# PgCertificate *Teaching in Higher Education* matrix handbook

Including

* **PgC *Teaching in Higher Education***
* **20 credit standalone module *Exploring learning and teaching in higher education***
* **40 credit standalone module *Enriching your teaching practice, Teaching in Higher Education* to enable Recognition of Prior Learning for PgC**

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# Section 1: General principles

* 1. [Introduction](#Introduction)
  2. [PgC *Teaching in Higher Education*](#PgC_teaching_in_he)
  3. [20 credit standalone module *Exploring learning and teaching n higher education*](#standalone_20_credit)
  4. [Structure](#structure)
  5. [Cardiff Met strategic objectives](#Strategic_objectives)
  6. [Programme team](#Programme_team)
  7. [Teaching advisers](#Teaching_advisers)
  8. [Further information](#Further_information)

# Section 2: Programme and module content

# [Aims of the matrix](#aims_of_matrix)

* 1. [The UK Professional Standards Framework (UK PSF) for teaching and supporting learning in higher education 2011: areas of professional activity, core knowledge and professional values](#Higher_Education_Academy)
  2. [Learning outcomes of the PgC](#Learning_outcomes_of_pgc)
  3. [Learning outcomes for the 20 credit module](#learning_outcomes_20_credit)
  4. Learning outcomes for the 40 credit module
  5. [Summary of the matrix requirements](#Summary_of_the_programme)
  6. [Compulsory induction](#compulsory_induction)
  7. [Assignments for induction](#Assignments_for_residential_induction)
  8. [The teaching interventions](#the_teaching_interventions)
  9. [Evaluating your teaching: best practice](#evaluating_your_practice)
  10. [Workshop programme for the PgC (and the 40 credit module](#Workshop_programme))
  11. [Workshop(s) for 20 credit module](#workshop_for_20_credit)
  12. [Peer and student evaluations](#Peer_and_student_evaluations)
  13. [Personal commentary](#personal_commentary)
  14. [Enrolment period](#enrolment_period)
  15. [Recommended reading](#recommended_reading)

# Section 3: Assessment

* 1. [The portfolio of evidence](#The_portfolio_of_evidence)
  2. [Submission of the portfolio](#Submission_of_the_portfolio)
  3. [Dissemination event](#dissemination_event)
  4. [Assessment Panel](#Assessment_panel)
  5. [Examination Board](#Examination_Board)

## Appendices

1. [Guidelines for assessors and participants – PgC matrix](#Guidelines_for_assessors)
2. [Proformas for assessment of portfolio – PgC THE](#Proforma_for_assessment_of_portfolio)
3. [Proformas for assessment of portfolio – 20 credit module](#proforma_for_assessment_20_credit)
4. [Agreement for admission to 40 credit standalone module in PgC matrix](#agreement_for_admission_to_40_or_10_cred)
5. [Programme specification, PgC *Teaching in Higher Education*](#programme_specification)
6. [Module descriptor, PgC *Teaching in Higher Education* 60 credit module](#module_descriptor_pgc)
7. [Module descriptor, 20 credit module *Exploring learning and teaching in higher education*](#module_descriptor_20_credit)
8. [Module descriptor, 40 credit module *Enriching your teaching practice, Teaching in Higher Education*](#enriching_your_teaching_practice)

# Section 1: General principles

# Introduction

The *Teaching in Higher Education* matrix is an integral part of Cardiff Metropolitan University’s Continuing Professional Development Scheme for those who teach and/or support learning. The programme is designed with the UK Professional Standards Framework (UK PSF) at the centre. The professional values of the UK PSF are the starting point for the programme and are reflected in the underlying philosophy of respect for students and inclusivity of teaching practice. The programme delivery draws on evidence-based practice to inform the workshops which provide the core knowledge which participants then apply to their own practice. Developing an understanding of the areas of activity that form the basis of any teaching role is done through a structured programme of teaching development activity focused on individual needs. These ‘interventions’ into one’s practice form the basis for much of the portfolio, and will be discussed further in the handbook.

The matrix is accredited by the Higher Education Academy as part of our CPD Scheme, and there are two principal pathways in the matrix:

* PgC Teaching in Higher Education
* 20 credit standalone module.

Completion of one of these pathways enables recognition as a Fellow or Associate Fellow respectively of the Higher Education Academy[[1]](#footnote-1).

**1.2** **PgC *Teaching in Higher Education***

This programme leads to a Cardiff Metropolitan University post-graduate certificate (PgC) and as stated enables recognition as Fellow of the Higher Education Academy. This would be the expected route for all academic staff unless their teaching hours are very limited.

As a pre-requisite, participants must be able to evidence 120 hours of concurrent teaching (including preparation, assessment, support of web-based learning etc) whilst enrolled on the programme.

The programme comprises 60 M-level credits which can be credited towards further Master level study at Cardiff Metropolitan University (total of 180 M-level credits). The programme will normally take between 12 months and three years to complete.

**1.3** **20 credit standalone module *Exploring learning and teaching in higher education***

The module leads to 20 Cardiff Metropolitan University credits and recognition as an Associate Fellow of the Higher Education Academy. This route is primarily for those who are unable to meet the pre-requisite for the PgC.

As a pre-requisite for the 20 credit module, participants must be able to evidence 40 hours of concurrent teaching and/or supporting learning (including preparation, assessment, support of web-based learning etc) whilst enrolled on the module.

The module will normally take between 12 and 24 months to complete.

The 20 credit module can be credited towards the PgC *Teaching in Higher Education* as long as the pre-requisite for that programme is met, by enrolling on the 40 credit standalone module, *Enriching your teaching practice.*

**1.4** **Structure**

The *Teaching in Higher Education* matrix uses experiential, work-based learning supported by critical examination of practical issues and of the relevant literature, and is framed primarily around engagement with one or more interventions into your practice, as follows.

|  |  |  |
| --- | --- | --- |
| PgC - three interventions | | |
| 20 credit - one intervention | PLUS | optional 40 credit - two interventions |

The core knowledge and professional values of the UK PSF underlie these interventions, and are often the starting point for intervention design. Ideas for interventions might also be generated by consideration of an area of teaching activity that is not working as well as it might. The intervention itself is the response to careful planning and sound scholarship, and generally focuses on a particular area of activity of the UK PSF. All areas of activity, core knowledge and professional values need to be evident in the submitted portfolio.

A teaching adviser, normally from within your discipline supports your learning.

Other components include a compulsory induction programme, attendance at a minimum number of workshops, evaluation by peers and students, self-evaluation, and a compulsory dissemination event. Reflective practice is a major component of the learning process. Further details of all aspects are given below.

|  |  |
| --- | --- |
| **How is the programme informed by the UK Professional Standards Framework?** | |
| *Interventions provide evidence through:* | Being underpinned by the professional values  Drawing on the core knowledge  Focusing on the enhancement of areas of activity  Providing an opportunity to broaden understanding of the context within which the course one is teaching is placed |
| *Workshops* | Are underpinned by the professional values  Are informed by evidence-based scholarship  Provide much of the core knowledge to contextualise planned interventions  Provide a method of evaluation |
| *Peer observation* | Provides an opportunity for conversations about the wider context of the course  Provides additional view on student engagement  Provides expertise on how students learn in the subject  Enhances one’s understanding of self as a teacher |
| *Engaging with student evaluation* | Walks the talk with respect to professional values  Provides an opportunity to gain a deeper understanding of student learning  Enhances your understanding of yourself as a teacher  Can be used as evidence for evaluating teaching |

Summative assessment of the programme’s learning outcomes is done as a holistic assessment based on a portfolio of evidence of teaching experience demonstrating development through reflective practice and a critical appreciation of the relevant academic literature. This evidence is drawn from normal teaching/supporting learning duties and the continuing professional development activity evident in the interventions undertaken. The portfolio must reflect understanding of the principles and values informing Cardiff Metropolitan University’s policies and the Learning and Teaching Strategy, and evaluation of teaching practice by the programme participant themselves, their peers and students.

The assessment process also examines the evidence for recognition as a Fellow (for PgC) or Associate Fellow (for 20 credit module). This assessment is also done holistically but against the UK Professional Standards Framework.

**1.5 Cardiff Met strategic objectives**

It is expected that participants will undertake research that is relevant to themselves, the programme and School within which they are teaching, and the university itself, thus blending individual professional development with the ongoing development of the strategic aims of the university.

It is expected that the programme will facilitate the discussion, integration, evaluation and further development of Cardiff Met’s strategic aims, provide a greater pedagogic focus throughout the university, and enhance pedagogic research.

**1.6** **Programme team**

The programme will be run by the Programme Director, and supported by staff from the Learning and Teaching Development Unit, and the Teaching Advisers appointed from each School or Unit.

**1.7** **Teaching advisers**

Participants will be allocated a teaching adviser, usually from within their discipline, and usually by their Deputy Dean. Teaching advisers will be established and experienced staff who will support the participant throughout the process. Teaching advisers also undertake peer review of the participant, and will participate in the assessment of portfolios. They will be Fellows of the Higher Education Academy or willing to apply via the individual route for recognition as Fellow, and will be conversant with the UK Professional Standards Framework.

Participants are able to access the same peripheral support as any other student, e.g. disability services, academic support etc.

**1.8** **Further information**

The programme handbook, workshop timetable and dates for the coming academic year are posted on the Cardiff Metropolitan University PgC THE website, http://www.cardiffmet.ac.uk/about/ltdu/Pages/PgCTHE-matrix.aspx

To express interest in joining the next cohort, please email Dr Sue Tangney. Further information can be obtained from Sue Tangney or Ruth Matheson, Learning and Teaching Development Unit, ext 5739/ 5730 respectively.

**Section 2: Programme and module content**

* 1. **Aims of the matrix**

The matrix responds to the principles of the UK Professional Standards Framework and aims to provide the opportunity, model and resources for participants to examine and develop their own teaching practice and other associated activities that may impact on students’ experience of learning. Participants are often new academic staff, but the matrix also attracts other academic staff, research students with teaching contracts, careers advisers, academic skills advisers, technical demonstrators, and library staff. The matrix ultimately aims to embed continuing professional development through reflective practice, to encourage and develop excellence in teaching, and to develop practitioner-led research across the university.

Completion of the respective elements will enable participants to gain recognition by the Higher Education Academy as follows:

|  |  |  |
| --- | --- | --- |
| PgC – recognition as Fellow of the Higher Education Academy | | |
| 20 credit – recognition as Associate Fellow of the Higher Education Academy | PLUS | optional 40 credit – recognition as Fellow of the Higher Education Academy |

* 1. **The UK Professional Standards Framework (UK PSF) for teaching and supporting learning in higher education 2011: areas of professional activity, core knowledge and professional values**

Embedded in the matrix learning outcomes are the five areas of professional activity and the core knowledge and professional values of the UK PSF. In meeting the learning outcomes, you will also meet the requirements to be successfully recognised as either Fellow or Associate Fellow of the Higher Education Academy. The portfolio will be judged with both the learning outcomes and the UK PSF recognition criteria in mind.

