



Postgraduate Certificate
In
Higher Education Practice
Course Handbook

February 2018 onwards

**Aligned to Descriptor 2 (FHEA) of the UKPSF
(2011)¹**

¹ Pending approval of minor changes

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Introductory Section

Disclaimer

Some details regarding the Course are set out in this Handbook. The University will use all reasonable efforts to deliver the course in accordance with the description set out.

However, the University does not provide education on a commercial basis and is largely dependent on public and charitable funds, which the University has to manage in a way which is efficient and cost-effective, in the context of the provision of a diverse range of courses to a large number of students.

The University therefore reserves the right to make variations in the content or method of delivery or assessment or other course changes if such action is reasonably considered necessary by the University in the context of its wider purposes.

Welcome by the Course Director

Welcome to the Postgraduate Certificate and the Centre for Higher Education Research & Practice (CHERP).

We hope that your course will prove to be not only a challenging one but also an enjoyable and personally rewarding one. It should provide an opportunity to learn about and share the range of experiences provided by your Tutors and within your group.

You will be supported throughout by a small, very dedicated team of staff. The course will provide opportunities for you to work collaboratively and to share your expertise and experiences with each other.

It will allow you also to engage in critical reflection and analysis of practice and to consider innovative approaches to professional development linked to your own role within higher education.

Your Handbook is intended to provide a guide to your course. It contains important information about University policies and procedures including Course Regulations.

Please retain it for reference throughout your course of study. I have no doubt that you will find it extremely useful. In conclusion, I wish you every success and a very enjoyable and fulfilling programme of study.

Vicky Davies PFHEA

Course Director

How to use this handbook

This *Course Handbook* has been designed to provide you with important information you need during your time on the course.

The majority of students are able to complete their university studies without major mishap. Should you require help and support then professional assistance from academic staff, particularly your Adviser of Studies, Module Coordinator and Course Director, and the Department of Student Support are available to you. Remember that there may well be useful advice also available within this *Course Handbook*.

The Course is based in the Centre for Higher Education Research and Practice (CHERP)² and supports participants across all campuses. Due to the dispersed nature of both tutors and participants it is extremely important that we communicate clearly with you at all times and offer you opportunities to meet and talk to us.

Contacting Us:

Your key points of contact is the Course Director or module Co-ordinators whose contact details are:

Course Director & PHE705 Module Coordinator	PHE707 Module Coordinator	PHE708 Module Coordinator
Vicky Davies PFHEA Room MC220 Magee campus Tel: 028 71675588 pgchep@ulster.ac.uk v.davies@ulster.ac.uk	Sarah Floyd PFHEA Room J508 Coleraine Campus Tel: 028 701 24187 pgchep@ulster.ac.uk s.floyd@ulster.ac.uk	Roisín Curran PFHEA Room MC220 Magee campus Tel: 028 71675518 pgchep@ulster.ac.uk r.curran@ulster.ac.uk

All members of the Course Team will be happy to respond to or re-direct queries. As tutors often work away from offices you may find that sending an email leads to a speedier response.

Prior to contacting Team members it is worth checking the contents of this handbook and the Course Blackboard Learn (BBL) area to see if the answer to your query lies there.

Communication

If members of the Course Team need to contact you they will normally do so using one of the following mechanisms:

- Course BBL announcements
- Module BBL announcement or email
- University staff email

It is important to note that any communication from Registry will be to the **student email address** you were provided with on enrolment. You should check this regularly.

² www.ulster.ac.uk/centrehep

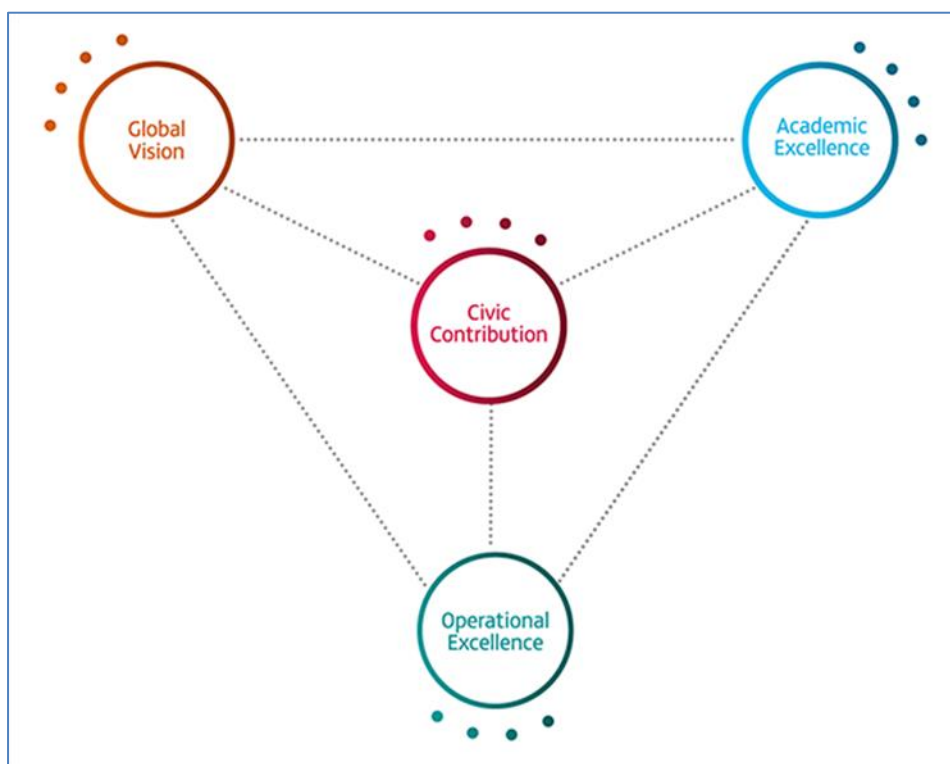
Academic Calendar: key dates Academic Year 2017/18

Introductory period	Monday 18 September 2017 - Friday 22 September 2017
Autumn Semester	Semester Monday 25 September 2017– Friday 26 January 2018 (Christmas vacation Monday 18 December 2017 – Friday 5 January 2018)
Spring Semester	Monday 29 January 2018 – Friday 1 June 2018 (Easter vacation Monday 19 March 2018 – Friday 30 March 2018) (Revision week Monday 7 May 2018 – Friday 11 May 2018) Examinations begin Monday 14 May 2018

Please note that where possible, all block sessions of the PgCHEP have been scheduled to take place outside of semester to facilitate participants' teaching commitments.

Ulster University: 5 & 50

As Northern Ireland's civic university, Ulster University has as its vision the delivery of outstanding research and teaching that encourages the innovation, leadership and vision needed to help our community thrive. The Strategic Plan – **5 & 50**³ - is focussed around four key objectives illustrated below.



Within these, **Academic Excellence** provides the bedrock and inspiration for the ethos of both this initial module and the PgCHEP as a whole, and aims to provide Ulster students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- demonstrate critical intellectual enquiry

³ <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>

- progress in their chosen career or entrepreneurial endeavour
- adapt to change
- become responsible global citizens making meaningful contributions to professional communities and wider society.

In support of this, the University is committed to supporting and developing our staff to deliver excellence in teaching and learning, through the development of innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access, and opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.

This course provides for early and ongoing engagement with the University's Centre for Higher Education Research and Practice (CHERP)⁴, highlighting the potential for continuing professional development both internally and within the wider Higher Education community.

The Post-graduate Certificate in Higher Education Practice (PgCHEP) provides an opportunity for staff who are new to teaching and supporting learning in the University to develop their understanding of, and practice in, effective learning, teaching, and assessment and feedback, through building up an in-depth knowledge of the needs of the cohorts of students they will encounter within the University. It provides a conceptual underpinning for individuals whose duties and responsibilities involve supporting and guiding the development and/ or delivery of learning opportunities for an increasingly diverse body of learners. It provides opportunities for participants to reflect critically on their own experience as both a learner and practitioner, and to identify aspects of their own practice that could be developed and/or improved. The curriculum is designed to promote enhanced professional practice aligned to **5&50** - enhancing teaching excellence and the student experience through targeted innovation and/or enhancement.

Participants undertaking this module are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for Fellowship of the HEA (FHEA) – D2 of the UKPSF⁵.

The Course⁶

This Course has been designed to build on the strengths of the previous Postgraduate Certificate in Higher Education Practice (2010-2015, 2015-2017), by providing a fit-for-purpose course to develop and accredit the initial professional development of new Ulster University academic staff in both teaching and research, and the continuing professional development of other staff who enhance the student learning experience. The Course sits within the Continuing Professional Development policy framework⁷ for academic staff which allows for staff to undertake modules relevant to their work and career development.

⁴ www.ulster.ac.uk/centrehep

⁵ <http://heacademy.ac.uk/ukpsf>

⁶ The full Programme Specification can be found in Appendix 6

⁷ http://staffdev.ulster.ac.uk/index.php?/higher_education_practice/cpd/framework_v2

The Course is underpinned by relevant strategies of the Ulster University⁸ and the UK Professional Standards Framework (UKPSF) for teaching and supporting learning⁹ at Descriptor 2 (Fellow of the Higher Education Academy).

