the Assessment Board's decision.

Full details of the procedures are available via the 'Policies and Procedures' section of the 'Current Students' portal on the University intranet.

17.10 The Discretion of the Assessment Board

Although there will be dialogue and discussion about professional development and assessment feedback, these discussions are not binding on the Assessment Board, which always retains discretion.

17.11 Moderation

All assessments are subject to moderation by internal moderators and External Examiner and to final confirmation by the Assessment Board. Thus all assessment results given by a tutor before the Board can only be provisional. It is the role of the External Examiner to ensure that tutor's marking is comparable to marks being awarded for similar work elsewhere in Higher Education.

18 COURSE MEMBER REPRESENTATION AND FEEDBACK

18.1 Course Member Feedback

All course members have the opportunity to contribute to the monitoring and enhancement of their course of study. You can approach your Module Tutor, Programme Leader or Personal Tutor on an informal level to discuss issues. The Programme Committee is also an important forum at which elected Course Member Representatives can speak on behalf of their peers. Course Member representatives for the Programme Committee are elected at the beginning of each academic year and are requested to convene Course Member meetings where issues for the Programme Committee meetings can be raised and discussed. All Course Member Representatives receive formal training from the Students Union. There is also an online briefing provided at:

<http://www.ubsu.org.uk/UBSU/StudentRepresentation/SupportAndInformation/Home.aspx>

In addition to the Programme Committee system you are required to complete a module feedback form for each module in each semester. Furthermore, at least once in your programme you will be requested to complete a programme questionnaire. Survey feedback is important as it is used by the Programme Team and central services to enhance the quality of provision and improve the student learning experience.

A course committee will meet regularly to consider policy and provide an opportunity for any issues relating to the programme to be raised. The course committee will be chaired by the Programme Leader and will usually consist of Course Representatives; Course Tutors, Mentor Reviewers, the Lead Mentor and Action Learning Set Facilitators. Please see Quality Assurance and Enhancement website: <http://data.bolton.ac.uk/aqas/PDF/B2.pdf>.

18.2 Programme Committee

The following describe the arrangements:

- Each cohort of the programme will elect a course member representative to represent them on the programme committee
- The Lead Mentor will sit on the committee and provide Mentor Reviewer representation
- All members of the teaching staff are members of the programme committee
- The programme leader chairs the committee
- The programme committee reports to the Learning Enhancement & Professional Development Unit Management Board

18.3 Complaints

The University has a formal complaints procedure, and full details can be found on the intranet via the Quality Assurance and Enhancement Unit web pages:

<http://data.bolton.ac.uk/aqas/default.htm>.

You may wish to initially explore an informal approach by discussing the matter directly with the person concerned, e.g. the Module Tutor or Programme Leader. You may also wish to contact the Head of Learning Enhancement & Professional Development Unit.

If you are not satisfied with the response from the Unit you can access the formal procedures by completing a Student Complaints Form (available to download from the 'Policy and Procedures' webpage:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/Home.aspx>)

or by writing to the Quality Assurance and Enhancement Coordinator in the Quality Assurance and Enhancement Unit.

19 PROGRAMME MANAGEMENT AND ORGANISATION

The programme is led and managed by the Learning Enhancement & Professional Development Unit, with a cross University approach to teaching and learning. The Programme team will draw upon staff members from across the University with particular expertise in supporting learning and teaching e.g. University Learning and Teaching Fellows, Principal Lecturer's in Learning and Teaching, University Learning and Teaching sabbatical award holders, members of staff from the Institute for Educational Cybernetics, members of staff from the five Academic Schools and Professional services, members of the Directorate etc. (Please see draft Programme Calendar 2009-2011, page 5.)

The Mentor Review of Professional Practice scheme which supports the course member throughout two modules of the programme is to be negotiated and the Mentor Reviewer allocated at the School/Unit level. This creates a responsibility and engagement with the course and underpins professional development for both the Mentor Reviewer and the course member at the School/Unit level. Training and development for the Mentor Reviewers will be offered by the Learning Enhancement and Professional Development Unit

Further integration and ownership of the Programme from across the University is to be developed through the final Professional Academic Practice in Action module – the outcome of which is a project related to professional development and the enhancement of the student learning experience negotiated between the Course member, Project supervisor and Director of School/Head of Unit. Projects, where appropriate, will be more widely disseminated and presented within the School/Unit and across the University.

The programme has been designed to enhance the development of the learning and teaching community across the University through a cross Institutional approach. The teaching and academic support for the course members will be

drawn from across the University and responsibilities for support undertaken at both local and University levels.

The development of this programme is unlike other programmes which may have a distinct discipline and Academic School boundaries. The programme is designed to remain firmly in the centre of the University infrastructure which builds and draws upon the expertise from across the University, promotes a community of enquiry and practice and raises the threshold of engagement and responsibility for all stakeholders in the continuing professional development of staff at the University of Bolton.

20 HEALTH AND SAFETY AND WELFARE

20.1 Evacuation

If the evacuation alarm sounds you should immediately stop what you are doing and evacuate by the nearest convenient exit. If you have a disability that may make your evacuation difficult, please mention this confidentially to your tutors.

20.2 Use of Computers

General guidance on the safe use of computers will be given to you as appropriate at induction and you should at all times follow this guidance. In particular you must:

- Not use the computers for longer than 90 minutes at a time without a 15 minute complete break from the screen
- You should preferably plan your work to enable you to have shorter sessions such as 30 minutes followed by 5 minutes of change or 60 minutes followed by 10 minutes of change.
- You should plan your work so that you do not use the computer for longer than 3 hours a day with at least a day's break in between.

20.3 Student Welfare

If you have something on your mind that is worrying you or causing you concern it is often better to talk to someone about it. You may choose to talk to a friend, a relation, the Students' Union or a member of staff - one of your lecturers or tutors. However, if you feel the need to speak to someone who is not involved in your personal life or academic work, you can arrange to see an experienced University Counsellor.

Details on how to contact the University Counselling Service can be found on the following webpage:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/Counselling/Home.aspx>.