The learning outcomes should be read in conjunction with the UK Professional Standards Framework 2011 which is available from [here](http://www.heacademy.ac.uk/ukpsf).

* 1. **Learning outcomes for the PgC**

Participants who complete the programme will be able to:

1. Demonstrate knowledge, investigation, critical analysis, application and evaluation of a range of contemporary teaching methodologies, including consideration of the following:
2. learning theory in relation to higher education
3. effective learning support
4. effective learning environments
5. design and planning
6. assessment and providing feedback
7. Demonstrate knowledge, a high level of understanding, and originality (in one’s own teaching context) in approaching pedagogic issues in their discipline
8. Demonstrate a self-critical and self-reflective approach and an ability to use this to creatively inform future activities
9. Demonstrate a commitment to quality improvement
10. Demonstrate knowledge, application and evaluation of action research methodology
11. Effectively design and conduct a teaching intervention, and evaluate its effectiveness
12. Evaluate feedback from a wide range of stakeholders to make informed judgements to effectively manage change
13. Effectively negotiate the ethical issues surrounding action research
14. Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy
15. Effectively communicate results of research to research participants and peers.

Participants must also meet all areas of activity, core knowledge and professional values of the UK PSF. These are integrated into the learning outcomes of the PgC as evident in the assessment proforma in Appendix 2.

**2.4** **Learning outcomes for the 20 credit module**

Participants who complete the module will be able to:

* Demonstrate knowledge, investigation, critical analysis, application and

evaluation of a range of contemporary teaching methodologies, with particular emphasis on two (of participant’s choice) of the following:

* Design and planning of learning activities and/or modules of study
* Teaching and/or supporting student learning
* Assessment and giving feedback to learners
* Developing effective environments and student support and guidance
* Demonstrate a self-critical and self-reflective approach and an ability to use this to creatively inform future activities
* Demonstrate a commitment to engaging with the pedagogic literature where it is relevant to chosen activities above
* Demonstrate a commitment to quality improvement
* Effectively design and conduct a teaching intervention (using action research methodology), and evaluate its effectiveness
* Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy
* Effectively communicate results of research to research participants and peers

Participants must also meet two of the areas of activity 1-4 of the UK PSF most relevant to their practice, area of activity 5, core knowledge relevant to the areas of activity selected but including K1&2, and the professional values relevant to the areas of activity chosen. These are integrated into the learning outcomes of the 20 credit module as evident in the assessment proforma in Appendix 3.

**2.5 Learning outcomes for the 40 credit module**

The 40 credit module is for the purpose of enabling participants who have credits which have been accredited by the Higher Education Academy against the UK Professional Standards Framework to progress on to the PgC *Teaching in Higher Education* as in the following table.

The learning outcomes will be determined by review of the learning and outcomes and UK Professional Standards evidenced in the credits already attained, but will represent, when treated holistically, the equivalent to the PgC. These will be provided in writing to the participant and a copy kept on the participant’s record. A proforma for this is in Appendix 4.

|  |  |  |
| --- | --- | --- |
| 20 credit standalone module, *Exploring learning and teaching in higher education* | PLUS  40 credit standalone module, *Enriching your teaching practice* | WILL BE AWARDED  PgC *Teaching in Higher Education* |
| OR  20 credits from another HEA-accredited programme |

**2.6** **Summary of the matrix requirements**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PgC** | **20 credit module** | **40 credit module** |
| Induction days | compulsory | compulsory | to be negotiated (compulsory if previous credits are external to Cardiff Met) |
| Teaching interventions | three | one | two |
| Workshops | Minimum of four workshops per year of enrolment (see further details below) | Teaching toolkit workshop (1 day)  OR two of compulsory workshops most appropriate to planned intervention | Minimum of four workshops per year of enrolment (see further details below) |
| Peer observations | At least six | At least two | At least four |
| Student evaluations | At least twice | At least once | At least once |
| Dissemination event | compulsory | compulsory | compulsory |
| Group sessions with your cohort | optional | optional | optional |
| One to one support from your teaching adviser | yes | yes | yes |

**2.7** **Compulsory induction**

Participants attend a compulsory induction programme (generally three days). This induction will:

* outline the requirements of the programme, the UK Professional Standards Framework, and the learning outcomes of the respective module
* introduce participants to the action research model to undertake the teaching interventions
* review Cardiff Met’s strategic objectives
* outline the teaching adviser-programme participant relationship
* explore educational practices and principles through the examination of evidence-based practices in teaching and learning in higher education share ideas with colleagues about the principles of learning, and about teaching methodologies enable participants to share their ideas for their first teaching intervention and get feedback from their peers

The timetable for the compulsory induction is provided prior to the programme.

**2.8** **Assignments for induction**

Participants are required to prepare three assignments for the induction. These represent the first elements of the portfolio of evidence to be submitted for assessment.

*1. Essay*

A short essay (1-2 pages) on the topic of ‘*Reflect on your experience as a learner and discuss how this will influence your approach to teaching and supporting learning in your discipline*’ is shared and discussed with at least two other peers during the induction. This essay represents the participants’ thoughts and perceptions on teaching and learning in higher education generally, and in their subject area. It is intended to be reflective and to provide a basis for discussion. It will provide a baseline from which to develop professionally as a teacher and facilitator of learning.

Participants will be given the opportunity to discuss their and others’ essays. Any feedback they receive should be recorded and included in their portfolio along with the essay itself. Five copies of the essay will be required at induction.

*2. Presentation*

During the induction, each participant will give a 10-15 minute presentation to a small group on a topic of their choice. The presentation may be delivered in any way chosen by participant. Participants will be given the opportunity to decide with their peers the type of feedback they would like to receive, but it will probably include the strengths and weaknesses of the content, style, form and delivery. Feedback will be given at the end of each presentation and should be recorded and included in the portfolio along with the presentation itself and a short reflective account.

1. *Flipchart exercise*

Participants will also present an A1 flipchart outlining their plan for their first proposed teaching intervention. It should include:

* A description and evaluation of present teaching situation and participant’s reasons for wishing to undertake development
* The teaching innovation participant wishes to apply supported by theoretical underpinning
* The evaluation method participant will use to assess its success

The flipcharts will be discussed within a small group and feedback should be recorded and included in the portfolio. Participants should also include an A4 copy of the flipchart in their portfolio, and personal reflections and any modifications made to the action plan following the discussion.

This plan may be further modified following research and input from the teaching adviser and others.

**2.9**  **The teaching interventions**

Most of the learning in the PgC matrix is work-based. The participant’s normal teaching duties provide the context for the negotiated teaching interventions, which form the main evidence base for the portfolio.

The methodology used for the teaching interventions, action research, is one of self-reflective enquiry in cycles of planning, acting, observing and reflecting to improve the understanding and quality of one’s own educational practice. It fits well with the expectations of the UK Professional Standards Framework which specifies that Fellows must “*engage in continuing professional development … incorporating research, scholarship and the evaluation of professional practices*”. The programme is predicated on the belief that students’ learning at university level relies on an engagement with student-centred approaches by all staff teaching and/or supporting learning. It is also predicated on the need for staff to be reflective practitioners and to engage in continuing professional development.

**For those enrolled on the PgC**

Participants must gain formative feedback from both the programme team and their teaching adviser on their first intervention which must be written up as an academic paper before beginning their next intervention. This feedback must be included in the portfolio.

Each intervention is to be submitted in a different format:

* one as an article suitable for a journal
* one as a poster suitable for a conference. Additional support materials will be included in the portfolio as necessary to meet the assessment criteria. The template for the poster is included on Moodle..
* one as either a written or oral report. The written report, whilst complying with the outline in Appendix 2, will be targeting a committee such as a School or central Learning and Teaching Committee with a view to encouraging change. The oral report option is provided for those who would rather verbally communicate their intervention. It will be judged against the same criteria, and will be submitted as a vodcast onto Mahara.
* The recommended word count for each intervention aligns with that generally accepted for a journal article, i.e. 6000-7000 words.

**For those enrolled on the 20 credit module**

The intervention will be submitted as an academic paper suitable for a journal.

**For those enrolled on the 40 credit module**

The format to be used to submit will be negotiated at the time learning outcomes are negotiated.

**2.10** **Evaluating your teaching: best practice**

Evaluation is an essential part of development as a teaching professional. It provides evidence of whether teaching is meeting students’ needs and where it can be improved. It enables both curriculum development and development of teaching methodology and approach.

Evaluation differs from research in that research generally aims to produce generalisable results from a fixed term research activity, and generally is published in peer reviewed journals and requires ethical approval. Evaluation generally is situated more locally, tends to be continuous in nature, and does not normally require ethics committee approval though needs to be ethical (Morrison, 2003). The interventions carried out within the PgC fall into this category. Though the evaluation of practice might be ongoing, the intervention as evidenced in the submitted portfolio, captures a short time frame in the ongoing evaluation process (perhaps only one iteration; certainly at most over a year or two). Outcomes may not be generalisable in the same way as expected of research because changes made to practice are generally as a result of local and unique circumstances.

If however publication is considered appropriate, the participant would need to apply for approval from their School Ethics Committee. Further information about this is available on the Moodle site. In this instance, participants would identify the key aspects of the intervention that would be useful to others in other contexts. Participants would also need to consider the most appropriate journal for publication.

In all circumstances, evaluation needs to be ethical, and so all proposed interventions need to be discussed in the first instance with your teaching adviser. Depending on the intervention, further discussion may be necessary with other members of the programme team in which the participant is teaching, the School, or the programme director of the PgC.

[Morrison, J (2003) ‘ABC of learning and teaching in medicine’ in *British Medical Journal*, **326.**]

**2.11** **Workshop programme for the PgC (and the 40 credit module)**

Participants are required to attend at least four half-day workshops during each year they are enrolled in the programme. These may include workshops offered by the programme itself, visiting guest lecturers organised by LTDU, some specific workshops offered by Staff Development OR workshops, seminars or conferences offered by outside bodies that might have relevance to the participant’s teaching practice as long as the Programme Director has approved them.

Within these four workshops per year participants will have to attend four compulsory workshops within two years of enrolment, or within their enrolment period, whichever is the shorter. The compulsory workshops will reflect the first four areas of activity of the UK Professional Standards, and will be identified on the workshop timetable website.

If participants have attended any of the compulsory in-house workshops in the 12 months prior to enrolment, these can be counted, but four workshops per year must still be attended whilst enrolled.

It is expected that participants will include a summary of each workshop and a reflection on its relevance to their teaching practice in their portfolio.

Requests may be made to the Learning and Teaching Development Unit for particular workshops to be run, and these will be considered.