Inclusivity

A distinctive feature of the course is its accessibility and inclusivity. It seeks to provide a broad range of development opportunities to a wide body of participants, including full-time and part-time lecturers, associate lecturers and teaching fellows (for whom the course is a requirement of probation) and those staff whose main professional priority is student support or research e.g. librarians, technicians, careers staff, and contract research staff. In shaping the module, consideration has been given to ensuring that we encompass the breadth of professional development needed by staff as they settle in to a new role, or as their role changes. The course aims to support the development of participants' roles through exposing them to recent scholarly evidence and effective approaches in teaching and learning, and professional practice.

Flexibility

The need for flexibility will continue to be met by the provision of the course modules at a range of campus locations and by delivery times and modes, which best meet the needs of staff, including online delivery. These will generally be publicised online in advance of delivery to enable participants and their line managers to plan accordingly.

Teaching and Learning Charter

This Charter is for all students studying on a taught course at the Ulster University. It underlines the University's commitment to the development of a partnership in learning and the provision of an enriching learning experience for its students. It sets out what you can expect from the University and what we expect of you in relation to the teaching you will receive, how you will be supported in your learning and in relation to assessment.

<http://www.ulster.ac.uk/quality/qmau/l&tcharterjuly2013.pdf>

Feedback from recent participants

"I understand more of the concept of tailoring materials and subject-matters and their methods of delivery according to student needs, whilst bearing in mind the constraints set by our Professional Body; I am confident enough to dispense with traditional power-point even during a session if there is a failure in the receiving of threshold concepts"

"I found it remarkably refreshing to be exposed to this new pedagogical thinking, and heartened to learn that third level educators were committed to improving the quality of teaching – and not assuming that the onus is on the students to navigate their way through academia, as I had often felt that I had experienced myself as a student."

"PgCHEP is a valuable investment in staff and has an effective and positive impact on teaching practice. It has been a significant benefit to me, and has without doubt improved my teaching and this is greatly evident in the student feedback survey."

"The PgCHEP has an important role to play in the development of a professional approach to teaching, learning and support activities and not just for probationary staff. It is an important

⁸ <http://research.ulster.ac.uk/> and <http://www.ulster.ac.uk/tls/>

⁹ <http://www.heacademy.ac.uk/ukpsf>

way by which line managers can show their support for those engaged in our most important activities.”

“As a lecturer with over 20 years’ experience, I have found the PgCHEP invaluable in my continued professional development and would strongly recommend it to all staff involved either directly or indirectly in the education of our students.”

“I found the PGCHEP modules genuinely constructive and helpful to my daily work”

Progression Routes

The Course comprises a part-time route over one calendar year: the table below illustrates the normal progression route for a newly appointed member of academic staff who is required to meet the conditions set out in the University’s CPD Framework.

Module Title	Level	Credit points	Status	Year/ Semester	Professional recognition
PHE705 Learning & Teaching in Higher Education	7	20	Compulsory	Year 1/ Semester 2	UKPSF Descriptor 1 (Associate Fellowship of HEA)
PHE708 Shaping the Curriculum	7	20	Compulsory	Year 2 Semester 1	
PHE707 Enhancing Learning & Teaching	7	20	Compulsory	Year 2 Semester 1	
Completion of the programme leads to Fellowship of the HE Academy (UKPSF Descriptor 2)					

Pending approval of the minor changes to accreditation by the HEA, successful completion of the full Certificate enables participants to demonstrate that they have reached Descriptor 2 of the UK Professional Standards Framework for teaching and supporting learning in Higher Education, and to avail of national recognition as Fellows of the Higher Education Academy. Module 1 - *Learning & Teaching in Higher Education*- also offers accreditation at Descriptor 1 of the UKPSF (Associate Fellowship of the HEA) as part of the articulated route to D2. This choice of accredited routes to two different categories of Fellowship of the HEA is another distinctive feature of the Programme, reflecting the commitment of the Programme team to inclusivity and equality of opportunity.

PgCHEP Year 1 (Semester 2)

Learning and Teaching in Higher Education provides an opportunity for those new to teaching to develop their understanding of, and practice in, effective learning, teaching, and assessment and/or feedback, through building up an in-depth knowledge of the needs of the cohorts of students they will encounter within the University. The module provides a conceptual underpinning for individuals whose duties and responsibilities involve supporting and guiding the development and/ or delivery of learning opportunities for an increasingly diverse body of learners. It forms the initial module of

the PG Certificate in Higher Education Practice. It enables you to enhance and apply appropriate skills in the context of Higher Education. It provides opportunities for you to reflect critically on your own experience both as a learner and practitioner, and to identify aspects of your own practice that could be developed and/or improved. This programme is also available as a short course and accredited by the HE Academy at Descriptor 1 (AFHEA) for CPD purposes.

PgCHEP Year 2 (Semester 1)

Participants will then undertake ***Shaping the Curriculum in Higher Education*** together with ***Enhancing Learning and Teaching in Higher Education***.

Shaping the Curriculum in Higher Education provides an opportunity for those with a substantive teaching/learning support role to develop their thinking about the taught curriculum, in addition to the disciplinary content, to ensure a coherent curriculum that provides a transformative, high quality learning experience. It builds on the student centred-learning module and seeks to provide you with a framework for strategic and creative rethinking of traditional approaches to curriculum design to embed learning outcomes that develop essential graduate attributes for work and life in a complex, rapidly changing world. It also explores factors that inform curriculum design both external and internal to the institution.

As this module may also be relevant to staff not enrolled on the PGCHEP, it is also available as a stand-alone module for CPD purposes.

Enhancing Learning and Teaching in Higher Education recognises that the landscape of Higher Education is continually changing, and this impacts upon the roles of professional staff within it and their responsibilities in adapting to meet new challenges.

The day-to-day activity encompassed within the term 'Higher Education Practice' requires staff to undertake a diverse range of complex activities, often over an extended period of time. This module provides you with the opportunity to negotiate, undertake and present a project, or projects, which will evidence your development and application of knowledge and skills within a specific professional and organisational context.

This module builds on ideas and approaches developed in preceding modules, taking a synoptic approach to exploring how the various strands of participants' professional practice can coalesce to enhance the student experience.

As this module may also be relevant to staff not enrolled on the PGCHEP, it is also available as a stand-alone module for CPD purposes.

Full module specifications are available in Appendix 1.

Course location

The course is housed in CHERP, under the auspices of Access Digital and Distributed Learning (ADDL), and is designed to reflect the diverse range of activity undertaken by academic and other staff. The

course is overseen by a Management Committee which reports to the Distributed Education Board, thus ensuring processes for quality assurance and enhancement of the course.

CHERP is responsible for the delivery and assessment of all activities within the University's CPD framework for academic staff and those responsible for teaching, as approved by Senate in June 2004, 2010, 2015¹⁰.

The UKPSF

The UK Higher Education sector has re-defined its professional standards framework¹¹ (PSF) for teaching and learning. The UKPSF enables staff to benchmark their professional practice and experiences against sector wide standards and to use these to guide, inform and enhance their professional development (Figure 1 overleaf). In addition, information on staff teaching qualifications and/or recognitions is publicly available through HESA.

The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

Subject to successful accreditation of minor changes (October 2017) the full PgCHEP will be accredited by the Higher Education Academy at Descriptor 2¹² (D2) of the UKPSF. Participants who successfully complete the course requirements and demonstrate full alignment to the dimensions of practice at D2 will gain Fellowship of the HEA. The requirements for alignment to the Dimensions of Practice for Descriptor 2 (Fellow of the HEA) are as follows:

Descriptor 2
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of: I. Successful engagement across all five Areas of Activity II. Appropriate knowledge and understanding across all aspects of Core Knowledge III. A commitment to all the Professional Values IV. Successful engagement in appropriate teaching practices related to the Areas of Activity V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