21 STUDENT DISCIPLINE

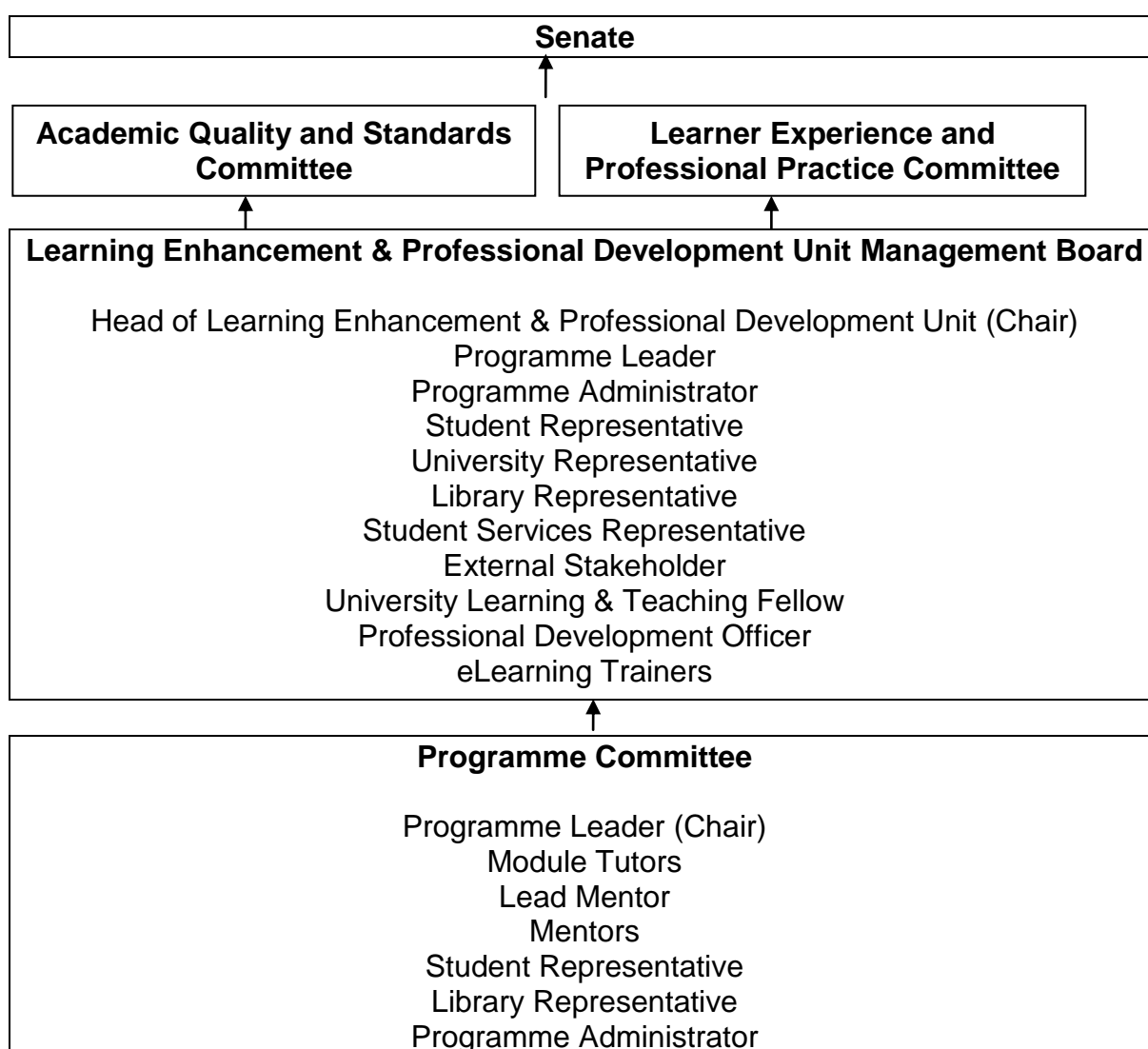
The University has a disciplinary procedure which relates to complaints about unacceptable behaviour of students. This procedure can be accessed via the 'Policies and Procedures' section of the 'Current Students' portal on the University intranet.

22 MAINTENANCE AND ENHANCEMENT OF STANDARDS AND QUALITY

The Programme regulations are to be found on the Quality Assurance and Enhancement website University Post Graduate Modular Regulations: http://data.bolton.ac.uk/aqas/PDF/PO14_1.pdf.

Quality Assurance matters

Quality assurance will be assured in the following way:



Assessment Boards

There will be a single tier Assessment Board chaired by the Head of Learning Enhancement & Professional Development Unit.

Members:

External Examiner
Programme Leader
Module Tutors
Lead Mentor

Prior to the Assessment Board a Mitigating Circumstances panel will meet to consider applications for mitigating circumstances through the normal University Mitigating Circumstances regulations:

<http://data.bolton.ac.uk/aqas/PDF/MITIGATING%20CIRCUMSTANCES%202008-09.pdf>.

Annual Course monitoring, Programme committee minutes, Subject Annual Self Evaluation Reports (SASERs) and the outcomes of the Quality Assurance processes will be reported to the Learning Enhancement & Professional Development Unit Management Board chaired by Head of Learning Enhancement & Professional Development Unit.

23 MODULE SPECIFICATIONS

24 MODULE ONE: TEACHING AND SUPPORTING LEARNING IN HIGHER EDUCATION

Code: EDD4000

Module Author: Gill Whittaker

20 credits at level HE7

Description and Purpose of Module

In this module you will critically reflect on the strategies, approaches and theories that inform the creation of effective, dynamic and diverse learning environments in Higher Education.

You will examine and demonstrate the ways in which professional approaches may be applied to supporting learning within a specific subject specialism through creativity, innovation, problem solving and enquiry¹.

You will consider the skills, attributes and characteristics of teachers who can effectively engage with learners within the context of a professional and transformative University and against the background of widening participation.

At the heart of the module is the development of an inclusive and diverse community of enquiry which will engage with the areas of activity, core knowledge and professional values articulated in the UK Professional Standards Framework for teaching and supporting learning in higher education.

This module will require course members to engage with the areas of activity, core knowledge and professional values articulated in the UK Professional Standards Framework for teaching and supporting learning in higher education (Standard Descriptor One).

The module will also explore the impact on technology in the development, implementation and assessment of in teaching and learning best practices.

The module includes intensive use of electronic-based resources and communication tools which aims to enhance your teaching and learning experience and professional practice and, and stimulates the development of an enriched and active online community of practice.

Indicative Syllabus Content

Teaching and supporting learning in the context of a professional and transformative University against the background of widening participation; planning and implementing teaching; exploring, practicing and reflecting upon

¹ UK HEA PSF

teaching skills; theories of learning; developing critical reflection in learners and teachers; problem-based learning; action learning and work-based learning; technology-enabled learning; managing resources efficiently; creativity and innovation; reflective practice; inclusivity and diversity; evaluating the effectiveness of teaching; assessment and giving feedback to learners; the dynamic relationship between enquiry, research and pedagogic practice; levels of learning in HE; one-to-one, small group and large group teaching; currency, and subject specific pedagogy.

Learning and Teaching Strategy

Learning and teaching falls into three distinct but reciprocal modes which closely relate theory, practice and critical reflection. Firstly, there is, a taught element; this involves interactive group sessions and lectures, course member presentations and team activities and a negotiated 'teaching techniques' workshop; secondly a one-to-one mentored strand which will incorporate peer mentored observations of learning and teaching and discipline specific support and thirdly, the development of a community of enquiry which will support critical reflection and form a bridge between the first and second modes of the module. A critically reflective approach will enable you to consider and develop the craft of teaching.

This module is offered by blended learning through three hour sessions per week over a 14 week semester. Some hours of this module will be devoted to:

- Exploring and critically analysing effective teaching techniques and
- The academic use of technology-enabled learning and its impact in teaching and learning and professional practice.

Assessment Strategy

Your assessment will reflect the three strands of the module and consist of a presentation to peers reflecting on a specific aspect of learning and teaching and the submission of a reflective learning journal based on your own professional development in learning and teaching. This can be either paper based or use any technology supported resource available. Whatever the medium used, the journal will draw upon two peer mentor observations of supporting learning within the context of your role (Review of Professional Practice) and the on-going needs analysis of your professional development.