The workshops will cover a range of themes, for example:

Planning for teaching

Assessment (several workshops)

Learning theory

Inclusive curriculum

E-Learning

Teaching large groups, small groups

Transition into and through higher education

Employability

**2.12** **Workshop(s) for 20 credit module**

Participants are required to attend either of the following:

* the teaching toolkit workshop (1 full day) which is framed around practical skills for planning, delivering and getting feedback on your effectiveness as a teacher/technical demonstrator/facilitator in the environment in which you work.
* Two of the compulsory workshops offered for the PgC THE. It is recommended you choose the two most appropriate to your planned intervention.

The workshops need to be completed within your first year of the module.

Although not compulsory, there are further workshops provided by Learning and Teaching Development Unit (LTDU) which you will find useful to inform your practice. You are welcome to attend any of these. The timetable for the workshops can be found on the LTDU website under the PgC THE.

If participants have attended the Teaching Toolkit within the last year, they do not have to attend this again.

**2.13** **Peer and student evaluations**

Participants are required to include the following peer observations in their portfolio, which are to be recorded on the peer observation proforma (on Moodle). Accompanying each observation in the portfolio should be a considered response from the participant including any modifications they wish to make to further teaching.

Feedback should also be gained from students. This may be over a lecture, a short course, or a whole module, and can be incorporated within an intervention. Again, a considered response should be included in the portfolio as to any modifications you wish to make to future teaching.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PgC** | **20 credit module** | **40 credit module** |
| Peer observations | Two observations of the participant by teaching adviser | One observation of the participant by teaching adviser | One observation of the participant by teaching adviser |
| Two observations of the participant by another peer | One observation of the participant by a member of the programme team | One observation of the participant by another peer |
| Two observations by the participant of a peer |  | Two observations by the participant of a peer |
|  | | | |
| Student feedback | Two episodes of teaching | One episode of teaching | One episode of teaching |

**2.14** **Personal commentary**

Before submitting the portfolio, participants will write the following and include in their portfolio:

* A statement outlining their personal history of teaching and learning and outline of present teaching context. This provides context for the assessor.
* A summary reflective statement of learning undertaken throughout entire PgC or shorter component of the PgC matrix. It is recommended that reflections are based on how the participant has evidenced the UK Professional Standards whilst enrolled.
* Plans for future continuing professional development

**2.15 Enrolment period**

Depending on the module you are enrolled, the time frame for completion differs as follows:

|  |  |
| --- | --- |
| PgC | up to 3 years |
| 20 credit module | up to 2 years |
| 40 credit module | up to 2 years |

For participants starting in September, the final submission date is 1 May of their third year. For participants starting in January, the final submission date is 1 September of their third year. There is however only one assessment point, scheduled in June-July.

It is recommended however that the PgC is done over at least one year. In addition, as stated, the interventions done as part of each programme/ module need to be carried out concurrently with enrolment.

Where mitigating circumstances adversely affect a participant’s capacity to submit within the three year period application can be made to extend beyond the three year period. The maximum candidature is five years.

On occasion participants may wish to transfer from the 20 credit module to the PgC before completing the 20 credit. A fair judgment on further candidacy period will then be made by the Programme Director depending on individual circumstances and in fairness to others enrolled.

Occasionally participants will transfer from the PgC to the 20 credit. Again judgment on further candidacy period will be made by the Programme Director.

**2.16** **Recommended reading**

**2.16.1 Websites** (some examples)

* **Higher Education Academy website** has vast resources that are both discipline specific and generic. There are also themed resources relating to assessment, employability, widening participation etc, e.g. Assessment series, Learning and Employability series, e-learning series.
* **SEDA papers**, e.g. 110 *Good practice working with international students*; 106 *Good practice in postgraduate supervision;* 116 *Advances in computer aided assessment.*
* **QAA site,** e.g. Code of practice for the assurance of academic quality and standards in higher education; Code of practice for placement learning; Benchmarking academic standards; A brief guide to quality assurance in UK higher education; Programme specifications; Progress files for HE.
* Other links are listed on the Moodle site.

**2.16.2** **Booklist**

# Action research

Carr, W & Kemmis, S (1986) *Becoming critical: education, knowledge and action research.* London: Falmer Press.

Cousins G (2009) *Researching Higher Education, An introduction to contemporary methods and approaches*. London: Sage

Gomm, R, Hammersley, M & Foster, P(eds) (2000) *Case study method. Key issues, key texts.* London: Sage.

Radnor, H (2001) *Researching your professional practice.* Buckingham: Open University Press.

Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.

McNiff, J & Whitehead, J (2009) *Doing and writing action research.* London: Sage

# Reflective practice

Bolton, G (2010) *Reflective Practice. Writing and personal development,* 3rd edition*.* London : Sage.

Brockbank, A & McGill, I (2007) *Facilitating reflective learning in higher education*, 2nd edition*.* Bucks: Open University Press.

Moon, J (2000) *Reflection in learning and professional development: theory and practice*. London: RoutledgeFalmer.

Moon, J (2006) *Learning journals: a handbook for academics, students and professional development,* 2nd edition Abingdon: Routledge.

Schon, D (1991) *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith.

# Portfolio development

Fry, H, Ketteridge, S & Marshall, S (eds) (2007) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. London: Jossey Bass

Moon, J (2006) *Learning Journals: A handbook for reflective practice and professional development,* 2nd edition. Abingdon: Routledge

Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.

Seldin, P,. Miller, J & Seldin , C (2010) *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* , 4th edition. Abingdon: Routledge.

# Teaching and learning in HE

Barkley, E, Cross, K & Major, C (2005) *Collaborative learning techniques.* San Francisco: Jossey-Bass.

Barnett, R (1994) *Limits of competence: knowledge, higher education and society (Society for Research into Higher Education).* Milton Keynes: Open University Press.

Beard, C & Wilson, P (2006) *Experiential learning: A practical handbook for educators and trainers,* 2nd edition*.* London: Kogan Page.

Beethan, H & Sharpe, R (2007) *Rethinking pedagogy for a digital age: Designing and delivering e-learning.* Abingdon: Routledge.

Biggs, J & Tang, C (2007) *Teaching for quality learning at university: What the student does*, 3rd edition, Buckingham: SRHE/Open University Press.

Campbell, A & Norton, L (2007) *Learning, teaching and assessing in higher education: Developing reflective practice.* Exeter: Learning Matters.

Fry, H, Ketteridge, S & Marshall, S (eds) (2009) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. Abingdon: Routledge.

Goleman, D (1998) *Working with emotional intelligence*. Bloomsbury: London.

Hunt, L & Chalmers, D (eds) (2013) *University teaching in focus; a learning-centred approach.* Abingdon, Oxon: Routledge.

Jacques, D & Salmon, G (2007) *Learning in groups: A handbook for face-to-fact and on-line environments* , 4th edition. Abingdon: Routledge.

Jarvis, P, Holford, J & Griffin, C (2003) *The theory and practice of learning (2nd ed).*  Abingdon: RoutledgeFalmer.

Kneale, P (ed) (2015) *Masters Level Teaching, Learning and Assessment; issues in design and delivery*. London: Palgrave.

Lave, J & Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation* Cambridge: Cambridge University Press.

Macfarlane, B (2003) *Teaching with integrity: the ethics of higher education practice*. London: Routledge Falmer.

Moon, J (2005) *The module and programme development handbook: a practical guide to linking levels, learning outcomes & assessment*. London: Kogan Page.

Race, P (2007) *The lecturer’s toolkit: A practical guide to assessment learning and teaching*, 3rd edition, London: Kogan Press.

Richardson, J (2000) *Researching student learning : approaches to studying in campus-based and distance education.* Buckingham: SRHE/Open University Press

Salmon, G (2002) *E-tivities; the key to active online learning.* London: Routledge Falmer.

Salmon, G (2003) *E-moderating: the guide to teaching and learning online* ,2nd edition London: Routledge Falmer.

Savin-Baden, M (2000) *Problem based learning in higher education; untold stories*. Buckingham: SRHE/Open University Press.

Toohey, S (1999) *Designing courses for higher education.* Buckingham: SRHE/OU Press.

Waring, M & Evans, C (2015) *Understanding pedagogy; developing a critical approach to teaching and learning*. London: Routledge.

Wenger, E (2000) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.

**Assessment and feedback**

Angelo, T & Cross, P (1993) *Classroom assessment techniques* , 2nd editionSan Francisco: Jossey-Bass.

Bloxham, S & Boyd, P (2007) *Developing effective assessment in higher education.* Maindenhead: Open University Press.

Boud, D & Falchikov, N (eds) (2007) *Rethinking assessment in higher education; learning for the longer term.* Abington, Oxon: Routledge.

Boud, D & Molloy, E (2013) *Feedback in higher and professional education; understanding it and doing it well*. Abington, Oxon: Routledge.

Dunn, L, Morgan, C, O’Reilly, M & Parry, S (2004) *The student assessment handbook; new directions in traditional and online assessment.* Abington, Oxon: Routledge.

Pickford, R & Brown, S (2006) *Assessing skills and practice.* Abington, Oxon: Routledge.

**Inclusive teaching**

Grace, S & Gravestock, P (2009) *Inclusion and Diversity; meeting the needs of all students.* Abingdon, Oxon: Routledge.

Hicks, D and Holden, C (eds) (2007) *Teaching the global dimension; key principals and effective practice.* Abingdon, Oxon: Routledge.

Jones, E & Brown, S (eds) (2007) *Internationalising higher education.* Abingdon, Oxon: Routledge.

Leask, B (2015) *Internationalising the curriculum*. Abingdon, Oxon: Routledge.