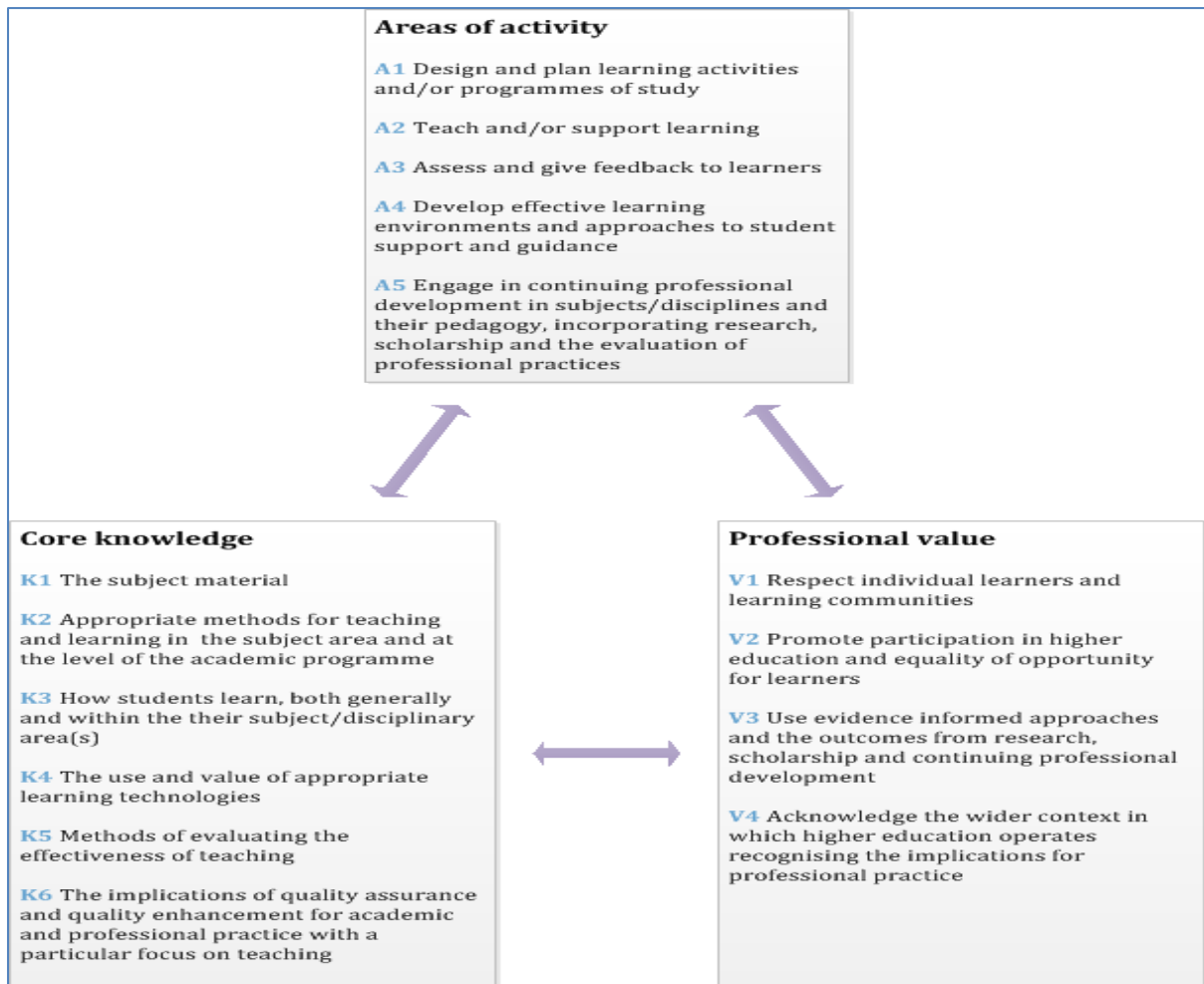
A full mapping of the module learning outcomes to the UKPSF dimensions of practice can be found in Appendix 2.

¹⁰ http://staffdev.ulster.ac.uk/index.php?/higher_education_practice/cpd/framework_v2

¹¹ <http://www.heacademy.ac.uk/ukpsf>

¹² Subject to approval of minor changes to accreditation

Figure 1: The UK Professional Standards Framework (2011) Dimensions of Practice



Ulster University recognises the need to support and develop its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment. As such the ethos of the course is inspired and informed by the UKPSF: appropriate elements of the course are explicitly mapped to the UKPSF at D2, but also encourages participants to draw on other aspects of their professional practice to further enhance their alignment to the dimensions of practice. The areas of activity, core knowledge and values have informed the development of the PgCHEP, its curriculum, delivery methods and assessment strategies.

Orientation and induction

Prior to commencing the programme, you will have been invited to participate in a one day Orientation to Learning and Teaching at Ulster University¹³ session which is designed to highlight and signpost you to key information regarding learning and teaching priorities, policy and practice at Ulster. You will also have time to find out about development options and to enable you to identify the best route for your initial development and achievement of HEA fellowship. Following completion of this initial workshop you will be given access to an online Blackboard Learn (BBL) area which contains information and resources related to learning and teaching, in preparation for your further studies.

¹³ <https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university>

Induction to the Programme as a whole will take place as part of the initial teaching session of PHE705: this initial session will also provide introductory information and orientation for the respective modules being undertaken across the programme.

Prior to enrolling, you can avail of the opportunity to discuss your participation with the Course Director, Module Co-ordinator or an appropriate member of the Course Team. In addition, the first taught session comprises a PgCHEP-specific induction which will introduce you to the Course and foster a spirit of learning community amongst participants and tutors.

The session will cover:

- the underlying concepts of the course;
- the teaching, learning and assessment approaches and expectations;
- the need to take responsibility for ongoing enhancement of their own current practice;
- ways in which they may effectively influence the practice of others;
- UK Professional Standards Framework for teaching and supporting learning;
- the role of the Subject Adviser;
- the role and importance of communities of learning

Following this first module, you will undertake two modules designed to support your ongoing development needs across the breadth of your Higher Education practice. Induction to each module is provided part of the first taught session, and complements the Course and Module Handbooks and BBL module areas.

Professional recognition

Successful completion of the Certificate will normally provide participants with the development activity required to demonstrate engagement with Descriptor 2 of the UK Professional Standards Framework for Teaching and Supporting Learning, and to achieve Fellowship of the Higher Education Academy.

Full mapping of the assessment tasks to the UKPSF dimensions of practice can be seen in **Appendix 2**. In cases where the participant is deemed not to have fully met Descriptor (FHEA), full feedback to the participant will

- outline where evidence presented has been deemed insufficient with regard to the UKPSF dimensions of practice;
- suggest ways in which additional evidence to meet the requirements may be garnered;
- request that this additional evidence be submitted for consideration.

All judgements regarding successful completion of this programme have a dual focus: the academic requirements and the sufficiency of evidence with regard to the UKPSF at the D2 dimensions of practice against which the programme has been mapped. All modules are assessed through 100% coursework, and assessment judgements are made on a PASS/FAIL basis. All coursework is assessed by an internal assessor (minimum SFHEA), and a sample of submissions is internally double marked in accordance with University regulations.

All assessments are marked both in terms of

- the assessment criteria for level 7;

- the sufficiency of evidence presented against the relevant dimensions of practice at D2.

In addition, the external examiner for the programme (PFHEA), who also acts as the external moderator for the CPD-based ENHANCE Professional Recognition Scheme, moderates a sample of these submissions. All borderline submissions with respect to either the academic or UKPSF criteria are scrutinised by the external examiner. A sample of all coursework is submitted to the external examiner for moderation against both the academic criteria and the degree to which it meets the mapped requirements of the UKPSF at D2.

You will receive detailed feedback enabling you to develop a deeper understanding of your strengths and/or areas that need further development. Any participant who appears to be struggling will be provided with additional guidance and tutorial support.

From 2013 the University has operated a Professional Development Scheme that will enable staff to seek recognition for their teaching and learning practice against Descriptors 1-4 of the UKPSF. Following completion of the PgCHEP you may wish to explore how this would reflect your aspirations and development plans. Further information is available at <http://www.ulster.ac.uk/centrehep/pds/>

Support for your learning

You will be supported in a number of ways:

- **Induction**

Prior to enrolling on the Programme, you can avail of the opportunity to discuss your participation with the Course Director, Module Co-ordinator or an appropriate member of the Course Team. On enrolment you will attend an initial two-day teaching block which comprises both an induction to the overall Programme and to the first compulsory module. This is designed to introduce you to:

- the underlying concepts of the programme;
- the teaching, learning and assessment approaches and expectations;
- the need to take responsibility for ongoing enhancement of your own current practice;
- ways in which you may effectively influence the practice of others;
- UK Professional Standards Framework for teaching and supporting learning;
- the role of the Subject Adviser (**Appendix 3**)
- the role and importance of communities of learning

This will introduce you to the underlying concepts of the Programme, the teaching learning and assessment approaches and expectations, and foster a spirit of learning community amongst you, your fellow participants and tutors.

Induction to each module is provided, usually as part of the first taught session, and complements the Programme Handbook and individual Module Handbooks which are available from the online Blackboard Learn area for each module.

- **Course Director:** The Course Director oversees the programme and is available by appointment to discuss participant issues and matters which have not been otherwise resolved.
- **Advisers of Studies:** The role of the Studies Adviser is explained in the Programme Handbook. In the PGCHEP the Course Director assumes the role of Adviser of Studies. Contact for all members of staff teaching on the programme can be found on page 4 of this document.

- **Subject Adviser:** In addition, each participant must have identified, with the support of their line manager, a named Subject Adviser, from their broad discipline **area, who will** support and advise them during the Programme, and will observe their teaching on at least two occasions and provide feedback. A Subject Adviser can be defined as an experienced person with whom the participant feels at ease, to whom he or she can speak freely about aspects of his or her work, and who can also act as an appropriate peer practitioner. The Subject Adviser brings an important discipline-related dimension to the participant's development during the Programme. Guidance on the selection and role of the Subject Adviser are available . (**Appendix 3**)

- **Personal Development Plans:** Professional development, review and planning is an integral part of all modules.

- **Information Services Department:** The Library offer advice on aspects of library and learning resource centre usage and information search. You have access to computing facilities and assistance offered by IT User Services. You have a university email account and internet access.