The teaching techniques workshop will provide the opportunity for formative assessment and advice.

Intended Learning Outcomes and Assessment Criteria

	Learning Outcomes When you have successfully completed this module you will be able to:	Assessment Criteria To demonstrate that you have achieved the learning outcome you will:
1	Analyse learner needs and articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes Implement appropriate teaching strategies to meet the needs of learners	Develop and implement session plans that are inclusive and meet the diverse needs of learners Analyse chosen approaches to teaching Critically reflect on a range of teaching strategies to meet learner needs
2	Evaluate the implementation of session plans and identify areas for research and reflection arising from these evaluations in order to improve teaching effectiveness and your own professional development.	Produce critical evaluations and reflections of sessions Demonstrate how this process has brought about changes in learning and teaching
3	Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	Critically evaluate theories and models of learning Apply these theories and models within a learning context and/or subject discipline
4	Engage in self-analysis through critical reflection, journal keeping and the analysis of your own professional development in learning and teaching	Maintain a critical learning journal which engages in reflection and on-going analysis of your professional development including the skills of teaching
5	Select appropriate technology to enable learning	Critically reflect on the application and effectiveness of technology to enable learning within a subject specialism

Assessment

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

Type	Pre	CW
Description	A presentation to peers reflecting on a specific aspect of learning and teaching	A critically reflective personal learning journal on your own professional development in learning and teaching, which includes a prescribed appendix demonstrating teaching skills. (Review of Professional Practice) (approx 3000 words or equivalent)
% age	30	70
Learning Outcomes	3	1,2,3,4

A Critically Reflective Personal Learning Journal on Your Own Professional Development in Learning and Teaching

(Approx 3000 words or equivalent)

To meet the assessment criteria you will produce a critically reflective personal learning journal which demonstrates:

The development, justification and implementation of session plans that are inclusive and meet the diverse needs of learners

Critical evaluations and reflections of sessions and how this process brought about changes in your approaches to learning and teaching, to include evidence of your professional development through two peer mentor observations.

Critical evaluation of theories and models of learning within a learning context and/or subject discipline

The journal will have an appendix which demonstrates evidence of your continuing professional development including:

- Evidence of the Craft of Teaching
- The needs analysis for professional development document
- All evidence related to mentor reviewed teaching sessions
- Evidence from at least two teaching and learning sessions which include plans, teaching materials and an appropriate reflective evaluation.

A Presentation to Peers Reflecting on a Specific Aspect of Learning and Teaching

You will provide a 10 minute Professional presentation on an aspect of learning and teaching in Higher Education which critically reflects on theories and models within a learning context and/or subject discipline.

RELATIONSHIP TO UK PROFESSIONAL STANDARDS FRAMEWORK STANDARDS FOR TEACHING AND SUPPORTING LEARNING IN HIGHER EDUCATION

Successful completion of this module reflects the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education - Standard Descriptor One i.e. Higher Education Academy (HEA) Associate member.

Mapping of Modules to HE Academy Core Learning and Teaching Activities						
Module 1 Teaching and Supporting learning in HE	Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development.	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development.	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching
Assessment	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal

Mapping of Modules to HE Academy Core Knowledge Areas						
Module 1 Teaching and Supporting learning in HE	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development.	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching
Assessment	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal

Mapping of HE Academy Core Professional Values					
Module 1 Teaching and supporting learning in HE	Respect for individual learners and for their development and empowerment	Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice
	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development	LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching
Assessment	2. A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal

Appendix 1

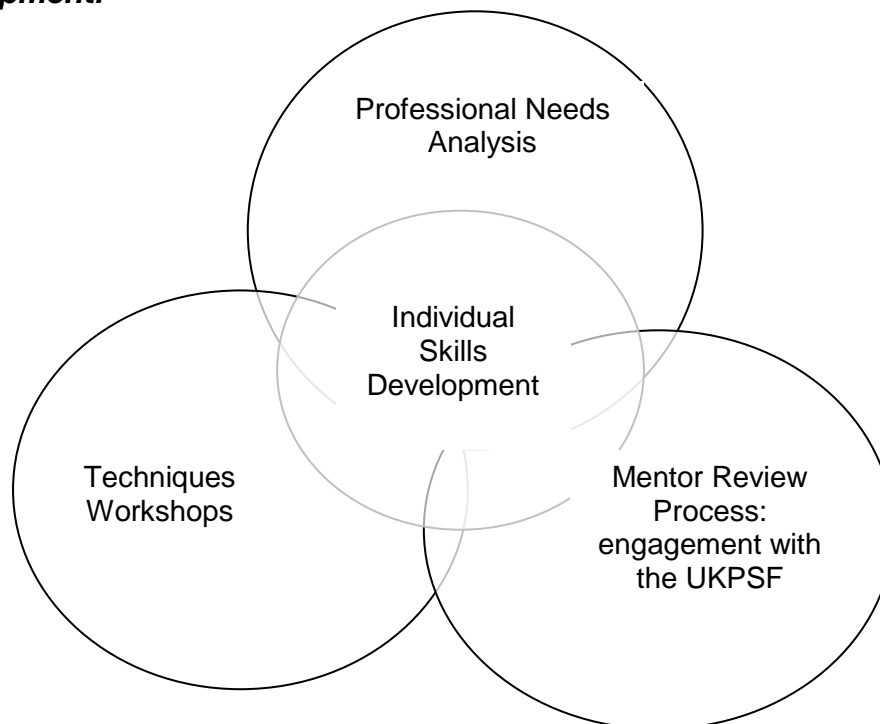
PROFESSIONAL DEVELOPMENT THROUGH NEEDS ANALYSIS, MENTOR REVIEW AND NEGOTIATED TECHNIQUES WORKSHOPS

Introduction

In terms of practicing effective teaching skills, your professional development on this course is determined through the analysis of three factors which are reciprocal and interdependent;

- a professional needs analysis – which will be reviewed and revised as you progress;
- the mentor review process and engagement with the UKPSF and
- a series of group-negotiated techniques workshops which will be offered weekly and which will follow taught sessions in both modules one and two.

Interdependent and reciprocal processes supporting and directing skills development:



The starting point for this process will be your *professional needs analysis*. This analysis engages closely with the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education and asks you to consider the extent of your experience over a range of activities.

We begin this process with a *professional needs analysis*. On completion of this, we will decide, as a group, on priorities for the *techniques workshops*. As you progress through the course you will return to the original analysis and up-date this in discussion with your Mentor Reviewer and in light of the review process.

The *Mentor Review process* will also provide us with indications of general needs in terms of teaching techniques and this may inform the group about what may be included in workshops.

Indicative Reading

Bach, S., Haynes, P. and Lewis Smith, J. (2006) *Online learning and teaching in higher education*. Maidenhead: Open University Press.

Biggs, J. and Tang, C. (2007) *Teaching for quality learning at university*. 3rd ed. Maidenhead: Society for Research into Higher Education and Open University Press.

Boud, D. and Solomon (eds) (2001) *Work-based learning: a new higher education?* Maidenhead: Society for Research into Higher Education and Open University Press.