**2.16.3 Electronic Journals**

Full text of the following journals is available through our library services:

*British Educational Research Journal*

*British Journal of Guidance and Counselling*

*Cambridge Journal of Education*

*Clinical Supervisor*

*Comparative Education*

*Education and the Law*

*History of Education*

*Innovations in Education and Teaching International*

*International Journal of Qualitative Studies in Education*

*International Journal of Social Research Methodology*

*Journal of Education and Work*

*Journal of Educational Administration and History*

*Journal of Further and Higher Education*

*Journal of Social Policy*

*Journal of Studies in International Education*

*Learning Organization*

*Management Learning*

*Reflective Practice*

*Research in Post-Compulsory Education*

*Studies in Higher Education*

*Teaching in Higher Education*

The following journals are also available free online:

*Higher Education in Review*

*Higher Education Studies*

*International Journal of Higher Education*

*International Journal of Teaching and Learning in Higher Education*

*Journal of Higher Education Outreach and Engagement*

*Journal of Learning Development in Higher Education*

*Journal of Online Learning and Teaching*

*Journal of University Teaching and Learning Practice*

*The Journal of Higher Education*

**Section 3: Assessment**

**3.1** **The portfolio of evidence**

Summative assessment of the learning outcomes is based on the evidence presented in the portfolio. The portfolio, which is presented as an online e-portfolio on Mahara will consist of:

1. Detailed table identifying evidence presented against both the learning outcomes and the relevant areas of professional activity and the core knowledge and professional values of the Higher Education Academy. *[A proforma can be downloaded from Moodle. If enrolled on the 40 credit module where learning outcomes are negotiated, the specific learning outcomes agreed need to be included in the portfolio]*
2. Confirmation of completion from teaching adviser *[proforma on Moodle]*
3. Confirmation of required concurrent teaching hours *[please see module descriptors; teaching hours includes preparation, assessment, support of web-based learning etc whilst enrolled; proforma on Moodle]*
4. Three induction assignments, feedback and reflection *[please note: some enrolees on the 40 credit module will be exempt – please refer to the learning outcomes and other requirements agreed]*
5. Personal commentary. This should include:
   1. Statement outlining personal history of teaching and learning, and an outline of the present teaching context including constraints
   2. Summary reflective statement of learning undertaken throughout the module/programme
   3. Plans for continuing professional development
6. Evidence of required number of teaching interventions, which should each contain:
   1. An outline of the current situation under review
   2. A plan highlighting the teaching methodologies to be employed for this development, supporting evidence from the literature, method of evaluation proposed
   3. A reflective description of the intervention as it unfolded
   4. Feedback from peers or students involved in the intervention, or reference to formal peer and student evaluations where they are relevant to the specific intervention
   5. Reference to reflections from workshops attended where they are relevant to the specific intervention
   6. Reflections on personal learning undertaken during the teaching intervention
   7. Implications for future practice
   8. The recommended word count for each intervention is 6000-7000 words.
   9. The interventions should be submitted in the format as stated in section 2.9.
   10. Formative feedback from the programme director and teaching adviser where received must be included.
   11. References.
7. Required number of peer observation records, each with reflection *[see Section 2.12 for required number].*
8. Student feedback using proforma of relevant programme or format appropriate to evaluation of the teaching intervention.
9. Summaries and reflections on workshops attended (if not already included within teaching interventions) *[see 2.10 & 2.11 for requirements]*

The following should be noted:

* Each intervention should have a title which outlines what the intervention is about.
* Please note the advice given in Section 2.9 re format of each intervention.
* Only one large format poster (A1 format) is submitted if required. A copy of the poster should be included on the Mahara template. *[The template for the poster is included on Moodle]*
* A short abstract for each intervention should be included in the Mahara submission. This summary is added to a database of ‘ideas’ for interventions.
* Students’ names should not be used. Where data such as written or verbal feedback or students’ grades are used, students’ names should be deleted or anonymised.
* Additional material other than that relevant to the interventions and other course requirements is not required. The scope of the interventions should cover the learning outcomes of the course.

**3.2** **Submission of the portfolio**

Specific time limits for each module is specified in Section 2.14. If the portfolio is referred, it may be resubmitted up to twice more with a maximum of one year permitted between submissions.

When the participant and teaching adviser consider that the portfolio presents sufficient evidence of the learning outcomes and the UK Professional Standards Framework, the portfolio is submitted to the Assessment Panel. Assessors will be asked to judge whether the evidence demonstrates sufficient analysis, application and evaluation that would be expected at this level of study, and to make an overall judgment about the participant’s presentation of evidence as a reflective teacher. Portfolios will be assessed against both the learning outcomes and the UK Professional Standards for teaching and supporting learning in higher education. Further details can be found in the *Guidelines for assessors* (Appendix 1) and *Proforma for assessment of portfolio* (Appendix 2)*.*

Each portfolio is assessed by two members of the Assessment Panel, moderated by the programme team, and recommendations are made to the Examination Board.

There is one submission date: 1 May (or first weekday following) which will be followed by the assessment panel and Exam Board June-July. Portfolios may be submitted prior to this but will be held over to this time.

**3.3** **Dissemination event**

A dissemination event will be held generally on the same day as the Exam Board in which participants are required to make a short presentation based on one of their teaching interventions to fellow participants, teaching advisers and interested parties. This is not assessed.

**3.4** **Assessment Panel**

The Assessment Panel will meet annually and two members (excluding the Teaching Adviser assigned to the participant) will assess each portfolio. The Assessment Panel will comprise the Teaching Advisers and Teaching Fellows from within the university. Moderation of the assessment process will be undertaken by the programme team.

A recommendation of Pass or Refer will be made to the Examination Board.

**3.5** **Examination Board**

The Examination Board will meet annually, and will comprise of the Pro Vice-Chancellor (Learning and Teaching) or representative who will chair the Board, the external examiner, the Academic Registrar (or nominee), the Programme Director and programme team, and may include representation from the Schools.

**Appendix 1:** **Guidelines for assessors and participants – PgC matrix**

**Judging the portfolio of evidence**

Programme participants are expected to submit, as part of their portfolio of evidence, a detailed table identifying evidence presented against both the programme learning outcomes and the relevant areas of professional activity and the core knowledge and professional values of the Higher Education Academy.

For those enrolled on the 40 credit module, the Agreement for Admission document outlining the learning outcomes to be evidenced and other requirements of the enrolment should be included.

Assessors are asked to judge whether the evidence offered demonstrates sufficient analysis, application and evaluation that would be expected at this level of study, and to make an overall judgment about the participant’s presentation of evidence as a reflective teacher.

An award of Pass will be given to work which meets the pass criteria at Level 7 as indicated in Volume 1, 04.3 of the Academic handbook <http://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_03.pdf>. The work will demonstrate originality and creativity within participants’ teaching context and will show engagement with pedagogic research. There will be evidence of critical reflection.

Assessors must ensure the portfolio meets the learning outcomes, and the relevant areas of teaching activity as defined by the UK Professional Standards Framework. These are combined together on the assessment form. However the assessors will also be asked to confirm separately that the appropriate UK Professional Standards have been evidenced on the joint assessment form, and any comments added.

Each of two assessors is required to complete the portfolio assessment proformas independently. Following discussion between themselves and with the moderator (who will have read specific sections of the portfolio) they will then submit a joint assessment to the Examination Board (Appendix 2). Where there is a disagreement regarding the overall judgment, the portfolio will be assessed by a third party and an agreement reached.

**Appendix 2:** **Proforma for assessment of portfolio – PgC THE**

# Programme participant’s name ………………………………………………….

# Audit of evidence

| **Does the portfolio contain:** | | **Please initial** | |
| --- | --- | --- | --- |
| **Yes** | **No** |
|  | A table identifying evidence presented against both the programme learning outcomes/ areas of professional activity and the core knowledge and professional values of the UK Professional Standards. |  |  |
|  | Confirmation of completion from teaching adviser |  |  |
|  | Confirmation of at least 120 hours teaching (including preparation, assessment, support of web-based learning etc) whilst enrolled in the programme |  |  |
|  | Personal Commentary: |  |  |
|  | * Statement outlining personal history of teaching and learning and outline of present teaching context |  |  |
|  | * Summary reflective statement of learning undertaken throughout entire PgC THE programme |  |  |
|  | * Plans for future continuing professional development |  |  |
|  | The induction workshop assignments: |  |  |
| * learning statement, feedback, reflection |  |  |
| * presentation, feedback, reflection |  |  |
| * flipchart, feedback, reflection |  |  |
|  | Evidence of teaching interventions |  |  |
|  | (a) First intervention (as academic paper): |  |  |
|  | * Outline of current situation under review |  |  |
|  | * Plan highlighting proposed development, supporting evidence from the literature, method of evaluation |  |  |
|  | * Evidence of reflection throughout the intervention as it unfolded. This may also include records of meetings with teaching adviser, formative feedback |  |  |
|  | * Feedback from peers and students involved in teaching intervention, or reference to peer and student evaluations *where they are relevant* |  |  |
|  | * Reference to reflections from workshops *where they are relevant* |  |  |
|  | * Implications for future practice |  |  |
|  | * Reflections on personal learning undertaken during teaching intervention |  |  |
|  | * References |  |  |
|  | * Evidence of formative feedback from teaching team and teaching adviser (first intervention only) |  |  |
|  | (b) Second teaching intervention (as report): (the second and third intervention could be in reverse order) |  |  |
|  | * Outline of current situation under review |  |  |
|  | * Plan highlighting proposed development, supporting evidence from the literature, method of evaluation |  |  |
|  | * Evidence of reflection throughout the intervention as it unfolded. This may also include records of meetings with teaching adviser, formative feedback |  |  |
|  | * Feedback from peers and students involved in teaching intervention, or reference to peer and student evaluations *where they are relevant* |  |  |
|  | * Reference to reflections from workshops *where they are relevant* |  |  |
|  | * Implications for future practice |  |  |
|  | * Reflections on personal learning undertaken during teaching intervention |  |  |
|  | * References |  |  |
|  | (c) Third teaching intervention (as poster and support material): |  |  |
|  | * Outline of current situation under review |  |  |
|  | * Plan highlighting proposed development, supporting evidence from the literature, method of evaluation |  |  |
|  | * Evidence of reflection throughout the intervention as it unfolded. This may also include records of meetings with teaching adviser, formative feedback |  |  |
|  | * Feedback from peers and students involved in teaching intervention, or reference to peer and student evaluations *where they are relevant* |  |  |
|  | * Reference to reflections from workshops *where they are relevant* |  |  |
|  | * Implications for future practice |  |  |
|  | * Reflections on personal learning undertaken during teaching intervention |  |  |
|  | * References |  |  |
| iv. | Peer observation records (6 observations): records and reflections (if not already included within teaching interventions) |  |  |
| v. | Student feedback (2 episodes of teaching) and reflection (if not already included within teaching interventions) |  |  |
| vi. | Summaries and reflections on workshops attended (minimum 4/year) (if not already included within teaching interventions) |  |  |

**PgC THE portfolio assessment against the learning outcomes and the UK Professional Standards**

Candidate’s name ………………………………………………………………..