- **Student Support Department:** As registered students, you have access to the full range of support services available at (<http://www.studentsupport.ulster.ac.uk/>)

- **Sport and Recreation Department:** The Sports Centres offer a range of facilities and sporting activities.

- **Students' Union:** As students of the university, you are entitled to become members of the Students' Union which offers facilities, clubs and societies and a range of advice services.

- **Chaplaincy:** Chaplains from the main denominations are available on campus. They are happy to provide information about access to spiritual advice. There is an interdenominational prayer room on each campus

- **Staff-student consultation**

The Course organises student consultation through student representatives. Early in each semester arrangements will be made for representatives to be nominated in both Year 1 & 2 of the course. Representatives will be encouraged to seek views from the student body prior to attendance at course committee meetings. The Course team embraces openness and constant reflection and enhancement and appreciates receiving constructive feedback and the identification of good practice and also areas of provision that could be improved.

- **Course committee**

The Course committee meets regularly throughout the academic year to ensure the smooth operation of the course. Student representatives will be sought at the outset of each semester to sit on this committee. Unreserved minutes from the meetings will be placed on the Course BBL area. If you wish items to be discussed at the meetings you should raise these with your representative.

- **Student feedback**

Student Feedback is a key mechanism used by the Ulster University to obtain information from the student body on their University experience. You will be asked to complete the University's online questionnaire and will also have opportunities to feedback via student representation at course committee.

Teaching, learning, assessment and feedback

Delivery Approaches

The overall approach to the delivery of the Programme is one of blended learning: a combination of face-to-face and online learning and teaching. This is in response to the desire expressed by past, existing and potential participants, and their line managers, for a flexible approach. Teaching, learning and assessment practices will exemplify and model effective practice through the curriculum design and approach adopted by the Course Team.

All modules within the programme adopt a blended approach to delivery. Face-to-face sessions may broadly be divided into:

- block teaching sessions which are scheduled wherever possible prior to the start of the semester so as to minimise disruption to your teaching commitments;
- workshops/tutorials held at intervals across the academic year at all campuses (as required) and/or online.

Both the above approaches are supplemented by online resources and engagement opportunities through the Blackboard Learn area for each module, including coursework submission and feedback, and, where appropriate, synchronous and asynchronous communication.

Authentication of practice

Over the course of the programme, you are required to be observed teaching on at least two occasions and also to observe an experienced colleague teaching. In addition, as part of the first module, you are required to undertake a moderation exercise of your assessment and feedback practice with your Subject Adviser. The observation requirements for the programme sit alongside University Probation Guidelines¹⁴ which state:

“At least two different forms of teaching will be assessed annually by a senior colleague. Before completing probationary reports the Head of School will discuss teaching performance in terms of planning, implementation, structure and organisation and interaction with students.”

The assessment requirements for the modules will provide a structure for reflecting on your learning from these activities and how it has transformed their practice. Full details can be found in the individual module handbooks.

Assessment and Feedback

The overall assessment strategy, underpinned by Ulster’s *Principles of Assessment and Feedback for Learning*¹⁵ embraces the notion of reflective practice, and maximises the potential for demonstrating learning through the integration of professional practice, policy and theory. Assessment methods at module level will be selected to ensure that you have the opportunity to demonstrate clearly your achievement of the module learning outcomes, in terms both of knowledge and of skills. The assessment approaches have been selected to maximise the potential for assessment *for* learning, as opposed to assessment *of* learning. Consideration has also been given to ensuring that assessment practices are sustainable.

¹⁴ http://www.ulster.ac.uk/hr/employee_relations/Probations/PROBATIO.GUIDNOTES.doc

¹⁵ <http://www.ulster.ac.uk/centrehep/resources.html>

Where, as a Course Committee, we decide to vary the teaching, learning and assessment methods for participants with additional requirements, we will ensure that the new methods enable all participants to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating.

The nature of the delivery approaches adopted within modules allows for a range of formative and iterative feedback to be given by peers, tutors and Subject Advisers. In all modules you will have opportunities to develop and clarify ideas as a result of giving and receiving peer feedback. In the case of submitted coursework, written and/or oral feedback will be provided within 15 working days of submission, in accordance with the recommendations of the University's Assessment Handbook.¹⁶ Assessment criteria will be derived from the Ulster University criteria for assessment of qualitative work at Master's level: more detailed rubrics for each assessment can be found in the respective module handbooks. Coursework will be routinely double-marked in accordance with University policy, and evidence of this will be provided to the External Examiner for moderation purposes.

Coursework submission

At the outset of each module you will be provided with clear instructions regarding the date and means of submission for each assignment. All submissions will be electronic via the Blackboard Learn area for the respective modules.

Normally, all coursework will be marked, internally moderated and returned with a provisional decision (pending confirmation by the external examiner) and both generic and individual feedback within 15 days after the submission date.

The deadlines for final submission of coursework are indicated in the module handbooks, and are usually fixed around the end of each semester, but it should be emphasised that these represent final dates for submission. You are encouraged to carry out preparatory and/or formative activities on an ongoing basis to align and complement your own professional practice.

Exemptions and APEL arrangements

Entry to the Certificate will be subject to the criteria for admission, which are detailed in the Programme regulations, available from the Blackboard Learn area.

Participants may undertake, and have accredited, discrete modules from the Programme, which they may subsequently transfer into the award-bearing Programme, the maximum credit transfer permitted being subject to the University's recommendations for the accreditation of prior learning. Participants must register for at least 50% of modules for the award.

Credit from other similar programmes, where the modules can be mapped to the overall learning outcomes for the Programme, can be transferred to the award-bearing programme, subject to the approval of the Course Committee and to the University's recommendations for the accreditation of prior learning.

Participants who successfully achieve a module or modules of the Programme will be awarded modular credit, thus allowing portability of accredited learning into similar award-bearing programmes of other UK HE Institutions, subject to the regulations governing any other institution's awards. The full PgCHEP is accredited by the Higher Education Academy at Descriptor 2 (D2) of the

¹⁶ <http://www.ulster.ac.uk/academicoffice/assessmenthandbook.html>

UKPSF. Participants who successfully complete the course requirements and demonstrate **full alignment** to the dimensions of practice at D2 will gain Fellowship of the HEA. Full details of the APEL process can be found in **Appendix 4**.

Attendance and absence

The Course Team strongly encourage full attendance at all timetabled sessions and engagement with learning activities both online and within the workplace. However, we acknowledge at times due to work pressures and/or personal circumstances this can be impossible. You are encouraged to inform your module tutor of any absences and to identify how you will make good any missed learning opportunities. It is worth remembering that at application line managers have been asked to endorse that they will support and facilitate attendance on the Course.

Extenuating circumstances

Submission dates for assignments are published at the outset of the modules. If for any reason it is not possible for a date to be met this should be discussed in advance with either the module tutor or the Course Director. An EC1 form should be submitted outlining the reason and supplying appropriate documentary evidence.

<http://www.ulster.ac.uk/academicsservices/student/common/ec1form.pdf>

A decision will then taken by the Course Team regarding extensions and/or opportunities for first submission.

Appeals

Academic award

You have the right to appeal, in appropriate circumstances, against a decision of a Board of Examiners or a Faculty Board or a Campus Progress and Award Board. An appeal must be based either:

- a) on evidence of extenuating circumstances relevant to your progress which in your view was not in the possession of the Board of Examiners when it made its decision;
- or
- b) on a procedural or other irregularity associated with the decision.

Any supporting evidence must be submitted by the date given

Professional recognition

You have the right to appeal, in appropriate circumstances, against the decision of the preliminary Board of Examiners with respect to the award of D1 and D2 Fellowship of the Higher Education Academy. An appeal may only be based on a procedural or other irregularity associated with the decision. Any supporting evidence must be submitted by the date given.

Can I appeal directly to the HEA?

If you make a complaint directly to the HEA regarding your experience on the accredited programme, the HEA will direct you to the appeals procedure noted above. The HEA will not intervene in matters between an institution and participant relating to institutional policy or

procedure, but may intervene in instances where a complaint/appeal might relate to HEA standards or policy requirements or deviation from an accredited process.

Should a complaint relate to a potential compromise of HEA accredited process, policy requirements or standards, the HEA will investigate in line with the HEA Complaints Policy and reserves the right to apply appropriate sanctions, up to and including suspension of a programme's accreditation. The HEA Code of Practice sets out principles and expectations for HEA Fellows and the HEA reserves the right to remove an individual's HEA Fellowship on the grounds of academic or professional misconduct following formal investigation by the HEA and associated HEA disciplinary procedures.

Equality of Opportunity.

As part of the Ulster University, CHERP commits the Course to providing equality of opportunity for all students regardless of ethnic origin, religious belief, disability, gender, age or socio-economic group, and to implementing the University's Charter which states that...

Persons shall not be excluded by reason of religious belief, political opinion, race or sex from admission as members ...of the University ...or any advantage or privilege thereof: preference shall not be given on the grounds of religious belief, political opinion, race or sex.

The University welcomes applications from persons with disabilities. The Admission Policy states that:

Applications from disabled students should be assessed according to normal academic criteria. In addition, account should be taken of the nature of the disability and its likely effect on entrance qualifications, on the students' ability to undertake the course and on the University's ability to provide for the candidate's personal needs in relation to the particular disability and course of study.