Brookfield, S.D. (2005) *The Power of Critical Theory for Adult Learning and Teaching* Maidenhead: Open University Press

Bullock, K. (2004) *Whose learning?: the role of the personal tutor*. Maidenhead: Open University Press

Burge, E. J. (ed) (2007) *Flexible higher education: reflections from expert experience*. Maidenhead: Society for Research into Higher Education and Open University Press.

Campbell, A. and Norton, L. (2007) *Learning, teaching and assessing in Higher Education*. Exeter: Learning Matters.

Claxton, G., et al (1996) *Liberating the learner*. London: Routledge.

Cowan, J. (2006) On becoming an innovative university teacher: *Reflection in action*, 2nd ed. Maidenhead: Society for Research into Higher Education and Open University Press.

Denicolo, P. and Pope, M. ((2001) *Transformative Professional Practice* London: Whurr Publishers

Donoghue, John (2006) *Technology Supported Learning and Teaching: A Staff Perspective*. Information Science Publishing

Fry, H. Ketteridge, S. and Marshall, S. (2009) *A handbook for teaching and learning in higher education*, 3rd. ed. Abingdon: Routledge

Knight, P. T. (2002) *Being a teacher in higher education*. Maidenhead: Society for Research into Higher Education and Open University Press.

Knowles, M.S. Holton, E.F. and Swanson, R.A. (1973) (5th Ed.) *The Adult Learner* Woburn MA: Butterworth-Heinemann

Manson, R and Rennie, F (2008) *The E-learning Handbook: Social Networking for Higher Education: Resources for Higher education*. Routledge

Moon, J. (1999) *Learning journals*. London: Kogan Page.

Osborne, M. Houston, M. and Toman, N. (2007) *The pedagogy of lifelong learning: understanding effective teaching and learning in diverse contexts*. London: Routledge

Prosser, M. and Trigwell, K. (1999) *Understanding learning and teaching: the experience in higher education*. Maidenhead: Society for Research into Higher Education/Open University Press.

Richardson, Will (2008) *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Corwin Press, 2nd ed.

Salmon, G. and Edirisingha, P. (eds) (2008) *Podcasting for learning in universities*. Maidenhead: Society for Research into Higher Education and Open University Press.

Savin-Baden, M. and Wilkie, K. (eds) (2006) *Problem-based learning online*. Open University Press.

Savin-Baden, M. and Howell Major, C. (2004) *Foundations of problem-based learning*. Maidenhead: Society for Research into Higher Education and Open University Press.

Schön, D. A. (1991) *The reflective practitioner: how professionals think in action*. Aldershot: Avebury.

Yorke, M. and Longden, B. (2004) *Retention and student success in higher education*. Maidenhead: Society for Research into Higher Education and Open University Press.

Journals and Publications

Academy Exchange (HEA)

Active Learning in Higher Education

Educational Developments (SEDA)

Innovations in Education and Teaching International

International Journal for Academic Development

Journal of Computer Assisted Learning

Journal of Further and Higher Education

Studies in Higher Education

Teaching in Higher Education

Websites and Other Resources

Websites and other resources will be created as an electronic dynamic resource 'bookmark' list, to which both course members and tutors can add as appropriate.

Academic Quality and Standards Unit
<http://data.bolton.ac.uk/aqas/default.htm>

BISSTO <http://data.bolton.ac.uk/bissto/>

Centre for Recording Achievement (CRA)
<http://www.recordingachievement.org/>

Higher Education Academy (HEA) <http://www.heacademy.ac.uk>
Course members will be expected to register for their relevant Higher Education Academy (HEA) Subject networks.

Higher Education Academy (2006) *Subject Network Prospectus*. York: HEA.
http://www.heacademy.ac.uk/assets/York/documents/resources/publications/web0290_subject_network_prospectus_2006.pdf

International Journal for Academic Development <http://informaworld.com/ijad>

JISC (2005) *Effective Practice with Elearning*.
<http://www.jisc.org.uk/whatwedo/programmes/elearningpedagogy/evaluatepractice.aspx>

Open University Press <http://www.openup.co.uk>

Oxford Centre for Staff and Learning Development
<http://www.brookes.ac.uk/services/ocsltd/>

The Quality Assurance Agency for Higher Education (QAA)
<http://www.qaa.ac.uk/>

The University of Bolton, AME eResources
<http://www.bolton.ac.uk/AME/eLearning/eResources.aspx>

Staff and Educational Development Association (SEDA) publications
<http://www.seda.ac.uk>

University of Bolton <http://www.bolton.ac.uk/>

NB: All links checked 5 February 2009

25 MODULE TWO: CURRICULUM DESIGN AND ASSESSMENT IN HIGHER EDUCATION

Code: EDD4001

Module Authors: David Kitchener and Stephen Powell

20 credits at level HE7

Description and Purpose of Module

In this module you will develop a critical understanding of current educational practices in the theories of course/module design and assessment in HE in the context of the University of Bolton's key challenges of recruitment and retention.

The module will develop an appreciation of the necessity for inclusive models of curriculum design and planning complemented by an understanding of how assessment informs teaching.

Informing the design of the module is the concept of the Bolton Academic and Bolton Professional described in the Professional Academic Practice Framework for the University of Bolton.

This module will require course members to engage with the areas of activity, core knowledge and professional values articulated in the UK Professional Standards Framework for teaching and supporting learning in higher education, (Standard Descriptor Two).

Indicative Syllabus Content

Curriculum theory including product, process and praxis models; the personalised curriculum; the hidden curriculum; relationship of curriculum design to learning theories; sequencing learning; differentiation; the role of the curriculum in employer and professional organisation engagement; diverse student needs; programme specifications; schemes of learning.

Assessment theory including benchmarking; module specifications; institutional Codes of Practice; written and oral feedback; summative and formative feedback; validity and reliability measures; relationship of assessment data to curriculum design; the design of assessment instruments; interpreting assessment data; peer and self-assessment; and authentic work-based assessment.

An exploration of the use of technology-enabled learning through curriculum design, teaching and assessment.

Learning, Teaching and Assessment

The module will be taught using strategies such as that will include interactive group sessions, lectures, inquiry, 'hot seat' expert debate and peer

presentations. A critically reflective approach will enable you to consider and develop the 'craft' of teaching.

A critical component of the approach to learning and assessment is the Professional Learning Journal. This can be either paper based or use any technology supported resource available. Whatever the medium used, it will be maintained over a period of time and contain some factual recording but most importantly will be reflective in nature. You will select extracts from your journal to submit as a part of your assessment.