Assessor’s name …………………………………………………………………

Date of assessment ………………………………………………………………

|  |  | Met | Not yet met | Comments, page numbers etc |
| --- | --- | --- | --- | --- |
| Learning outcomes for Postgraduate Certificate, *Teaching in Higher Education*  *The portfolio will also be assessed against the areas of activity within the UK Professional Standards Framework. These are embedded within the learning outcomes. Where these are most appropriate, they are noted. Further reference needs to be made to the programme handbook.* | Demonstrate knowledge, investigation, critical analysis, application and evaluation of a range of contemporary teaching methodologies, including consideration of the following:   * learning theory in relation to higher education   *Incorporates UK PSF ‘Teach and/or support learning’*  *Incorporates UK PSF ‘Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices’.* |  |  |  |
| * effective learning support   *Incorporates UK PSF ‘Teach and/or support learning’*  *Incorporates UK PSF ‘Developing effective learning environments and approaches to student support and guidance’* |  |  |  |
| * effective learning environments   *Incorporates UK PSF ‘Developing effective learning environments and approaches to student support and guidance’* |  |  |  |
| * design and planning   *Incorporates UK PSF ‘Design and plan learning activities and/or programmes of study’* |  |  |  |
| * assessment and providing feedback   *Incorporates UK PSF ‘Assess and give feedback to learners’* |  |  |  |
| Demonstrate knowledge, a high level of understanding, and originality (in one’s own teaching context) in approaching pedagogic issues in their discipline  *Incorporates UK PSF ‘Teach and/or support learning’*  *Incorporates UK PSF ‘Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices’* |  |  |  |
| Demonstrate a self-critical and self-reflective approach and an ability to use this to creatively inform future activities  *Incorporates UK PSF ‘Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices’* |  |  |  |
| Demonstrate a commitment to quality improvement |  |  |  |
| Demonstrate knowledge, application and evaluation of action research methodology |  |  |  |
| Effectively design and conduct a teaching intervention, and evaluate its effectiveness |  |  |  |
| Evaluate feedback from a wide range of stakeholders to make informed judgments to effectively manage change |  |  |  |
| Effectively negotiate the ethical issues surrounding action research |  |  |  |
| Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy |  |  |  |
| Effectively communicate results of research to research participants and peers (not assessed) |  |  |  |

**Core knowledge and professional values of the UK Professional Standards**

|  |  |  |
| --- | --- | --- |
| **Core knowledge** | **Met** | **Not met** |
| K1 The subject material |  |  |
| K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme |  |  |
| K3 How students learn, both generally and in their subject/ disciplinary area(s) |  |  |
| K4 The use and value of appropriate learning technologies |  |  |
| K5 Methods for evaluating the effectiveness of teaching |  |  |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  |  |

|  |  |  |
| --- | --- | --- |
| **Professional values** | **Met** | **Not met** |
| V1 Respect individual learners and diverse learning communities |  |  |
| V2 Promote participation in higher education and equality of opportunity for learners |  |  |
| V3 Use evidence-informed approaches and the outcomes from research scholarship and continuing professional development |  |  |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |  |

**Overall recommendation**

Pass Refer

Name……………………………………………………………………..

Signature …………………………………………………………………

Date …………………………..

**ASSESSMENT OF PORTFOLIO – PgC THE**

**(this to be completed jointly with other assessor)**

**Overall comments on the evidence presented in the portfolio with respect to the programme learning outcomes and the areas of professional activity, core knowledge and professional values of the UK Professional Standards Framework**

**Please comment on the following: (this will inform feedback given to the participants following the Examination Board)**

* + 1. Strengths of portfolio
    2. Lack of evidence
    3. Suggested actions

**Overall judgment**

Overall judgment with respect to all the dimensions of the UK Professional Standards Framework

Met Not met

Overall judgment including all learning outcomes (NB: a candidate cannot pass without meeting all the required dimensions of the UK Professional Standards Framework)

Pass Refer

**Assessors**

Signed ………………………………… Signed ……………………………………..

Name (print) …………………………… Name (print) ………………………………

Date ……………………………………

This document needs to be word processed and uploaded to the participant’s Mahara template.

**Appendix 3:** **Proforma for assessment of portfolio – 20 credit module**

# Participant’s name ………………………………………………….

# Audit of evidence

|  |  |  |  |
| --- | --- | --- | --- |
| **Does the portfolio contain:** | | **Please initial** | |
| **Yes** | **No** |
| i. | A table identifying evidence presented against the module learning outcomes/ two areas of professional activity and the core knowledge and professional standards of the UK Professional Standards. |  |  |
| ii. | Confirmation of completion from teaching adviser |  |  |
| iii. | Confirmation of at least 40 hours teaching and/or activities that support learning (including preparation, assessment, support of web-based learning etc) whilst enrolled in the module |  |  |
| vi. | Personal Commentary: |  |  |
|  | * Statement outlining personal history of teaching and/or supporting learning and outline of present professional context |  |  |
|  | * Summary reflective statement of learning undertaken throughout entire 20 credit module |  |  |
|  | * Plans for future continuing professional development |  |  |
|  | The induction workshop assignments: |  |  |
|  | * Learning statement, feedback, reflection |  |  |
|  | * Presentation, feedback, reflection |  |  |
|  | Flipchart, feedback, reflection |  |  |
|  | Evidence of intervention into one’s practice (as an academic paper): |  |  |
|  | * Outline of current situation under review |  |  |
|  | * Plan highlighting proposed development, supporting evidence from the literature, method of evaluation |  |  |
|  | * Evidence of reflection throughout the intervention as it unfolded. This may include records of meetings with practice adviser, module leader, formative feedback). |  |  |
|  | * Feedback from peers and students involved in the intervention, or reference to peer and student evaluations *where they are relevant* |  |  |
|  | * Reference to reflections from workshops *where they are relevant* |  |  |
|  | * Implications for future practice |  |  |
|  | * Reflections on personal learning undertaken during the intervention |  |  |
|  | * References |  |  |
| 1. iv. | Peer observation records (2 observations): records and reflections (if not already included within intervention) |  |  |
| 1. v. | Student feedback (at least one) and reflection (if not already included within intervention) |  |  |
| 1. vi. | Summaries and reflections on workshops attended (if not already included within intervention) |  |  |

**20 credit module portfolio assessment against the learning outcomes and the UK Professional Standards**

Candidate’s name ………………………………………………………………..

Assessor’s name …………………………………………………………………

Date of assessment ………………………………………………………………

|  |  | Met | Not yet met | Comments, page numbers etc |
| --- | --- | --- | --- | --- |
| Learning outcomes for 20 credit module, *Exploring learning and teaching in higher education*  *The portfolio will also be assessed against the areas of activity within the UK Professional Standards Framework. These are embedded within the learning outcomes. Where these are most appropriate, they are noted. Further reference needs to be made to the programme handbook.* | Demonstrate knowledge, investigation, critical analysis, application and evaluation of a range of contemporary teaching methodologies, with particular emphasis on two (of participant’s choice):   * Design and planning of learning activities and/or programmes of study |  |  |  |
| * Teaching and/or supporting learning |  |  |  |
| * Assessment and giving feedback to learners |  |  |  |
| * Developing effective environments and student support and Guidance |  |  |  |
| Demonstrate a self-critical and self-reflective approach and an ability to use this to creatively inform future activities  *Incorporates UK PSF ‘Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices’* |  |  |  |
| Demonstrate a commitment to engaging with the pedagogic literature where it is relevant to chosen activities above |  |  |  |
| Demonstrate a commitment to quality improvement |  |  |  |
| Effectively design and conduct a teaching intervention (using action research methodology), and evaluate its effectiveness |  |  |  |
| Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy |  |  |  |
| Effectively communicate results of research to research participants and peers (not assessed) |  |  |  |

**Core knowledge of the UK Professional Standards Framework (minimum required)**

|  |  |  |
| --- | --- | --- |
| **Core knowledge** | **Met** | **Not met** |
| K1 The subject material |  |  |
| K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme |  |  |

**Professional values of the UK Professional Standards Framework (relevant to areas of activity evidenced; i.e. not all necessarily need to be evidenced)**

|  |  |  |
| --- | --- | --- |
| **Professional values** | **Met** | **Not met** |
| V1 Respect individual learners and diverse learning communities |  |  |
| V2 Promote participation in higher education and equality of opportunity for learners |  |  |
| V3 Use evidence-informed approaches and the outcomes from research scholarship and continuing professional development |  |  |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |  |

**Overall recommendation**

Pass Refer

Name……………………………………………………………………..

Signature …………………………………………………………………

Date …………………………..

ASSESSMENT OF PORTFOLIO – 20 credit module

(this to be completed jointly with other assessor)

**Overall comments on the evidence presented in the portfolio with respect to the module learning outcomes and the relevant areas of professional activity and the core knowledge and professional values of the UK Professional Standards Framework (it is useful to have the UK PSF document alongside to view the core knowledge and professional values criteria.**

**Please comment on the following: (this will inform feedback given to the participant following the Examination Board)**

* + 1. Strengths of portfolio
    2. Lack of evidence
    3. Suggested actions

**Overall judgment**

Overall judgment with respect to the relevant dimensions of the UK Professional Standards Framework. This includes two areas of activity specified below; area of activity 5; core knowledge relevant to the areas of activity selected but including K1&2; and the professional values relevant to the areas of activity chosen. The two areas of activity the participant has evidenced must be stated here:

Two areas of activity …………………………………………………………….

……………………………………………………………..

Met Unmet

Overall judgment including all learning outcomes (NB: a candidate cannot pass without meeting all the required dimensions of the UK Professional Standards Framework)

Pass Refer

**Assessors**

Signed ……………………………… Signed ……………………………………..

Name (print) ……………………. Name (print) ………………………………

Date ……………………………

This document needs to be word processed and uploaded to the participant’s Mahara template.

**Appendix 4**

**AGREEMENT FOR ADMISSION TO 40 CREDIT STANDALONE MODULE IN PGC MATRIX**

[participant to add this to their Mahara portfolio for information for assessors}

**NAME**

**SCHOOL/UNIT**

**MODULE**

**FOR STARTING DATE**

Learning outcomes to be evidenced in portfolio:

Dimensions of the UK Professional Standards Framework to be evidenced:

Attendance at induction required: YES/ NO

Interventions to be submitted in following format (article/ report/ poster):

All other requirements are as outlined in the PgC Matrix Handbook.

**Signature of programme director**

**Signature of participant**

Appendix 5

**CARDIFF METROPOLITAN UNIVERSITY**

**PROGRAMME SPECIFICATION**

|  |  |
| --- | --- |
| **1.** | |
| **Awarding Institution/Body** | Cardiff Metropolitan University |
| **Teaching Institution** | Cardiff Metropolitan University |
| **Dean of School** | Claire Morgan |
| **Programme Accredited By** | Higher Education Academy |
| **Final Award (including any named exit awards)** | PgC |
| **Programme Title** | Teaching in Higher Education |
| **Programme Director** | Dr Sue Tangney |
| **Mode of Study** | Part time |
| **Normal Duration of Programme** | 3 years |
| **Period of Candidature** | 5 years |
| **Language of Study** | English/ Welsh |
| **UCAS Code (or other coding system if relevant)** | Not relevant |
| **Relevant QAA Subject Benchmarking Group(s)** | No QAA benchmarking available for this programme |
| **Date of Production/Revision** | May 2005/ January 2016 |