As a registered student you will be required to complete an equal opportunities monitoring form administered by an external agency.

Difficulties in Student Access to Learning Resources Arising through Disability

Where a student has not previously been aware of a potential difficulty in accessing learning resources through disability or has not declared a disability that inhibits access, the following procedures are in place to provide guidance and assistance.

In the first instance the student should contact their Course Director who will assist the student in contacting the University Disability Awareness Officer. The University Disability Awareness Officer will in turn liaise with the appropriate University specialists in helping to resolve the access problem.

Study skills

The PgCHEP is a Level 7 course and requires participants to demonstrate a level of performance commensurate with this (see **Appendix 5** - Level 7 Qualitative Assessment Criteria) and the assessment rubrics provided within the respective module handbooks. To achieve you will need to demonstrate highly developed academic writing, research and study skills. If you feel you need support with this, you should arrange to discuss your concerns with the Course Director or other Team members.

The following may prove useful.

Academic Integrity

The University encourage academic integrity in both staff and students and as such has developed a Plagiarism Policy and Procedures , which defines plagiarism as:

“Plagiarism is the act of taking or copying someone else’s work, including another student’s, and presenting it as if it were your own. Typical plagiarists use ideas, texts, theories, data, created artistic artefacts or other material without acknowledgement so that the person considering this work is given the impression that what they have before them is the student’s own original work when it is not. Plagiarism also occurs where a student’s own previously published work is represented without being properly referenced. Plagiarism is a form of cheating and is dishonest.

Advice on proper referencing practices is given early in your course.”

To further your understanding of what this entails the following website is very useful.

<http://www.nottingham.ac.uk/csc/academic-integrity/>

Referencing

As a convention all submitted work must use Harvard Referencing. A clear online guide is available at:

<http://www.referencing.port.ac.uk/>

Another site that provides advice on the use of Harvard referencing is:

http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm

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Appendix 1A: PHE705 *Learning and Teaching in Higher Education*

MODULE TITLE	Learning and Teaching in Higher Education
MODULE CODE	PHE 705
EFFECTIVE FROM	January 2018
MODULE LEVEL	7
CREDIT POINTS	20
PREREQUISITE(S)	
CO REQUISITE(S)	

MODULE INSTANCE(S)	Location	Semester	Module Co-ordinator	Teaching Staff
	All? Or JN	3 and 1	Vicky Davies	Sarah Floyd Roisín Curran

HOURS	Workshops	20 hrs
	Independent study (including project work and assessment)	180 hrs

TOTAL EFFORT HOURS	200
ACADEMIC SUBJECT	PHE

RATIONALE

The module provides an opportunity for staff who are new to teaching and supporting learning in the University to develop their understanding of, and practice in, effective learning, teaching, and assessment and/or feedback, through building up an in-depth knowledge of the needs of the cohorts of students they will encounter within the University. The module provides a conceptual underpinning for individuals whose duties and responsibilities involve supporting and guiding the development and/or delivery of learning opportunities for an increasingly diverse body of learners. It forms the initial module of the PG Certificate in Higher Education Practice. It provides opportunities for participants to reflect critically on their own experience both as a learner and practitioner, and to identify aspects of their own practice that could be developed and/or improved. The curriculum is designed to promote enhanced professional practice aligned to **5&50** - enhancing teaching excellence and the student experience through targeted innovation and/or enhancement. This programme is also available as a short course and accredited by the HE Academy for CPD purposes.

PROFESSIONAL RECOGNITION

Participants undertaking this module are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for D1 of the UK PSF (see <http://www.heacademy.ac.uk/ukpsf>). The module has been designed so that the

learning opportunities will support the development and achievement of these. Additionally, the assessment tasks have been designed to enable participants to provide evidence of effective practice in these areas. Specifically the module has been designed to enable participants to demonstrate their achievement of the following Areas of Activity within the UK PSF dimensions of practice:

A2 Teach and/or support learning

A3 Assess and give feedback to learners

AIMS

Learning & Teaching in Higher Education has been designed to enable participants:

- to deepen their understanding of learning, teaching, and assessment and/or feedback in a Higher Education context drawing on the scholarly evidence base;
- to develop a critical understanding of their students' learning and support needs, and to be in a position to draw on this to identify, select and justify appropriate approaches for enabling effective and engaging learning;
- to plan, deliver and critically evaluate teaching, learning, assessment and feedback practices appropriate both to the discipline and student cohort;
- to critically appraise their roles and professional values in promoting effective student learning
- to align their practice with the UKPSF dimensions of practice

1 LEARNING OUTCOMES

Successful participants will be able to:

1. Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline and student cohort;

UKPSF A2, K1, K2, K3 K5, K6, V1, V2, V3, V4

2. Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond;

UKPSF A3, K1, K2, K3, K4, K5, V1, V3, V4

3. Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development;

UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V3

4. Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs

UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V4

CONTENT

Core content delivered in block sessions and with online support

- Module Induction
- Introduction to the UKPSF, reflective & evaluative practice and professional values
- Understanding the Higher Education context and its implications for practice
- The context of learning and teaching at Ulster: Academic Excellence within **5&50**
- Understanding student diversity and its implications for student engagement and effective learning – who are our learners?
- Planning for learning (with a focus on designing effective activities and sessions)
- Student engagement and active learning approaches
- Assessment and feedback for learning including online submission and feedback

2 LEARNING AND TEACHING METHODS

- 3 As a participant, you are expected to develop their capacity for professional development and learning through a variety of modes, including reading, group discussions, work-based learning and team work. Interactive workshops, either face-to-face or online, will be the main feature of the teaching support, and you will be expected to manage, and take responsibility for, your own learning in preparation for, and in execution of, an agreed work-related enhancement project.

Delivery approaches include:

- Block workshops will be used to introduce and develop core underpinning knowledge. They will be used to share and critique scholarly and subject-based approaches to learning, teaching and assessment.
- Online tutorials will provide small group support.
- Online resources will be an integral part of the delivery and will not only support further development of ideas introduced in workshops but will also provide a communication platform to foster and develop the emerging communities of learning.
- Participants must engage in at least one observation of a more experienced colleague (either the
- Work-based learning (practice and tasks) and independent study (including assessment) will be used to contextualise the workshop and online learning to the participant's own professional environment, and to facilitate their individual professional development in aspects of effective teaching, learning, assessment and student support.
- Opportunities will be built in to the module for formal and informal peer support, review and feedback. It is valuable for participants to have a sense of belonging to a cohort and learning community providing opportunities for support, shared learning and discourse around learning and teaching.
- A Subject Adviser (see Appendix 2), from your broad discipline area, will support and advise you during the module, and will
 - observe your teaching on one occasion and provide feedback
 - moderate their assessment and feedback practice on one occasion and provide feedback.
- Free standing optional development opportunities will be signposted : you can choose to engage with these where relevant to your context and/or interest for professional development.
- Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to your own professional environment and to facilitate your individual professional development

DELIVERY MODEL

All block teaching days take place, where possible, outside the teaching semester to minimise impact on staff commitments during this time. Tutorials are held online via Blackboard Learn Collaborate (webinar) and will be held on two occasions to facilitate opportunities for attendance.

Semester 2	Indicative content
F2F Block teaching Day 1 & Day 2 February 2018	Day 1 <ul style="list-style-type: none"> • Module induction <ul style="list-style-type: none"> ○ Teaching, assessment, subject adviser ○ Observations ○ Blackboard Learn • Introduction to UKPSF/AFHEA <ul style="list-style-type: none"> ○ Reflective practice ○ Professional values • Understanding our learners • Understanding learning • Planning for effective learning • UKPSF mapping document Day 2 <ul style="list-style-type: none"> • Evaluating learning • Student engagement and active learning approaches • Assessment and Feedback for learning
Independent learning	Follow-up required reading <ul style="list-style-type: none"> • Biggs J (1999) Teaching for quality learning at university – Chapter 2 • Fry et al. (2016) Handbook for T&L in HE Chapter 5: “Student learning” (in library as e-book) • Rust, C (2002) The impact of assessment on student learning. Active Learning 3 (2):145-158 (available as an e-journal) • Race P (2006) The Lecturer’s Toolkit, Chapter 1: “Learning – a natural human process”, especially pages 1 – 9
Tutorial 1 1.5 hours Online Late February/early March	This tutorial will run on two occasions to facilitate attendance Small group working <ul style="list-style-type: none"> • Draft of Coursework 1 Part 1 • Support for specific student needs • Student engagement approaches • Planning for teaching observation/assessment moderation exercise
F2F Day 3 March (pre-Easter) 2018	Day 3 <ul style="list-style-type: none"> ○ Draft of Coursework 1 Part 2 ○ Reflection on a critical incident ○ Professional values ○ UKPSF mapping document

Semester 2	Indicative content
Tutorial 2 1.5 hours Online Mid-late April	This tutorial will run on two occasions to facilitate attendance Small group working <ul style="list-style-type: none"> • Draft of Coursework 2 • Clarify assignment briefs and supporting tasks • Clarify assessment hand-ins

ASSESSMENT AND FEEDBACK

All coursework elements must be passed to successfully pass the module.