Your assessment will consist of:

- 1 A Professional Learning Journal, including a reflective account and two mentor observations (Review of Professional Practice), linked to a discussion of curriculum design issues.
- 2 An interactive task designed to generate critically reflective debate on curriculum development and assessment issues

Learning Outcomes and Assessment Criteria

	Learning Outcomes When you have successfully completed this module you will be able to:	Assessment Criteria To demonstrate that you have achieved the learning outcome you will:
1	Analyse learner needs and articulate appropriate objectives and effective and efficient teaching approaches to achieve specified learning outcomes within a given specialism	Critically evaluate the implementation of a curriculum design in terms of its inclusivity and potential to meet the diverse needs of learners
2	Evaluate curriculum models in terms of providing an effective and dynamic learning environment.	Produce critical evaluations and reflections on a curriculum model, identifying opportunities for improvement.
3	Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline.	Critically evaluate theories and models of curriculum learning and teaching in terms of their application within a learning context and/or subject discipline.
4	Critically analyse a range of issues relating to assessment within a specific subject and curriculum	Engage in critical reflection around the purpose and appropriateness of assessment methods and strategies

5	Analyse the effectiveness of technology enabled learning within specific curricula	Critically reflect on the application of technology enabled learning in curriculum design and implementation
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Assessment

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

Type	Pre	CW
Description	A set interactive task related to current curriculum and assessment issues	Professional Learning Journal relating to curriculum and assessment issues which will include two mentor observations (Review of Professional Practice) (maximum of 3000 words or equivalent)
% age	30	70
Learning Outcomes	3, 4	1,2,3

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Barnett, R., and Coate, K. (2005) *Engaging the curriculum in higher education*. Maidenhead: Society for Research into Higher Education and Open University Press.

Becher, T. and Trowler P. (2002) Academic disciplines. In: *Academic tribes and territories*. 2nd ed. Maidenhead: Society for Research into Higher Education and Open University Press.

Bloxham, S. and Boyd, P. (2007) *Developing assessment in higher education: a practical guide*. Maidenhead: Open University Press.

Boud D. and Falchikov, N. (2007) *Rethinking assessment in higher education: learning for the longterm*. London: Routledge.

- Brockbank A. and McGill, I. (2007) *Facilitating reflective learning in higher education*. 2nd ed. Maidenhead: Society for Research into Higher Education and Open University Press.
- Brown, S. and Knight, P. (2004) *Assessing learners in higher education*. Abingdon: Routledge Falmer.
- Bryan, C. and Clegg, K. (2006) *Innovative assessment in higher education*. London: Routledge.
- Burge, E. J. (ed) (2007) *Flexible higher education: reflections from expert experience*. Maidenhead: Society for Research into Higher Education and Open University Press.
- Butcher, C., et al (2006) *Designing Learning: from module outline to effective teaching*. London: Routledge.
- Cochran-Smith, M., et al. (eds) (2008) *Handbook of research on teacher education: enduring questions in changing contexts*. London: Routledge.
- Fry, H. Ketteridge, S. and Marshall, S. (2009) *A handbook for teaching and learning in higher education*. 3rd ed. Abingdon: Routledge.
- Irons A. (2007) *Enhancing learning through formative assessment and feedback*. London: Routledge.
- Jenkins, A., et al. (2003) Designing the curriculum to link teaching and research. In: *Reshaping teaching in higher education*. London: Kogan Page.
- Knight, P. T. and Yorke, M. (2003) *Assessment, learning and employability*. Maidenhead: Society for Research into Higher Education and Open University Press.
- Moon, J. (2002) *The module and programme development handbook: a practical guide to linking levels, outcomes and assessment criteria*. London: Routledge.
- Moon, J. (1999) *Learning journals*. London: Kogan Page.
- Nicholls, G. (2001) *Professional development in higher education in assessment, reflection and professional development*. London: Kogan Page.
- Race, P. (2006) *The lecturer's toolkit a practical guide to assessment, learning and teaching*. London: Routledge
- Trigwell, K. and Prosser, M. (1999) A model for understanding learning and teaching in Higher Education. In: *Understanding learning and teaching - the experience in HE*. Maidenhead: Society for Research into Higher Education/Open University Press.

Salmon, G. (2004) *E-Moderating: the key to teaching and learning online*. London: Routledge.

Schiro, M.S. (2008) *Curriculum theory: conflicting visions and enduring concerns*. London: Sage.

Scott, D. (2007) *Critical essays on major curriculum theorists*. London: Routledge.

Sutherland-Smith (2008) *Plagiarism, the internet and student learning*. London: Routledge.

Toohey, S. (1999) *Designing Courses for Higher Education*. Philadelphia: Open University Press.

Warren, D. (2002), Curriculum design in a context of widening participation in higher education. *Arts and Humanities in Higher Education*, 1(1) pp.85-99.

Winter, R. (2003) Contextualizing the patchwork text: addressing problems of coursework assessment in higher education: *Innovations in education. Education and Teaching International*. 40(2), pp.112-122.

Yorke, M. (2007) *Grading student achievement in higher education*. London: Routledge.

Journals and Publications

Active Learning in Higher Education

Assessment and Evaluation in Higher Education

Innovations in Education and Teaching International

International Journal for Academic Development

Journal of Further and Higher Education

Quality in Higher Education

Studies in Higher Education

Teaching in Higher Education

Websites and Other Resources

Websites and other resources will be created as an electronic dynamic resource 'bookmark' list, to which both course members and tutors can add as appropriate.

Academic Quality and Standards Unit
<http://data.bolton.ac.uk/aqas/default.htm>

BISSTO <http://data.bolton.ac.uk/bissto/>

Centre for Recording Achievement (CRA)
<http://www.recordingachievement.org/>

Higher Education Academy (HEA) <http://www.heacademy.ac.uk>
Course members will be expected to register for their relevant Higher Education Academy (HEA) Subject networks.

International Journal for Academic Development <http://informaworld.com/ijad>

Open University Press <http://www.openup.co.uk>

Staff and Educational Development Association (SEDA) publications
<http://www.seda.ac.uk>

The Quality Assurance Agency for Higher Education (QAA)
<http://www.qaa.ac.uk/>

University of Bolton <http://www.bolton.ac.uk/>

NB: All links checked 9 April 2009

26 MODULE THREE: PROFESSIONAL ACADEMIC PRACTICE IN ACTION

Code: EDD4002

Module Author: Robert Nettleton

20 credits at level HE7

Description and Purpose of Module

In this module you will be required to undertake an action research project related to supporting the learner experience within the context of your own working environment.

This module will help you to:

Foster an innovative, reflective, evaluative and informed professional approach to academic practice, that is, scholarship of and for practice; increase your understanding of learning, teaching and assessment processes as they apply to your speciality; support you in tackling practical problems and challenges you experience with respect to any aspect of academic practice for the benefit of learners or other stakeholders in your academic practice; and enable you to reflect upon and plan your career and professional development.

This module will require course members to engage with the areas of activity, core knowledge and professional values articulated in the UK Professional Standards Framework for teaching and supporting learning in higher education, (Standard Descriptor Two).

Indicative Syllabus Content

Action oriented frameworks for professional development and practitioner research including models of reflective practice and action enquiry; notions and processes of professional formation; professional knowledge: ways of knowing and epistemology of practice; scholarship of practice; models of reflective practice and action enquiry; and genres for writing and presenting accounts of Professional Academic Practice in Action.

Opportunities will be provided to explore how academic practice engages with the policy context and broader agendas which may impact upon professional academic practice within the Higher Education sector e.g. student retention, widening participation, diversity and inclusion, internationalisation, education for sustainable development, personal development planning, employability, first year experience, skills development, personalisation of learning, and the impact of technology.