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| **2. Criteria for admission to the programme.**  The programme is available to all who teach Cardiff Met students and able to fulfil the minimum teaching hours requirement whilst enrolled, i.e. evidence of 120 hours teaching (including preparation, assessment, support of web-based learning etc) during the duration of the programme. Preference will be given to new academic staff with probationary requirements.  The programme will comply with admission criteria as outlined in the Academic Handbook which indicates that admission to a Master level programme would require an undergraduate degree, or a non-graduate level qualification acceptable to Cardiff Metropolitan University. Others wishing to undertake the programme will be considered on a case-by-case basis.  Criteria for admission to the standalone modules will be proportional and as specified on the module descriptors.  **3. Aims of the programme.**  The programme aims to provide the framework and resources for participants to develop as teaching practitioners by undertaking research into their own teaching practice and other associated activities that may impact on students’ experience of learning. Completion of the programme will enable participants to be recognised as Fellows of the Higher Education Academy. The programme ultimately aims to embed continuing professional development through reflective practice, to encourage and develop excellence in teaching, and to develop pedagogic action research across the university.  **4. Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes.**  UK Professional Standards Framework, criteria for Fellowship, all statements  **5. Programme outcomes (include reference to graduate attributes where appropriate).**  **i) Knowledge and understanding**   1. Demonstrate knowledge, investigation, critical analysis, application and evaluation of a range of contemporary teaching methodologies, including consideration of the following: 2. learning theory in relation to higher education 3. effective learning support 4. effective learning environments 5. programme design and planning 6. assessment and providing feedback 7. Demonstrate knowledge, a high level of understanding, and originality (in one’s teaching context) in approaching pedagogic issues in their discipline 8. Demonstrate knowledge, application and evaluation of action research methodology 9. Effectively design and conduct a teaching intervention, and evaluate its effectiveness 10. Evaluate feedback from a wide range of stakeholders to make informed judgments to effectively manage change 11. Effectively negotiate the ethical issues surrounding action research   **ii) Skills and other attributes**   1. Demonstrate a self-critical, self-reflective and self-directed approach and ability to use this to creatively inform future activities 2. Demonstrate a commitment to quality improvement 3. Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy 4. Effectively communicate results of research to research participants and peers   **6. Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated.**  Learning will be predominately experiential and work-based, and framed primarily around three teaching interventions conceived, designed, executed and evaluated by the participant. Learning is supported by workshops, one-to-one support sessions with a teaching adviser, support from the programme director, feedback from peers and students, and participants’ self-study, research and reflection.  The learning outcomes will be assessed through a portfolio of evidence drawn from normal teaching duties and continuing professional development activity including workshops, self-study, self-reflection, and peer and student feedback.  The evidence presented in the portfolio must demonstrate:   1. understanding of the principles and values informing Cardiff Met’s policies and the Learning and Teaching Strategy 2. development through reflective practice in all areas of teaching practice as outlined by the UK Professional Standards Framework 3. an analytical approach to contemporary teaching methodology, and participant’s own practice, and originality, creativity and a research-supported response to this analysis 4. knowledge and understanding of action research methodology, and an ability to design, carry out and evaluate a teaching intervention |

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| **7. Programme structures and requirements, levels, curriculum units (modules), credits and awards. Also make reference to any features that make the programme distinctive. *(Please include a table or chart to demonstrate the programme structure).***  The programme is part-time and flexible, and will lead to a Cardiff Metropolitan University post-graduate certificate (PgC). It will also enable recognition as a Fellow of the Higher Education Academy. The programme comprises one double module of 60 M-level credits. These can be credited towards further Master level study at Cardiff Met (total of 180 M-level credits). The programme will normally take between 12 months and three years to complete. The maximum candidature is five years.  Other pathways are also offered. Participants with limited teaching may enrol on the 20 M-level credit standalone module *Exploring learning and teaching in higher education.* This is accredited by the Higher Education Academy at Associate Fellow level. If at a later stage the participant has more teaching hours, they are able to RPL on to the PgC via the 40 credit standalone module *Enriching your teaching practice, Teaching in Higher Education.*  There is also the facility for others coming to Cardiff Met with HE Academy accredited credits to APL on to the PgC.  Inductions into the programme will take place twice yearly.   |  |  |  | | --- | --- | --- | | PROGRAMME STRUCTURE | | | | 60 credit module Teaching in Higher Education | | WILL BE AWARDED  PgC *Teaching in Higher Education*  and gain  Fellowship of the Higher Education Academy | | 20 credit standalone module *Exploring learning and teaching in higher education* | | 20 credits on transcript  and gain  Associate Fellowship of the Higher Education Academy | | 20 credit standalone module *Exploring learning and teaching in higher education* | PLUS  40 credit standalone module *Enriching your teaching practice* | PgC *Teaching in Higher Education*  and gain  Fellowship of the Higher Education Academy | | OR 20 credits from another HEA accredited programme | |
| **8. Support for students and their learning**  Support is provided by:   1. Designated teaching adviser who will act as adviser and mentor to the programme participant 2. An induction programme where participants will have the opportunity to network with peers. 3. Regular communication with the Programme Director 4. Programme handbook, Moodle site 5. LTDU website 6. Continual networking opportunities with other participants through the associated and ongoing workshop programme, and action learning groups 7. Observations of practice with feedback from peers, and of peers 8. Peer support within their School 9. Library and internet facilities |

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| **9. Work-based and placement learning *(to include information about the location of work-based learning and the learning activities that must be undertaken to enable the outcomes to be achieved and demonstrated).***  The learning will be predominantly experiential and work-based, and framed around teaching practice. The location of the work placement will in most cases be Cardiff Metropolitan University campuses, but will also include other sites where Cardiff Met students are learning. All the learning outcomes have as their main focus, the participants’ teaching practice. |

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| **10. Methods for evaluating and improving the quality and standards of teaching and learning *(to include, for example, stakeholder feedback from students, graduates and employers).***  **Quality assurance and quality enhancement will be assured through:**   1. Periodic internal and external review of programme 2. Annual Programme Review process 3. Feedback from enrolled participants 4. Programme committee meetings 5. Annual staff development (training of teaching advisers) 6. Feedback from each workshop delivered 7. Exit interviews for all participants completing the programme |

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| **11. Assessment regulations. *(All programmes must indicate compliance with the University’s Assessment Regulations. In addition, any programme-specific assessment regulations, including those arising from PSRB requirements, must be listed here. Please specify the number of re-assessment attempts allowed [1 or 2] and list any modules which cannot be compensated).***  The summative assessment is entirely based on a portfolio of evidence, which will be assessed against the learning outcomes and the areas of teaching activity as defined by the UK Professional Standards Framework.  The Assessment Panel will meet yearly. The Assessment Panel comprises the Programme Director and programme team, teaching advisers and teaching fellows from within the university, and representation from participating universities. Each portfolio is assessed by two members of the Assessment Panel (excluding the teaching adviser involved) and moderated by a member of the programme team. Comments are recorded and recommendations made for the award of Pass or Refer made to the Examination Board, which also meets annually.    Portfolios are submitted annually in May. |

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| **12. Indicators of quality and standards**  The following will be indicators of a continuing high quality programme:   1. Successful periodic review 2. Successful accreditation by the Higher Education Academy 3. Positive participant feedback (through Programme Committee representation and evaluations) 4. Positive external examiner feedback 5. Achievement of participants in terms of both success in the award, and other indicators such as external presentations/ publications etc. |

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a student is expected to achieve and demonstrate if he/she is to gain an award. More detailed information on the learning outcomes, content and teaching and learning and assessment methods of each module can be found in programme handbooks/module handbooks. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| Module Title | **Module Number** | **JACS Subject Code(s) and % of each subject** | **ASC Category(ies)** |
| Teaching in Higher Education | THE7001 | X342 | 11 |

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| **Level (0 - M)** | **Credits** | ECTS Credit | **Module Value** | **% Taught in Welsh** | **Module Type** |
| M | 60 | 30 | 2.0 | Option for induction activities in Welsh | Experiential, work-based |

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| **Teaching Period** | **Pre-requisites** |
| 1-3 years | Able to meet requirement for 120 hours of concurrent teaching (including preparation, assessment, support of web-based learning etc) |

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| **Module Leader** | **School(s)** | *Campus* |
| Dr Sue Tangney | Centrally from Learning and Teaching Development Unit | Llandaff |

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| Assessment Methods | | | |
| Assessment Type | Duration/Length of Assessment Type | Weighting of Assessment | Approximate Date of Submission |
| **Portfolio of evidence** | **Equivalent to 18,000 words** | **100%** | **12-36 months following commencement** |

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| **Aim(s)** |
| **The programme aims to provide the framework and resources for participants to develop as teaching practitioners by undertaking research into their own teaching practice and other associated activities that may impact on students’ experience of learning. Completion of the programme will enable participants to be recognised as Fellows of the Higher Education Academy. The programme ultimately aims to embed continuing professional development through reflective practice, to encourage and develop excellence in teaching, and to develop pedagogic action research across the university.** |

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| **Learning Outcomes** |
| 1. Demonstrate knowledge, investigation, critical analysis, application and evaluation of a range of contemporary teaching methodologies, including consideration of the following: 2. learning theory in relation to higher education 3. effective learning support 4. effective learning environments 5. programme design and planning 6. assessment and providing feedback 7. Demonstrate knowledge, a high level of understanding, and originality (in one’s teaching context) in approaching pedagogic issues in their discipline 8. Demonstrate a self-critical and self-reflective approach and ability to use this to creatively inform future activities 9. Demonstrate a commitment to quality improvement 10. Demonstrate knowledge, application and evaluation of action research methodology 11. Effectively design and conduct a teaching intervention, and evaluate its effectiveness 12. Evaluate feedback from a wide range of stakeholders to make informed judgements to effectively manage change 13. Effectively negotiate the ethical issues surrounding action research 14. Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy 15. Effectively communicate results of research to research participants and peers |

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| **Learning and Teaching Delivery Methods** |
| Learning will be predominately experiential and work-based, and framed primarily around three teaching interventions conceived, designed, executed and evaluated by the programme participant. Learning is supported by lectures, workshops, one-to-one support sessions with a teaching adviser, feedback from peers and students, and programme participants’ self-study, research and reflection. Four workshops corresponding to the first four areas of the UK Professional Standards Framework will be compulsory and would need to be attended within the enrolment period, or within two years whichever is the least. |

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| **Indicative Content** |
| The emphasis given to various aspects of the programme will vary depending on the training needs of the participant, the focus of the interventions undertaken by the participant, but all participants will be expected to cover sufficient and relevant content to enable learning outcomes to be met to the expected standard. |