Where as a Course Committee we decide to vary the teaching, learning and assessment methods for participants with additional requirements, we will ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating.

All assignments must be appropriately referenced including in-text citation and a reference list using the Harvard System. You should not exceed the word limit for any piece of coursework by more than 10%: anything over this (word limit +10%) will not be considered.

Submission of all coursework and supporting tasks is online via Blackboard Learn.

COURSEWORK 1 – Engaging Your Students (60%)

Total word count: 2000

The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.

The tasks below should be based on the teaching/learning support session that is observed by your Subject Adviser: the supporting tasks required for this case study should be appended to your submission and are indicated below.

Supporting tasks: A, B, C, D, G

UKPSF: A2, K1, K2, K3, K5, K6, V1, V2, V3, V4

LOs: 1,3,4

- **Coursework 1a (500 words)**
Choose a cohort of students with whom you are involved in a teaching/ learning support capacity. Produce a short profile entitled 'My students' which critically analyses the nature of your student cohort, and reflects upon the diversity of learning needs and the implications of these for their learning and your practice.
- **Coursework 1b (1000 words)**
Based on the cohort above, and drawing on relevant reading you have done,

choose an activity or technique you use and produce a case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging your students in their learning. In addition to lecturing, tutorial and seminar work the activities might include, for example, studio, clinical, laboratory or workplace-based teaching, distance learning, one to one support and technology enhanced learning. Remember to not only give detail about the situation but also explain how and why you worked with the students in that manner. Using the feedback that you have gathered from students, you should also consider the extent to which your approach was effective for their learning and consider further enhancements you could make to this activity. Draw on your reading of teaching and learning to support the decisions you have made.

- **Coursework 1c (500 words)**

Based on the observation of your practice that was carried out by your Subject Adviser, and using the feedback that you have gathered from students, critically review and reflect on your practice to identify

- the extent to which your approach was effective for the students' learning;
- further enhancements you could make to this activity;
- appropriate future professional development opportunities.

COURSEWORK 2: Assessment & Feedback for Learning (40%)

Total word count: 1500

The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.

The tasks below should be based on the assessment moderation exercise that you carried out with your Subject Adviser: the supporting tasks required for this case study should be appended to your submission and are indicated below.

Supporting tasks: E, F, G

Using the Ulster Principles for Assessment and Feedback for Learning and supporting Viewpoints resources, reflect on your current practice (append any completed audits to this case study).

**UKPSF: A3, K1, K2, K3, K4, K5, K6, V3, V4
LOs 2,3,4**

- **Coursework 2a (1000 words)**

Choose one assessment approach/ feedback technique you use and produce a brief case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging students in their learning.

Remember to not only give detail about the situation but also explain how and why you worked with the students in that manner. Draw on your reading of assessment and feedback to support the decisions you have made to try and ensure your practice is effective.

You should also draw from relevant tasks to underpin your narrative. Evaluative feedback you have gathered may also be useful in supporting your knowledge of how effective your approach is.

- **Coursework 2b (500 words)**

Based on the moderation task you undertook with your Experienced educator reflect on your learning from the activity. This might include consideration of how well the assignment fits with the learning you were aiming to assess, the clarity of the guidance and criteria. You may also want to reflect on your confidence in making decisions about marks and the feedback you gave.

Assessment Rubrics

Coursework 1: Assessment rubric

Learning Outcomes 1,3,4 UKPSF: A2, K1, K2, K3, K5, K6, V1, V2,V3, V4	Coursework 1a		
	Fail	Pass	Good Pass
<p>LO1: Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline</p> <p>LO3: Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development</p> <p>LO4: Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs</p>	<p>Background research on the student cohort is absent or limited.</p> <p>Analysis of the student profile is limited or lacking.</p> <p>Reflection on current experience and the implications for professional practice is limited or lacking.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Background research on the student cohort is appropriate and is articulated clearly.</p> <p>Critical analysis of the student profile is evident.</p> <p>Reflection on current experience and the implications for professional practice is evident.</p> <p>There is evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Evidence of critical engagement with appropriate local and/or institutional priorities and linkages made with implications for professional practice identified.</p> <p>There is a consistent referencing system.</p>	<p>Background research and analysis of the student cohort is excellent, and reflection on current experience and the implications for professional practice is keenly observed.</p> <p>The narrative is authoritative supported by critical engagement with appropriate theory and a wide range of appropriate literature.</p> <p>Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the with implications for professional</p>

			<p>practice identified.</p> <p>There is an appropriate consistent referencing system evident throughout.</p>
Coursework 1b			
	Fail	Pass	Good Pass
	<p>Background research and use of relevant evidence to support student engagement decisions, planning and implementation is absent or limited.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Analysis of student feedback to identify the effectiveness of the approach is limited or lacking, and there is little evidence of forward planning for enhancement of the approach.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Evidence of background research and use of relevant evidence to support student engagement decisions, planning and implementation.</p> <p>Evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Some critical evaluation of student feedback to identify the effectiveness of the approach, and evidence of forward planning for enhancement of the approach.</p> <p>Evidence of some critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of reading supplementary sources and adequate referencing.</p>	<p>Clear evidence of extensive background research and use of relevant evidence to support student engagement decisions, planning and implementation</p> <p>Clear evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Critical evaluation and synthesis evaluation of student feedback to identify the effectiveness of the approach, and clear forward planning for enhancement of the approach.</p> <p>Critical engagement with appropriate local and/or institutional priorities.</p>

			Evidence of extensive reading of supplementary sources and comprehensive referencing.
	Coursework 1c		
	Fail	Pass	Good Pass
	<p>Little or no evidence of review and reflection on the observation of practice.</p> <p>Little or no analysis of the extent to which the approach adopted was effective for students.</p> <p>Further enhancements to the approach adopted are sketchily outlined or not considered.</p> <p>Few or no future professional development opportunities are identified.</p>	<p>Evidence of critical review and reflection on the observation of practice.</p> <p>Evidence of critical analysis of the extent to which the approach adopted was effective for students.</p> <p>Evidence of some further enhancements to the approach adopted.</p> <p>Some future professional development opportunities are identified.</p>	<p>Clear evidence of extensive review and reflection on the observation of practice.</p> <p>There is robust evidence of the impact and effectiveness of the enhancement.</p> <p>Critique of the evaluation evidence has informed suggestions for further enhancements.</p> <p>Future professional development opportunities are clearly identified.</p>

Coursework 2: Assessment rubric

Learning Outcomes 2,3,4 UKPSF: A3, K1, K2, K3, K4, K5, K6, V3, V4	Coursework 2a		
<p>LO2: Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond</p> <p>LO3: Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development</p> <p>LO4: Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs</p>	<p>Background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation is absent or limited.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Analysis to identify the effectiveness of the approach for student learning is limited or lacking.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Evidence of background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation.</p> <p>Evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Some critical evaluation of the effectiveness of the approach for student learning.</p> <p>Evidence of some critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of reading supplementary sources and adequate referencing.</p>	<p>Clear evidence of extensive background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation</p> <p>Clear evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Critical evaluation and synthesis of effectiveness of the approach for student learning.</p> <p>Critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of extensive reading of supplementary sources and comprehensive referencing.</p>

	Coursework 2b		
	Fail	Pass	Good Pass
	Little or no evidence of review and reflection on the moderation task undertaken.	Evidence of review and reflection on the moderation task undertaken.	Clear evidence of extensive review and reflection on the moderation task undertaken.
	Little or no analysis of the extent to which the assessment task aligned with the intended student learning.	Evidence of analysis of the extent to which the assessment task aligned with the intended student learning.	Critical evaluation of the impact and effectiveness of the enhancement.
	Little or no consideration of the clarity of guidance and criteria provided to students.	Some critical consideration of the clarity of guidance and criteria provided to students.	Critical evaluation of the clarity of guidance and criteria provided to students.
	Little or no reflection on individual professional practice with regard to assessment and feedback	Evidence of some critical reflection on individual professional practice with regard to assessment and feedback	Insightful reflection on individual professional practice with regard to assessment and feedback, which identifies opportunities for future professional development.

READING LIST

Required

Biggs, J and Tang, C (2011): *Teaching for Quality Learning at University: What the Student Does*, 4th ed. Maidenhead, Open University Press.

Fry, H, Kettridge, S and Marshall, S (Eds) (2015): *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 4th ed. Abingdon, Routledge.

Light, G, Cox, R & Calkins S (2009): *Learning and Teaching in Higher Education: The Reflective Professional*, 2nd ed.. London, Sage Publications.

Race, P (2007): *The Lecturer's Toolkit: a practical guide to assessment, learning and teaching*. 3rd ed. Abingdon, Routledge.

Race, P (2010): *Making Learning Happen: A Guide for Post-Compulsory Education*. 2nd ed. London, Sage.