You will be invited to attend appropriate sessions provided through the University of Bolton 'Professional Development for Staff (PDS)' Annual programme.

Learning, Teaching and Assessment

The module will help you decide how best to enter situations that make demands upon your professionalism, how to sustain aims amid changing circumstances, and how to frame and reframe purposes with others.

The module will direct your learning towards your development within the three Dimensions of Professional Academic Practice at the University of Bolton:

- Learning, Teaching and Curriculum Development
- Enterprise, Research and Knowledge Exchange and
- Community Engagement and Partnership Development.

You will be asked to identify the dimensions that are most relevant to your development as a professional in Higher Education.

The module serves to promote and demonstrate your 'formation' as a professional in academic practice. It assumes that by connecting analytic insight with practical judgment and action, professionals learn.

In order to support this, seminars will be facilitated by academics, who will provide case material from their experience as a basis for critical engagement with the process of formation as a professional within the three Dimensions of Professional Academic Practice at the University of Bolton. The seminar programme will be scheduled to follow inputs from the Professional Development *for* Staff programme of the EDU, thus providing opportunities for critical reflection on policy and practice within the Institutional context and the wider sector.

Support and supervision will be provided through an Action Learning Set (see below) facilitating reflection on and for action. Opportunities will be provided for further supporting strategies such as a workshop on reflective writing as required.

Action Learning Sets will be convened 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. The focus will be on Learning from, in and for Action related to your Project.

Action Learning Set Facilitator

The facilitator for the Action Learning Set will be a tutor involved in the delivery of the programme. Once Learning agreements have been made, the Groups will become increasingly self-managing. 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.

ASSESSMENT STRATEGY

The assessment strategy aims to facilitate learning from and for your professional practice – in action. You will be asked to identify a focus for your development arising from your current work negotiated by yourself as Course member, your Action Learning Set Facilitator and Director of School (or designate). This will be formalised as a tripartite learning agreement. You will develop a short proposal identifying your aims, objectives and methods to disseminate the learning that contributes to your professional formation including reference to the HEA Professional Standards Framework, (especially Areas of Activity 5 and 6 and Professional Values 2 and 5). You will be asked to articulate the outcomes of your learning and to disseminate your learning through a presentation to peers.

The assessment is therefore based on a Project, normally a piece of “action research” based upon a specific interest arising from the work place.

You will be supported and supervised by the Action Learning Set Facilitator throughout the period of study for the module.

FORM OF ASSESSMENT

While the Assessment is based upon Action Research, the means of demonstration of the achievement of the Learning Outcomes is not specified in this module. This is in order for the module to be implemented in individualised manner and to allow course members the opportunity to apply their learning from earlier modules in designing their own assessments. In order for the assessments to be valid, achievable and equitable, course members will be required to submit to their Learning Agreements (by an agreed date) to the Module Leader who will convene a process of moderation involving Action Learning Set Facilitators and a third party (for example, the Programme Leader) to endorse the Learning Agreements or to return a Learning Agreement to the Course Member with advice on alternations to be made by a specified date for reconsideration of endorsement. A summary report of the Moderation process will be written by the Module Leader that will

provide general feedback to all course members and will be sent with a sample of Learning Agreements to the External Examiner for the Module. Individual written feedback will be given to all course members and there will be opportunity for discussion in the Learning Set.

The Assessment may take any form proposed by the Course Member providing that it clearly demonstrates the achievement of the Learning Outcomes and is capable of being assessed against the assessment criteria. Examples could be:

- A web based presentation
- A seminar paper
- A Report and Poster

General criteria will include the following:
The proposed assessment must be:

- Valid - relevant
- Achievable within the time and resources available
- Equitable- equivalent to 5000 words of a written assignment
- Show potential to achieve the Learning Outcomes (including an element of planned dissemination)
- Show potential for level HE7 learning
- Ethically acceptable

Learning Outcomes and Assessment Criteria

	Learning Outcomes When you have successfully completed this module you will be able to:	Assessment Criteria To demonstrate that you have achieved the learning outcome you will:
1	Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality.	Provide an analytical account of your professional situation in terms of the relevant forms of knowledge and ways of knowing.
2	Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience.	Identify and critically review the literature to inform the research proposal. Review the selection and development of approaches to learning and teaching relevant to your speciality.

3	Implement an action research approach which is critically analysed and reflected upon through evidence and outcomes.	Utilise a reflective process to integrate personal, professional and analytical perspectives on your action, evidence and progress towards the achievement of outcomes.
4	Frame and reframe your purposes with others to promote Professional Academic Practice.	Evaluate implications for your subsequent professional development and for the benefit of learners or other stakeholders in your academic practice. Disseminate the outcomes of your learning to others appropriate to your professional situation

Assessment

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

Type	CW
Description	Action Research report (maximum of 5,000 words or equivalent)
%age	100
Learning Outcomes	1,2,3,4

Prerequisite Module(s)

There are no prerequisites for this module.

Barred Combinations

No restrictions apply.

Indicative Reading

Bassey, M. (1999) *Case study research in educational settings*. Buckingham: Open University Press.

Baume, C., Martin, P. and Yorke, M. (eds.) (2002) *Managing educational development projects effective management for maximum impact*. London: Kogan Page.

Becher, T. and Trowler, P. (2001) *Academic tribes and territories*, 2nd ed. Buckingham: Open University Press.

Brockbank A. and McGill, I. (2007) *Facilitating reflective learning in higher education*. 2nd ed. Maidenhead: Society for Research into Higher Education and Open University Press.

- Campbell, A (2004) *Practitioner research and professional development in education*. London: Paul Chapman.
- Cousin (2008) *Strategies for researching learning in higher education*. London: Routledge.
- Delamont, S. and Atkinson, P. (2004) *Successful research careers: a practical guide*. Maidenhead: Society for Research into Higher Education and Open University Press.
- Denscombe, M. (2003) *The good research guide. 3rd ed.* Maidenhead: Open University Press.
- Eraut, M. (2000) Non-formal learning and tacit knowledge in professional work. *British Journal of Educational Psychology*, 70(1) pp.113–36.
- Evans, L (2002) *Reflective practice in educational research: developing advanced skills*. New York: Continuum.
- Henkel, M. (2005) Academic identity and autonomy in a changing policy environment. *Higher Education*, 49 (1-2) pp,155–76.
- Hextall, I., et al (2007) *Changing teacher roles, identities and professionalism: an annotated bibliography*
<http://www.kcl.ac.uk/content/1/c6/01/41/56/bibliography.pdf>
- Jenkins, A., Breen, R., Lindsay, R. with Brew, A. (2003) Designing the curriculum to link teaching and research. In: *Reshaping teaching in higher education*. London: Kogan Page.
- Jenkins, A and Healey, M. (2005) *Institutional strategies to link research and teaching*. York: The Higher Education Academy.
- Knight, P.T. Tait, J. Yorke, M. (2006) *The professional learning of teachers in higher education*. Studies in HE. 31.
- Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Macfarlane, B. (2008) *Teaching with Integrity: the ethics of higher education practice*. London: Routledge Falmer.
- Nicholls, G. (2001) *Professional Development in Higher Education in Assessment, Reflection and Professional Development*. London: Kogan Page.
- Nixon, J. (2004) Education for the good society: the integrity of academic practice. London: *Review of Education*, 2(3) pp.245–52.