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| **Recommended Reading & Required Reading** |
| Action research Carr, W & Kemmis, S (1986) *Becoming critical: education, knowledge and action research.* London: Falmer Press.  Cousins G (2009) *Researching Higher Education, An introduction to contemporary methods and approaches*. London: Sage  Gomm, R, Hammersley, M & Foster, P(eds) (2000) *Case study method. Key issues, key texts.* London: Sage.  Radnor, H (2001) *Researching your professional practice.* Buckingham: Open University Press.  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  McNiff, J & Whitehead, J (2009) *Doing and writing action research.* London: Sage Reflective practice Bolton, G (2010) *Reflective Practice. Writing and personal development,* 3rd edition*.* London : Sage.  Brockbank, A & McGill, I (2007) *Facilitating reflective learning in higher education*, 2nd edition*.* Bucks: Open University Press.  Moon, J (2000) *Reflection in learning and professional development: theory and practice*. London: RoutledgeFalmer.  Moon, J (2006) *Learning journals: a handbook for academics, students and professional development,* 2nd edition Abingdon: Routledge.  Schon, D (1991) *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith. Portfolio development Fry, H, Ketteridge, S & Marshall, S (eds) (2007) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. London: Jossey Bass  Moon, J (2006) *Learning Journals: A handbook for reflective practice and professional development,* 2nd edition. Abingdon: Routledge  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  Seldin, P,. Miller, J & Seldin , C (2010) *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* , 4th edition. Abingdon: Routledge. Teaching and learning in HE Barkley, E, Cross, K & Major, C (2005) *Collaborative learning techniques.* San Francisco: Jossey-Bass.  Barnett, R (1994) *Limits of competence: knowledge, higher education and society (Society for Research into Higher Education).* Milton Keynes: Open University Press.  Beard, C & Wilson, P (2006) *Experiential learning: A practical handbook for educators and trainers,* 2nd edition*.* London: Kogan Page.  Beethan, H & Sharpe, R (2007) *Rethinking pedagogy for a digital age: Designing and delivering e-learning.* Abingdon: Routledge.  Biggs, J & Tang, C (2007) *Teaching for quality learning at university: What the student does*, 3rd edition, Buckingham: SRHE/Open University Press.  Campbell, A & Norton, L (2007) *Learning, teaching and assessing in higher education: Developing reflective practice.* Exeter: Learning Matters.  Fry, H, Ketteridge, S & Marshall, S (eds) (2009) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. Abingdon: Routledge.  Goleman, D (1998) *Working with emotional intelligence*. Bloomsbury: London.  Hunt, L & Chalmers, D (eds) (2013) *University teaching in focus; a learning-centred approach.* Abingdon, Oxon: Routledge.  Jacques, D & Salmon, G (2007) *Learning in groups: A handbook for face-to-fact and on-line environments* , 4th edition. Abingdon: Routledge.  Jarvis, P, Holford, J & Griffin, C (2003) *The theory and practice of learning (2nd ed).*  Abingdon: RoutledgeFalmer.  Kneale, P (ed) (2015) *Masters Level Teaching, Learning and Assessment; issues in design and delivery*. London: Palgrave.  Lave, J & Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation* Cambridge: Cambridge University Press.  Macfarlane, B (2003) *Teaching with integrity: the ethics of higher education practice*. London: Routledge Falmer.  Moon, J (2005) *The module and programme development handbook: a practical guide to linking levels, learning outcomes & assessment*. London: Kogan Page.  Race, P (2007) *The lecturer’s toolkit: A practical guide to assessment learning and teaching*, 3rd edition, London: Kogan Press.  Richardson, J (2000) *Researching student learning : approaches to studying in campus-based and distance education.* Buckingham: SRHE/Open University Press  Salmon, G (2002) *E-tivities; the key to active online learning.* London: Routledge Falmer.  Salmon, G (2003) *E-moderating: the guide to teaching and learning online* ,2nd edition London: Routledge Falmer.  Savin-Baden, M (2000) *Problem based learning in higher education; untold stories*. Buckingham: SRHE/Open University Press.  Toohey, S (1999) *Designing courses for higher education.* Buckingham: SRHE/OU Press.  Waring, M & Evans, C (2015) *Understanding pedagogy; developing a critical approach to teaching and learning*. London: Routledge.  Wenger, E (2000) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.  **Assessment and feedback**  Angelo, T & Cross, P (1993) *Classroom assessment techniques* , 2nd editionSan Francisco: Jossey-Bass.  Bloxham, S & Boyd, P (2007) *Developing effective assessment in higher education.* Maindenhead: Open University Press.  Boud, D & Falchikov, N (eds) (2007) *Rethinking assessment in higher education; learning for the longer term.* Abington, Oxon: Routledge.  Boud, D & Molloy, E (2013) *Feedback in higher and professional education; understanding it and doing it well*. Abington, Oxon: Routledge.  Dunn, L, Morgan, C, O’Reilly, M & Parry, S (2004) *The student assessment handbook; new directions in traditional and online assessment.* Abington, Oxon: Routledge.  Pickford, R & Brown, S (2006) *Assessing skills and practice.* Abington, Oxon: Routledge.  **Inclusive teaching**  Grace, S & Gravestock, P (2009) *Inclusion and Diversity; meeting the needs of all students.* Abingdon, Oxon: Routledge.  Hicks, D and Holden, C (eds) (2007) *Teaching the global dimension; key principals and effective practice.* Abingdon, Oxon: Routledge.    Jones, E & Brown, S (eds) (2007) *Internationalising higher education.* Abingdon, Oxon: Routledge.    Leask, B (2015) *Internationalising the curriculum*. Abingdon, Oxon: Routledge. |
| **Access to Specialist Requirements** |
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| Module Title | **Module Number** | **JACS Subject Code(s) and % of each subject** | **ASC Category(ies)** |
| Exploring learning and teaching in higher education | THE7002 | X342 | 11 |

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| **Level (0 - M)** | **Credits** | ECTS Credit | **Module Value** | **% Taught in Welsh** | **Module Type** |
| M | 20 | 10 | 1 | Option for induction activities in Welsh | Experiential, work-based |

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| **Teaching Period** | **Pre-requisites** |
| 1-2 years | Able to meet requirement for 40 hours of concurrent teaching or supporting learning |

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| **Module Leader** | **School(s)** | *Campus* |
| Dr Sue Tangney | Centrally from Learning and Teaching Development Unit | Llandaff |

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| Assessment Methods | | | |
| Assessment Type | Duration/Length of Assessment Type | Weighting of Assessment | Approximate Date of Submission |
| **Portfolio of evidence, with emphasis on two (of participant’s choice) of the UK Professional Standards** | **Equivalent to 6,000 words** | **100%** | **12-24 months following commencement** |

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| **Aim(s)** |
| **The programme aims to provide the framework and resources for programme participants to develop as practitioners in teaching and/or activities that support learning, by undertaking guided research into their own practice, and evaluating how their practice may impact on students’ experience of learning. Completion of the programme will entitle programme participants to be recognised as Associate Fellows of the Higher Education Academy.** |

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| **Learning Outcomes** |
| 1. Demonstrate knowledge, critical analysis, application and evaluation of a range of contemporary teaching methodologies, with particular emphasis on two (of participant’s choice) of the following (taken from the UK Professional Standards): 2. Design and planning of learning activities and/or programmes of study 3. Teaching and/or supporting student learning 4. Assessment and giving feedback to learners 5. Developing effective environments and student support and guidance 6. Demonstrate a self-critical and self-reflective approach and a commitment to ongoing professional development 7. Demonstrate a commitment to engaging with the pedagogic literature where it is relevant to chosen activities above 8. Demonstrate a commitment to quality improvement 9. Effectively design and conduct an intervention into one’s own practice, and evaluate its effectiveness 10. Express and adopt a set of values and an ethos commensurate with those of the university and the Higher Education Academy 11. Effectively communicate results of research to research participants and peers |

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| **Learning and Teaching Delivery Methods** |
| Learning will be predominately experiential and work-based, and framed primarily around a guided intervention into participants’ professional practice. Learning is supported by a compulsory induction, workshop activity, group sessions with the programme team, one-to-one support from a teaching adviser, feedback from peers and students, and participants’ self-study, research and reflection. |

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| **Indicative Content** |
| The emphasis given to various aspects of the programme will vary depending on the professional role and training needs of the participant, the focus of the intervention undertaken by the participant, but all participants will be expected to cover sufficient and relevant content to enable learning outcomes to be met to the expected standard. The teaching intervention of all participants will be focused around student-centred learning. |
| **Recommended Reading & Required Reading** |
| Action research Carr, W & Kemmis, S (1986) *Becoming critical: education, knowledge and action research.* London: Falmer Press.  Cousins G (2009) *Researching Higher Education, An introduction to contemporary methods and approaches*. London: Sage  Gomm, R, Hammersley, M & Foster, P(eds) (2000) *Case study method. Key issues, key texts.* London: Sage.  Radnor, H (2001) *Researching your professional practice.* Buckingham: Open University Press.  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  McNiff, J & Whitehead, J (2009) *Doing and writing action research.* London: Sage Reflective practice Bolton, G (2010) *Reflective Practice. Writing and personal development,* 3rd edition*.* London : Sage.  Brockbank, A & McGill, I (2007) *Facilitating reflective learning in higher education*, 2nd edition*.* Bucks: Open University Press.  Moon, J (2000) *Reflection in learning and professional development: theory and practice*. London: RoutledgeFalmer.  Moon, J (2006) *Learning journals: a handbook for academics, students and professional development,* 2nd edition Abingdon: Routledge.  Schon, D (1991) *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith. Portfolio development Fry, H, Ketteridge, S & Marshall, S (eds) (2007) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. London: Jossey Bass  Moon, J (2006) *Learning Journals: A handbook for reflective practice and professional development,* 2nd edition. Abingdon: Routledge  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  Seldin, P,. Miller, J & Seldin , C (2010) *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* , 4th edition. Abingdon: Routledge. Teaching and learning in HE Barkley, E, Cross, K & Major, C (2005) *Collaborative learning techniques.* San Francisco: Jossey-Bass.  Barnett, R (1994) *Limits of competence: knowledge, higher education and society (Society for Research into Higher Education).* Milton Keynes: Open University Press.  Beard, C & Wilson, P (2006) *Experiential learning: A practical handbook for educators and trainers,* 2nd edition*.* London: Kogan Page.  Beethan, H & Sharpe, R (2007) *Rethinking pedagogy for a digital age: Designing and delivering e-learning.* Abingdon: Routledge.  Biggs, J & Tang, C (2007) *Teaching for quality learning at university: What the student does*, 3rd edition, Buckingham: SRHE/Open University Press.  Campbell, A & Norton, L (2007) *Learning, teaching and assessing in higher education: Developing reflective practice.* Exeter: Learning Matters.  Fry, H, Ketteridge, S & Marshall, S (eds) (2009) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. Abingdon: Routledge.  Goleman, D (1998) *Working with emotional intelligence*. Bloomsbury: London.  Hunt, L & Chalmers, D (eds) (2013) *University teaching in focus; a learning-centred approach.* Abingdon, Oxon: Routledge.  Jacques, D & Salmon, G (2007) *Learning in groups: A handbook for face-to-fact and on-line environments* , 4th edition. Abingdon: Routledge.  Jarvis, P, Holford, J & Griffin, C (2003) *The theory and practice of learning (2nd ed).*  Abingdon: RoutledgeFalmer.  Kneale, P (ed) (2015) *Masters Level Teaching, Learning and Assessment; issues in design and delivery*. London: Palgrave.  Lave, J & Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation* Cambridge: Cambridge University Press.  Macfarlane, B (2003) *Teaching with integrity: the ethics of higher education practice*. London: Routledge Falmer.  Moon, J (2005) *The module and programme development handbook: a practical guide to linking levels, learning outcomes & assessment*. London: Kogan Page.  Race, P (2007) *The lecturer’s toolkit: A practical guide to assessment learning and teaching*, 3rd edition, London: Kogan Press.  Richardson, J (2000) *Researching student learning : approaches to studying in campus-based and distance education.* Buckingham: SRHE/Open University Press  Salmon, G (2002) *E-tivities; the key to active online learning.* London: Routledge Falmer.  Salmon, G (2003) *E-moderating: the guide to teaching and learning online* ,2nd edition London: Routledge Falmer.  Savin-Baden, M (2000) *Problem based learning in higher education; untold stories*. Buckingham: SRHE/Open University Press.  Toohey, S (1999) *Designing courses for higher education.* Buckingham: SRHE/OU Press.  Waring, M & Evans, C (2015) *Understanding pedagogy; developing a critical approach to teaching and learning*. London: Routledge.  Wenger, E (2000) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.  **Assessment and feedback**  Angelo, T & Cross, P (1993) *Classroom assessment techniques* , 2nd editionSan Francisco: Jossey-Bass.  Bloxham, S & Boyd, P (2007) *Developing effective assessment in higher education.* Maindenhead: Open University Press.  Boud, D & Falchikov, N (eds) (2007) *Rethinking assessment in higher education; learning for the longer term.* Abington, Oxon: Routledge.  Boud, D & Molloy, E (2013) *Feedback in higher and professional education; understanding it and doing it well*. Abington, Oxon: Routledge.  Dunn, L, Morgan, C, O’Reilly, M & Parry, S (2004) *The student assessment handbook; new directions in traditional and online assessment.* Abington, Oxon: Routledge.  Pickford, R & Brown, S (2006) *Assessing skills and practice.* Abington, Oxon: Routledge.  **Inclusive teaching**  Grace, S & Gravestock, P (2009) *Inclusion and Diversity; meeting the needs of all students.* Abingdon, Oxon: Routledge.  Hicks, D and Holden, C (eds) (2007) *Teaching the global dimension; key principals and effective practice.* Abingdon, Oxon: Routledge.    Jones, E & Brown, S (eds) (2007) *Internationalising higher education.* Abingdon, Oxon: Routledge.    Leask, B (2015) *Internationalising the curriculum*. Abingdon, Oxon: Routledge. |