In addition, participants will be directed, through session materials and the Blackboard Learn course area to relevant websites, journal articles and chapters. Examples include:

HEA website <https://www.heacademy.ac.uk/>

UCD: Assessing Student Learning
<https://www.ucd.ie/teaching/resources/assessment/>

Ulster University Learning and Teaching Strategy
http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/

UK Professional Standards Framework
<https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>

Ulster Principles for Assessment & Feedback for Learning
<http://www.ulster.ac.uk/centrehep/resources.html>

Journals:

Active Learning in Higher Education. Sage Publications. ISSN 1469-7874.

Assessment and evaluation in higher education. Carfax. ISSN 0260-2938

Educational Developments. SEDA (The Staff and Educational Development Association). ISSN 1469-3267

Higher Education Quarterly. Blackwell Publishing. ISSN 0951-5224. Electronic 1468-2273.

Innovations in Education and Teaching International. Routledge. ISSN 1479-3297.

SUMMARY DESCRIPTION

The module provides an opportunity for staff, new to teaching in the University to develop their understanding of, and practice in, effective learning, teaching, and assessment and/or feedback, through building up an in-depth knowledge of the needs of the cohorts of students they will encounter within the University. The module provides a conceptual underpinning for individuals whose duties and responsibilities involve supporting and guiding the development and/ or delivery of learning opportunities for an increasingly diverse body of learners. It forms the initial module of the PG Certificate in Higher Education Practice. It enables participants to enhance and apply appropriate skills in the context of Higher Education. It provides opportunities for participants to reflect critically on their own experience both as a learner and practitioner, and to identify aspects of their own practice that could be developed and/or improved. This programme is also available as a short course and accredited by the HE Academy for CPD purposes.

Academic Office

July 2017

Appendix 1B: PHE707 *Enhancing Learning and Teaching in Higher Education*

MODULE TITLE	Enhancing Learning and Teaching in Higher Education
MODULE CODE	PHE 707
EFFECTIVE FROM	January 2018
MODULE LEVEL	7
CREDIT POINTS	20
PREREQUISITE(S)	PHE 705
CO REQUISITE(S)	

MODULE INSTANCE(S)	Location	Semester	Module Co-ordinator	Teaching Staff
	JN	1	Dr Sarah Floyd	Vicky Davies

HOURS

Workshops	20 hrs
Subject Adviser Support	5 hrs
Independent study (including project work and assessment)	175 hrs

TOTAL EFFORT HOURS 200

ACADEMIC SUBJECT PHE

RATIONALE

The day-to-day activity encompassed within the term 'Higher Education Practice' requires staff to undertake a diverse range of complex activities, often over an extended period of time. This module provides participants with the opportunity to negotiate, undertake and present an enhancement project which will evidence their development and application of knowledge and skills within a specific professional and organisational context. The curriculum is designed to promote enhanced professional practice aligned to **5&50** - enhancing teaching excellence and the student experience through targeted innovation and/or enhancement.

Professional Recognition

Participants undertaking this module are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for D2 of the UK PSF (see <http://www.heacademy.ac.uk/ukpsf>). The module has been designed so that the learning opportunities will support the development and achievement of these. Additionally, the assessment tasks have been designed to enable participants to provide evidence of effective practice in these areas.

AIMS

Enhancing Learning & Teaching in Higher Education has been designed to:

Enable participants to identify, design, manage and evaluate an enhancement project that is of benefit to the individual, students and the organisation and will extend knowledge of the discipline within the Higher Education sector. As the capstone module of the PgCert it also affords participants the opportunity to reflect holistically on their development as an educator. The module is designed to enable participants:

- To enhance their professional practice in a higher education context drawing on a scholarly evidence base to develop a responsive, inclusive and flexible programme of learning.
- To critically examine possibilities and constraints within their own professional practice through the exploration of the sector to inform their own practice
- To enhance the student experience through the development of knowledge understanding and practice in the sphere of their own professional role
- To empower participants to continually develop, reflect, evaluate and disseminate their experiences as an educator

4 LEARNING OUTCOMES

Successful students will be able to:

1. Research and use evidence-informed approaches to prioritise, design and implement an approach to enhancing the student experience in a higher educational context;

UKPSF: A5, K1, K6, V3, V4

2. Use appropriate methods to evaluate the effectiveness of enhancement initiatives in learning and teaching;

UKPSF: K5

3. Disseminate purposively the findings of an enhancement initiative to a specific audience through the selection of an appropriate and effective medium;

UKPSF: A5, V3, V4

4. Reflect critically on their conceptual and professional development as an educator within the context of higher education.

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

CONTENT

Core content delivered in block sessions and with online support

- Becoming a FHEA: Developing as an excellent educator
 - Developing yourself:
 - reviewing and developing own practice, considering what it means to be an excellent practitioner and teaching philosophies
 - Developing your practice:
 - Why innovate and enhance?

- identifying priorities for enhancement, use of metrics and key strategies e.g. **5&50**

- Enhancement and innovation in higher education
- Identification and negotiation of a learning & teaching enhancement project agreed with line manager and module coordinator (aligned to local priorities)
- Identification of an appropriate project methodology, including targets and time scales.
- Execution of proposed project, monitoring of content, focus, process and outcomes.
- Evaluation of the project including recommendations for future practice
- Disseminating & influencing practice, being a change agent

5 LEARNING AND TEACHING METHODS

Participants at this academic level are expected to develop their capacity for research development and learning through a variety of modes, including reading, group discussions, work-based learning and team work. Interactive workshops, either face-to-face or online, will be the main feature of the teaching support, and participants will be expected to manage, and take responsibility for, their own learning in preparation for, and in execution of, an agreed work-related enhancement project.

- The first session will be used to provide an induction to the module and then will cover two key areas; Becoming a FHEA and Developing Practice
- The second session will introduce and develop core underpinning knowledge. It will be used to share and critique approaches to project identification, design, ethics and evaluation, dissemination and change agency. Participants will also have time to refine their project proposals.
- Two progress workshops will be used to enable participants to share aspects of their developing practice and to receive feedback to be used to inform further enhancement.
- A final workshop will be constituted as a PgCHEP Communities of Practice Symposium with an invited audience of all PgCHEP participants and Subject Advisors. Participants on this module will be required to share their project outcomes and will have opportunities to share ideas and receive feedback from a wide range of other colleagues.
- Online resources will be an integral part of the delivery and will not only support further development of ideas introduced in workshops but will also provide a communication platform to foster and develop the emerging communities of learning.
- Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to the participant's own professional environment and to facilitate their individual professional development in aspects of their identified project
- Opportunities will be built in to the module for formal and informal peer support, review and feedback. It is valuable for participants to have a sense of belonging to a cohort and learning community providing opportunities for support, shared learning and discourse around learning and teaching.
- Free standing optional development opportunities will be signposted to participants enabling them to choose to engage with them where relevant to their context and/or interest for professional development.
- A subject advisor, from their broad discipline area, will support and advise them from a disciplinary perspective during the module and will also carry out a final observation of practice. Additional support will be provided by the module coordinator.

Delivery Model (designed to provide optimal flexibility for participants to pace learning and assignment submission around their learning needs/ work based commitments and opportunities and employment start dates).

	Content	Delivery
Module Induction Session (half-day)	<ul style="list-style-type: none"> • Module induction • Becoming a FHEA: <ul style="list-style-type: none"> ○ Developing yourself: <ul style="list-style-type: none"> ▪ reviewing and developing own practice, considering what it means to be an excellent practitioner and teaching philosophies ○ Developing your practice: <ul style="list-style-type: none"> ▪ Why innovate and enhance? ▪ identifying priorities for enhancement, use of metrics and key strategies e.g. 5&50 – participants will start to identify initial ideas for their enhancement project 	June 20 th 2018 in JN or June 25 th 2018 in CE
Participant planning	<ul style="list-style-type: none"> • online resources on BBL area • review of local and individual evidence base/ metrics and identification of priority (ies) for enhancement • discussion of ideas with Subject Advisor 	June-August
One-day block	<ul style="list-style-type: none"> • project design • project methodologies • ethical considerations • managing your project • evaluation methods • influencing wider practice through dissemination • influencing wider practice through change management • discussion of initial ideas 	10 th September 2018 in JN Or 12 th September in CE
Participant planning and assessment	<ul style="list-style-type: none"> • Finalise project plan and submit with line manager endorsement 	TBC mid-September
Participant <ul style="list-style-type: none"> • project work • review own practice 	<ul style="list-style-type: none"> • Ongoing implementation of project • Subject adviser observation of practice 	September-December
Half-day Progress workshop	<ul style="list-style-type: none"> • project update and progress discussions • tutor/ peer feedback 	7 th November 2018 in CE Or 14 th November in JN

Half-day Progress workshop	<ul style="list-style-type: none"> project update and progress discussions tutor/ peer feedback 	5 th December 2018 in CE Or 12 th December in JN
Half-day Symposium – participant assessment	<ul style="list-style-type: none"> PgCHEP community of practice symposium: individual project presentations 	16 th January 2019
Participant assessment	<ul style="list-style-type: none"> Submission of UKPSF developmental review 	TBC January

ASSESSMENT AND FEEDBACK

Where as a Course Committee we decide to vary the teaching, learning and assessment methods for participants with additional requirements, we will ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating.

All assignments must be appropriately referenced including in-text citation and a reference list using the Harvard System. You should not exceed the word limit for any piece of coursework by more than 10%: anything over this (word limit +10%) will not be considered.