Savin-Baden, M. and Wilkie, K. (eds) (2004) *Challenging research in problem-based learning*. Maidenhead: Society for Research into Higher Education and Open University Press.

Schön, Donald A. (1991) *The reflective practitioner: how professionals think in action*. Aldershot: Avebury.

Tight, M. (2003) *Researching higher education*. Maidenhead: Society for Research into Higher Education and Open University Press.

Walker, M. (2005) *Higher education pedagogies*. Maidenhead: Society for Research into Higher Education and Open University Press.

Walker, M. (ed.) (2001) *Reconstructing professionalism in university teaching: teachers and learners in action*, Buckingham: The Society for Research into Higher Education and Open University Press.

Wenger, E. (1999) *Communities of practice*. Cambridge: Cambridge University Press.

Whitchurch and Gordon (2009) *Academic and professional identities in higher education*. Routledge.

Yin, R. K. (1999) Designing single and multiple case studies in Bennett, N., Glatter, R. and Levacic, R. (eds) *Improving educational management through research and consultancy*. London: Paul Chapman.

Journals and Publications

Active Learning in Higher Education

Higher Education in Europe

Higher Education Research and Development

Innovations in Education and Teaching International

International Journal for Academic Development

Journal of Higher Education Policy and Management

Perspectives: Policy and Practice in Higher Education

Research into Higher Education Abstracts

Studies in Higher Education

Teaching in Higher Education

Websites and Other Resources

Course members will be expected to register for their relevant Higher Education Academy (HEA) Subject networks.

Websites and other resources will be created as an electronic dynamic resource 'bookmark' list, to which both course members and tutors can add as appropriate.

Academic Quality and Standards Unit
<http://data.bolton.ac.uk/aqas/default.htm>

BISSTO <http://data.bolton.ac.uk/bisstto/>

Centre for Recording Achievement (CRA)
<http://www.recordingachievement.org/>

Higher Education Academy (HEA) <http://www.heacademy.ac.uk>

HEFCE (Higher Education Funding Council for England)
<http://www.hefce.ac.uk/>

International Journal for Academic Development <http://informaworld.com/ijad>

Open University Press <http://www.openup.co.uk>

Staff and Educational Development Association (SEDA) publications
<http://www.seda.ac.uk>

The Quality Assurance Agency for Higher Education (QAA)
<http://www.qaa.ac.uk/>

University of Bolton <http://www.bolton.ac.uk/>

NB: All links checked 9 April 2009

27 APPENDIX 1 - MAPPING OF PROGRAMME TO UKPSF

THE STANDARDS

Standard descriptor	Examples of staff groups
<p>1 Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities</p>	<p>Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity</p>
<p>2 Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities</p>	<p>Staff who have a substantive role in learning and teaching to enhance the student experience</p>
<p>3 Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities</p>	<p>Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience</p>

Areas of Activity

- 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
- 5 Integration of scholarship, research and professional activities with teaching and supporting learning
- 6 Evaluation of practice and continuing professional development

Core Knowledge

- 1 The subject material
- 2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- 3 How students learn, both generally and in the subject
- 4 The use of appropriate learning technologies
- 5 Methods for evaluating the effectiveness of teaching
- 6 The implications of quality assurance and enhancement for professional practice

Professional Values

- 1 Respect for individual learners
- 2 Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
- 3 Commitment to development of learning communities
- 4 Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
- 5 Commitment to continuing professional development and evaluation of practice

Post Graduate Certificate in Teaching and Learning in Higher Education

Mapping of PG Certificate programme learning outcomes against UKPSF areas of:

- Core Learning and Teaching Activities
- Core Knowledge Areas
- Core professional Values

Mapping of PG Certificate programme Skills, Knowledge and Contribution against UKPSF areas of:

- Core Learning and Teaching Activities
- Core Knowledge Areas
- Core professional Values

Module 1 – Teaching and Supporting Learning in Higher Education
Module 2 – Curriculum Design and Assessment in Higher Education
Module 3 – Professional Academic Practice in Action

Mapping of programme learning outcomes to HE Academy Core Learning and Teaching Activities					
Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
LO1 A systematic understanding and critical awareness of the UK HE landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning.	LO2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE	LO3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity	LO3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity	LO4 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning LO6 Enhanced professional knowledge and values and developed a scholarly approach to support the quality of the student learning experience	LO5 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own CPD

Mapping of programme learning outcomes to HE Academy Core Knowledge Areas					
The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
LO2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE	LO2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE	LO2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE	LO3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity	LO4 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning LO6 Enhanced professional knowledge and values and developed a scholarly approach to support the quality of the student learning experience	LO1 A systematic understanding and critical awareness of the UK HE landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning. LO5 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own CPD

Mapping of programme learning outcomes to HE Academy Core Professional Values				
Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice	Respect for individual learners and for their development and empowerment
<p>LO4 Conceptual understanding to critically evaluate current research and advanced scholarship in teaching and learning</p> <p>LO6 Enhanced professional knowledge and values and developed a scholarly approach to support the quality of the student learning experience</p>	<p>LO3 An application of knowledge through the creation of learning environments that promote learning, equality of opportunity and responsiveness to student diversity</p>	<p>LO1 A systematic understanding and critical awareness of the UK HE landscape, the contexts within which the University operates, University and Academic School strategies and policies and the impact of these on their own professional practice in teaching and supporting learning.</p>	<p>LO5 Critical reflection of their own personal and professional development in the context of their own role and a commitment to their own CPD</p>	<p>LO2 A comprehensive and critical understanding of approaches applicable to the student learning experience through the exploration and advanced scholarship of different student-centred approaches, educational theory in the areas of teaching in their discipline, supporting learning, assessment and curriculum design in HE</p>

Mapping of programme qualities and skills to HE Academy Core Learning and Teaching Activities					
Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
Exercise initiative and take personal responsibility	Exercise initiative and take personal responsibility	To be able to make decisions in complex and unpredictable situations	To be able to make decisions in complex and unpredictable situations	Have an independent learning ability required for continuing professional development	Have an independent learning ability required for continuing professional development

Mapping of programme qualities and skills to HE Academy Core Knowledge Areas					
The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
Exercise initiative and take personal responsibility	Exercise initiative and take personal responsibility	Exercise initiative and take personal responsibility	Exercise initiative and take personal responsibility	To be able to make decisions in complex and unpredictable situations	Have an independent learning ability required for continuing professional development

Mapping of programme qualities and skills to HE Academy Core Professional Values					
Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice	Respect for individual learners and for their development and empowerment	
Have an independent learning ability required for continuing professional development	To be able to make decisions in complex and unpredictable situations	Exercise initiative and take personal responsibility	Have an independent learning ability required for continuing professional development	Exercise initiative and take personal responsibility	