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| **Access to Specialist Requirements** |
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| Module Title | **Module Number** | **JACS Subject Code(s) and % of each subject** | **ASC Category(ies)** |
| Enriching your teaching practice, Teaching in Higher Education | THE7003 | X342 | 11 |

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| **Level (0 - M)** | **Credits** | ECTS Credit | **Module Value** | **% Taught in Welsh** | **Module Type** |
| M | 40 | 20 | 2.0 | Option for induction activities in Welsh | Experiential, work-based |

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| **Teaching Period** | **Pre-requisites** |
| ongoing | Completion of *Exploring learning and teaching in higher education*, or 20 credits of HE Academy accredited study  from another university.  Able to meet requirement for 80 hours of concurrent  teaching (including preparation, assessment, support of  web-based learning etc) |

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| **Module Leader** | **School(s)** | *Campus* |
| Dr Sue Tangney | LTDU | Llandaff |

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| Assessment Methods | | | |
| Assessment Type | Duration/Length of Assessment Type | Weighting of Assessment | Approximate Date of Submission |
| Portfolio of evidence. Participant will complete two interventions meeting the learning outcomes and UK Professional Standards to complement credits completed already | Equivalent to 12,000 words | 100% | 12-36 months following commencement |

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| **Aim(s)** |
| The aim of this module is to enable those candidates who have passed the 20 credit stand-alone module *Exploring learning and teaching in higher education,* or an equivalent 20  credits that has been accredited by the HE Academy against the UK Professional Standards Framework, to APL on to the PgC *Teaching in Higher Education.* |

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| **Learning Outcomes** |
| The specific learning outcomes will be determined by review of the learning outcomes and UK Professional Standards evidenced in the 20 credits already awarded (choice is offered in the standalone 20 credit module) , but will represent, when treated holistically with the 20 credits already awarded, the equivalent to the PgC. |

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| **Learning and Teaching Delivery Methods** |
| Learning will be predominately experiential and work-based, and framed primarily around two interventions into participants’ professional practice. Learning is supported by a compulsory four day induction (this will be exempted if participant has attended this within the last three years), an ongoing programme of workshops (of which participant will have to attend four per year – this will include four compulsory workshops within the first two years of enrolment unless they have been attended while enrolled on the 20 credit standalone module *Exploring learning and teaching in higher education*), group sessions with the programme team, one-to-one support from a teaching adviser, feedback from peers and students, and programme participants’ self-study, research and reflection. |

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| **Indicative Content** |
| The emphasis given to various aspects of the module will vary depending on the professional role and training needs of the participant, and the focus of the interventions carried out by the participant, but all participants will be expected to cover sufficient and relevant content to enable the pre-determined learning outcomes to be met to the expected standard. The interventions of all participants will be focused around student-centred learning. |
| **Recommended Reading & Required Reading** |
| Action research Carr, W & Kemmis, S (1986) *Becoming critical: education, knowledge and action research.* London: Falmer Press.  Cousins G (2009) *Researching Higher Education, An introduction to contemporary methods and approaches*. London: Sage  Gomm, R, Hammersley, M & Foster, P(eds) (2000) *Case study method. Key issues, key texts.* London: Sage.  Radnor, H (2001) *Researching your professional practice.* Buckingham: Open University Press.  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  McNiff, J & Whitehead, J (2009) *Doing and writing action research.* London: Sage Reflective practice Bolton, G (2010) *Reflective Practice. Writing and personal development,* 3rd edition*.* London : Sage.  Brockbank, A & McGill, I (2007) *Facilitating reflective learning in higher education*, 2nd edition*.* Bucks: Open University Press.  Moon, J (2000) *Reflection in learning and professional development: theory and practice*. London: RoutledgeFalmer.  Moon, J (2006) *Learning journals: a handbook for academics, students and professional development,* 2nd edition Abingdon: Routledge.  Schon, D (1991) *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith. Portfolio development Fry, H, Ketteridge, S & Marshall, S (eds) (2007) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. London: Jossey Bass  Moon, J (2006) *Learning Journals: A handbook for reflective practice and professional development,* 2nd edition. Abingdon: Routledge  Norton, L (2008) *Action research in teaching and learning. A practical guide to conducting pedagogic research in universities*. Abingdon: Routledge.  Seldin, P,. Miller, J & Seldin , C (2010) *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* , 4th edition. Abingdon: Routledge. Teaching and learning in HE Barkley, E, Cross, K & Major, C (2005) *Collaborative learning techniques.* San Francisco: Jossey-Bass.  Barnett, R (1994) *Limits of competence: knowledge, higher education and society (Society for Research into Higher Education).* Milton Keynes: Open University Press.  Beard, C & Wilson, P (2006) *Experiential learning: A practical handbook for educators and trainers,* 2nd edition*.* London: Kogan Page.  Beethan, H & Sharpe, R (2007) *Rethinking pedagogy for a digital age: Designing and delivering e-learning.* Abingdon: Routledge.  Biggs, J & Tang, C (2007) *Teaching for quality learning at university: What the student does*, 3rd edition, Buckingham: SRHE/Open University Press.  Campbell, A & Norton, L (2007) *Learning, teaching and assessing in higher education: Developing reflective practice.* Exeter: Learning Matters.  Fry, H, Ketteridge, S & Marshall, S (eds) (2009) *A handbook for teaching and learning in higher education – enhancing academic practice,* 3rd edition. Abingdon: Routledge.  Goleman, D (1998) *Working with emotional intelligence*. Bloomsbury: London.  Hunt, L & Chalmers, D (eds) (2013) *University teaching in focus; a learning-centred approach.* Abingdon, Oxon: Routledge.  Jacques, D & Salmon, G (2007) *Learning in groups: A handbook for face-to-fact and on-line environments* , 4th edition. Abingdon: Routledge.  Jarvis, P, Holford, J & Griffin, C (2003) *The theory and practice of learning (2nd ed).*  Abingdon: RoutledgeFalmer.  Kneale, P (ed) (2015) *Masters Level Teaching, Learning and Assessment; issues in design and delivery*. London: Palgrave.  Lave, J & Wenger, E (1991) *Situated Learning: Legitimate Peripheral Participation* Cambridge: Cambridge University Press.  Macfarlane, B (2003) *Teaching with integrity: the ethics of higher education practice*. London: Routledge Falmer.  Moon, J (2005) *The module and programme development handbook: a practical guide to linking levels, learning outcomes & assessment*. London: Kogan Page.  Race, P (2007) *The lecturer’s toolkit: A practical guide to assessment learning and teaching*, 3rd edition, London: Kogan Press.  Richardson, J (2000) *Researching student learning : approaches to studying in campus-based and distance education.* Buckingham: SRHE/Open University Press  Salmon, G (2002) *E-tivities; the key to active online learning.* London: Routledge Falmer.  Salmon, G (2003) *E-moderating: the guide to teaching and learning online* ,2nd edition London: Routledge Falmer.  Savin-Baden, M (2000) *Problem based learning in higher education; untold stories*. Buckingham: SRHE/Open University Press.  Toohey, S (1999) *Designing courses for higher education.* Buckingham: SRHE/OU Press.  Waring, M & Evans, C (2015) *Understanding pedagogy; developing a critical approach to teaching and learning*. London: Routledge.  Wenger, E (2000) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.  **Assessment and feedback**  Angelo, T & Cross, P (1993) *Classroom assessment techniques* , 2nd editionSan Francisco: Jossey-Bass.  Bloxham, S & Boyd, P (2007) *Developing effective assessment in higher education.* Maindenhead: Open University Press.  Boud, D & Falchikov, N (eds) (2007) *Rethinking assessment in higher education; learning for the longer term.* Abington, Oxon: Routledge.  Boud, D & Molloy, E (2013) *Feedback in higher and professional education; understanding it and doing it well*. Abington, Oxon: Routledge.  Dunn, L, Morgan, C, O’Reilly, M & Parry, S (2004) *The student assessment handbook; new directions in traditional and online assessment.* Abington, Oxon: Routledge.  Pickford, R & Brown, S (2006) *Assessing skills and practice.* Abington, Oxon: Routledge.  **Inclusive teaching**  Grace, S & Gravestock, P (2009) *Inclusion and Diversity; meeting the needs of all students.* Abingdon, Oxon: Routledge.  Hicks, D and Holden, C (eds) (2007) *Teaching the global dimension; key principals and effective practice.* Abingdon, Oxon: Routledge.    Jones, E & Brown, S (eds) (2007) *Internationalising higher education.* Abingdon, Oxon: Routledge.    Leask, B (2015) *Internationalising the curriculum*. Abingdon, Oxon: Routledge. | |

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| **Access to Specialist Requirements** |
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1. There are some exceptions to this. All teaching must be drawn from HE level, i.e. level 4 or above. [↑](#footnote-ref-1)