Mapping of Modules to HE Academy Core Learning and Teaching Activities						
Module 1 Teaching and Supporting learning in HE	Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
	<p>LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes</p> <p>Select appropriate technologies to enable learning</p>	<p>LO2 Evaluate the implementation of session plans and identify areas for research and reflection arising from these evaluations in order to improve teaching effectiveness and your own professional development</p>	<p>LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline</p>	<p>LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development</p>	<p>LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline</p>	<p>LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching</p>
Assessment	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal

Core Learning and Teaching Activities continued

Module 2 Curriculum Design and Assessment in HE	Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
	<p>LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment</p> <p>LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes within a given specialism</p> <p>Analyse the effectiveness of technology enabled learning within specific curricula</p>	<p>LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes within a given specialism</p>	<p>LO4 Evaluate the effectiveness in terms of validity and reliability of assessment instruments</p>	<p>LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment</p>	<p>LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline</p>	<p>LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline</p>
Assessment	<p>2 Professional learning journal</p>	<p>2 Professional learning journal</p>	<p>1 An interactive task 2 Professional learning journal</p>	<p>2 Professional learning journal</p>	<p>2 Professional learning journal</p>	<p>1 Presentation to peers 2 Professional learning journal</p>

Core Learning and Teaching Activities continued

Module 3 Professional Academic practice in Action	Design and planning of learning activities and/or programmes of study	Teaching and/or supporting student learning	Assessment and giving feedback to learners	Developing effective environments and student support and guidance	Integration of scholarship and professional activities with teaching and supporting learning	Evaluation of practice and continuing professional development
	LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience	LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience	LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes	LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes	LO4 Frame and reframe your purposes with others to promote Professional Academic practice	LO1 Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality
Assessment	1 Action research report	1 Action research report	1 Action research report	1 Action research report	1 Action research report	1 Action research report

Mapping of Modules to HE Academy Core Knowledge Areas						
Module 1 Teaching and Supporting learning in HE	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching
Assessment	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal

Core Knowledge Areas continued

Module 2 Curriculum Design and Assessment in Higher Education	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes within a given specialism	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes within a given specialism	LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment LO4 Evaluate the effectiveness in terms of validity and reliability of assessment instruments	LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment	LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline	LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline
Assessment	2 Professional learning journal	2 Professional learning journal	2 Professional learning journal 1. presentation to peers	2 Professional learning journal	2 Professional learning journal	2 Professional learning journal

Core Knowledge Areas continued

Module 3 Professional Academic practice in Action	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in the subject	The use of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	Implications of quality assurance and enhancement for professional practice
	LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience	LO1 Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience	LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes	LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes	LO4 Frame and reframe your purposes with others to promote Professional Academic practice	LO1 Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality
Assessment	1 Action research report	1 Action research report	1 Action research report	1 Action research report	1 Action research report	1 Action research report

Mapping of HE Academy Core Professional Values					
Module 1 Teaching and supporting learning in HE	Respect for individual learners and for their development and empowerment	Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice
	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes	LO3 Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development	LO2 Evaluate the effectiveness of session plans and implementation thereof, reflect on how these could be developed and put into action to further enhance the learning and teaching environment and your own professional development	LO4 Engage in self analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching
Assessment	2 A critically reflective personal learning journal	1 Presentation to peers reflecting on a specific aspect of L&T	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal	2 A critically reflective personal learning journal

Core Professional Values continued

Module 2 Curriculum Design and Assessment in Higher Education	Respect for individual learners and for their development and empowerment	Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice
	LO1 Analyse learner needs, articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes within a given specialism	LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline	LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment	LO2 Evaluate curriculum models in terms of providing an effective and dynamic learning environment	LO4 Evaluate the effectiveness in terms of validity and reliability of assessment instruments LO3 Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline
Assessment	2 Professional learning journal	1 Presentation to peers 2. Professional learning journal	2 Professional learning journal 2 Interactive task	2 Professional learning journal	1 Presentation to peers 2 Professional learning journal

Core Professional Values continued

Module 3 Professional Academic Practice in Action	Respect for individual learners and for their development and empowerment	Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	Commitment to the development of learning communities	Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	Commitment to continuing professional development and evaluation of practice
	<p>LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience</p> <p>LO1 Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality</p>	<p>LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes</p>	<p>LO2 Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience</p> <p>LO4 Frame and reframe your purposes with others to promote Professional Academic practice</p>	<p>LO3 Implement an 'action research' approach which is critically analysed and reflected upon through evidence and outcomes</p>	<p>LO4 Frame and reframe your purposes with others to promote Professional Academic practice</p>
Assessment	1 Action research report	1 Action research report	1 Action research report	1 Action research report	1 Action research report

28 APPENDIX 2 - PROGRAMME MAPPING OF OUTCOMES AGAINST MODULES

Modules	Programme outcomes	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8
Teaching and Supporting Learning in HE	Analyse learner needs and articulate appropriate objectives and effective teaching approaches to achieve specified learning outcomes.		✓	✓			✓	✓	✓
Teaching and Supporting Learning in HE	Evaluate the effectiveness of session plans and implementations thereof, reflect on how these could be developed and put these into action to further enhance the learning and teaching environment and your own professional development.		✓	✓			✓	✓	✓
Teaching and Supporting Learning in HE	Engage in scholarship and research through critical analysis of the applicability of a range of theories and models related to learning and teaching within a specific subject discipline	✓	✓	✓	✓		✓		
Teaching and Supporting Learning in HE	Engage in self-analysis through critical reflection and journal keeping and analyse your own professional development in learning and teaching					✓	✓	✓	✓
Curriculum Design and assessment in HE	Analyse learner needs and articulate appropriate objectives and effective and efficient teaching approaches to achieve specified learning outcomes within a given specialism.	✓	✓	✓					✓
Curriculum Design and assessment in HE	Evaluate curriculum models in terms of providing an effective and dynamic learning environment		✓	✓	✓		✓		
Curriculum Design and assessment in HE	Critically analyse the relevance of a range of curriculum theories and models related to learning and teaching within a learning context and/or subject discipline.		✓		✓				
Curriculum Design and assessment in HE	Evaluate the effectiveness of assessment instruments in terms of validity and reliability.		✓		✓		✓	✓	✓
Professional Academic Practice in Action	Analyse the context of your professional situation with reference to dimensions of academic practice and your speciality	✓	✓			✓	✓		✓
Professional Academic Practice in Action	Provide a rationale for action to develop your practice in your professional situation in supporting the learner experience.	✓	✓	✓		✓	✓		✓
Professional Academic Practice in Action	Implement an action research approach which is critically analysed and reflected upon through evidence and outcomes.		✓		✓	✓	✓		✓
Professional Academic Practice in Action	Frame and reframe your purposes with others to promote Professional Academic Practice.			✓	✓	✓	✓		✓

29 RELEVANT POLICIES AND PROCEDURES

You should read this programme handbook together with the following:

- Supporting Professional Development through Mentor Review of Practice: Teaching and Supporting Learning in the Professional University – Notes for Guidance
- Relevant Module Handbooks
- The LEPDU Learning and Teaching website on:
<http://www.bolton.ac.uk/EDU/LearningandTeaching/Home.aspx>