Submission of all coursework and supporting tasks is online via Blackboard Learn.

Enhancement Project (70%)

The UKPSF dimensions indicated are required, depending on the nature of the participant's project they may meet others.

Coursework 1a: (UKPSF: A5, K1, K6, V3, V4)

Project Proposal: including: area of practice to be developed/investigated, specific knowledge learning outcome(s), identification of expected skills learning outcomes and how the knowledge and skills required for the project will be developed/evidenced. Also an indication of the potential benefit of the project to the participant's school, department, faculty, or institution. This must be signed off by the participant's line manager as being relevant to local priorities (800 words).

Submission by xxx

Submit on Blackboard Learn

Coursework 1b: (UKPSF: A5, K1, K5, K6, V3, V4)

Project Presentation: participants will be expected to participate in the PgCHEP Communities of Practice Symposium contributing a 15-minute presentation of their project process and outcomes and supporting handout (500 words).

UKPSF Developmental Review (30%):

Coursework 2 UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

Produce an overall reflection of 1500 words which comprises reflection and observation of your engagement with development as an educator throughout the duration of the course, aligned to the UKPSF requirements for FHEA. This should also include your ongoing plans for CPD. This must include your reflection on your final summative practice observation completed by your Subject Adviser and your UKPSF self-assessment maintained over the duration of the course. Submit on Blackboard Learn

100% Coursework – all elements must be passed in order to pass the module.

Assessment Rubrics

PHE 707 Coursework 1 Enhancement Project (70%)

Coursework 1a: (UKPSF: A5, K1, K6, V3, V4) Project Proposal:

Learning Outcome	Fail	Pass	Good Pass
<p>Part of LO1:</p> <p>Research and use evidence-informed approaches to prioritise, design an approach to enhancing the student experience in a higher educational context (UKPSF: A5, K1, K6, V3, V4).</p>	<p>Background research and use of relevant evidence to support enhancement decisions and planning is absent or limited.</p> <p>Little or no evidence of engagement with appropriate theoretical frameworks.</p> <p>Analysis of initial stakeholder engagement is limited or lacking.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Background research and use of relevant evidence to support enhancement decisions and planning is appropriate and is articulated clearly.</p> <p>There is evidence of engagement with appropriate theoretical frameworks range of subject specific and/or domain relevant literature. Analysis of initial stakeholder engagement is evident.</p> <p>Evidence of engagement with appropriate local and/or institutional priorities and linkages made with the enhancement approach selected.</p> <p>There is a consistent referencing system.</p>	<p>Background research and use of relevant evidence to support enhancement decisions and planning is excellent and demonstrates an authoritative narrative articulated with and supported by critical engagement with appropriate theory, and a wide range of both subject specific and domain relevant literature. Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the enhancement approach selected.</p> <p>There is explicit evidence of discussion with relevant stakeholders which informs appropriate actions for change.</p> <p>There is an appropriate consistent referencing system evident throughout.</p>

Coursework 1b: (UKPSF: A5, K1, K5, K6, V3, V4) Project Presentation:

Learning Outcome	Fail	Pass	Good Pass
<p>Research and use evidence-informed approaches to prioritise, design</p>	<p>Background research and use of relevant evidence to support enhancement decisions, planning and implementation is absent</p>	<p>Background research and use of relevant evidence to support enhancement decisions, planning and</p>	<p>Background research and use of relevant evidence to support enhancement decisions, planning and implementation is excellent and demonstrates an</p>

<p>and implement an approach to enhancing the student experience in a higher educational context (UKPSF: A5, K1, K6, V3, V4).</p>	<p>or limited. Little or no evidence of engagement with appropriate theoretical frameworks. Analysis of stakeholder engagement is limited or lacking. Little or no evidence of engagement with appropriate local and/or institutional priorities. There is no apparent referencing system.</p>	<p>implementation is appropriate and is articulated clearly. There is evidence of engagement with appropriate theoretical frameworks range of subject specific and/or domain relevant literature. Analysis of stakeholder engagement is evident. Evidence of engagement with appropriate local and/or institutional priorities and linkages made with the enhancement approach selected. There is a consistent referencing system.</p>	<p>authoritative narrative articulated with and supported by critical engagement with appropriate theory, and a wide range of both subject specific and domain relevant literature. Critical analysis of stakeholder engagement is evident and supported through critical engagement with appropriate structure, models, theories and/or frameworks. Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the enhancement approach selected. There is explicit evidence of discussion with relevant stakeholders which informs appropriate actions for change. There is an appropriate consistent referencing system evident throughout.</p>
<p>Use appropriate methods to evaluate the effectiveness of enhancement initiatives in learning and teaching (UKPSF: K5).</p>	<p>The evaluation of the enhancement is superficial and there is little or no evidence of the impact and effectiveness of the enhancement. No consideration of ethics has been made. Analysis of stakeholder engagement is limited or lacking. No suggestions for further enhancements are made.</p>	<p>Evaluation of the enhancement is clearly articulated, with a considered rationale for the methodologies adopted. Clear consideration of ethics has been made. Analysis of stakeholder engagement is evident. There is evidence of the impact and effectiveness of the enhancement. Critique of the evaluation evidence has informed suggestions for further enhancements.</p>	<p>The evaluation of the enhancement is an authoritative narrative, with a fully justified rationale that demonstrates sufficient advocacy as to influence peers in adopting similar approaches. Clear consideration of ethics has been made. Critical analysis of stakeholder engagement is evident and has influenced future plans. There is robust evidence of the impact and effectiveness of the enhancement. Critique of the evaluation evidence has informed suggestions for further enhancements.</p>
<p>Disseminate purposively the findings of an enhancement initiative to a specific audience through the selection of an</p>	<p>Rationale is unclear or muddled with limited linkages to local/ discipline/ institutional priorities The approach adopted is problematic with limited sense of resources and time-scales.</p>	<p>Rationale explained clearly linked to local/ discipline/ institutional priorities A sensible and evidence-based approach has been adopted taking cognisance of resources, time-scales and</p>	<p>Rationale explained authoritatively linked to local/ discipline/ institutional priorities An innovative and evidence-based approach has been adopted taking cognisance of resources, time-scales and responding imaginatively to</p>

<p>appropriate and effective medium (UKPSF: A5, V3, V4).</p>	<p>The enhancement project progress and evaluation data is limited and/or descriptive demonstrating insufficient effort achievement Minimal conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and may be useful for others. Minimal evidence is provided of how the relevant scholarly and/or professional evidence base has been used to guide the enhancement. Presentation delivery lacks fluency and awareness of time constraints. The handout adds little to the overall presentation.</p>	<p>responding appropriately to unexpected situations The enhancement project progress and evaluation data is critiqued with professional insight and rigour demonstrating an appropriate level of effort and achievement Conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and may be useful for others Evidence is provided of how the relevant scholarly and/or professional evidence base has been used to guide the enhancement. Presentation is conducted effectively within the allocated time. The handout supports the presentation effectively.</p>	<p>unexpected situations The enhancement project progress and evaluation data is critiqued with professional insight and rigour demonstrating an outstanding level of effort and achievement. Insightful conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and will be highly useful for others Strong evidence is provided of how the relevant scholarly and/or professional evidence base has been used to underpin the enhancement. Presentation is conducted fluently within the allocated time. The handout supports and enhances the presentation effectively.</p>
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Coursework 2 (UKPSF all dimensions of practice): UKPSF Developmental Review (30%):

Learning Outcome	Fail	Pass	Good Pass
<p>Reflect critically on your conceptual and professional development as an educator within the context of higher education (UKPSF: A1 A2 A3 A4 A5, K1)</p>	<p>Reflection is poor or lacks clarity and provides no integration with your learning journey and the UKPSF requirements for FHEA. Linked activities, theories, thinking and practice approaches that have influenced personal development and/or professional behaviours are tenuous. Activities and actions need further clarification in</p>	<p>Reflection is articulated, integrated with, and informed by, your learning journey and the UKPSF requirements for FHEA. Activities directly linked to theories, thinking, and practice approaches that have influenced personal development and/or professional behaviours. Activities and actions that are clearly effective are evident throughout. The development narrative</p>	<p>Reflection is clearly articulated, fully integrated with, and informed by, your learning journey and the UKPSF requirements for FHEA. There is explicit synthesis of the activities, theories, thinking, and practice approaches that have impacted upon personal development and/or professional behaviours. Innovative activities and actions with explicit impact</p>

<p>K2 K3 K4 K5 K6, V1, V2, V3, V4, Descriptor 2).</p>	<p>identifying effectiveness. There is limited engagement with appropriate reflective theories and models, referencing in need of refinement.</p>	<p>is supported by appropriate reflection literature relating to learning and teaching, discipline specific knowledge and/or student experience design and delivery, duly referenced in a consistent format.</p>	<p>measures on the student experience, supported through an integrated framework are evident throughout. The development narrative is well written and evidences critical engagement with a wide range of literature relating to learning and teaching, discipline specific knowledge and/or student experience design and delivery, duly referenced in a consistent format.</p>
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READING LIST

Reading will be largely dependent on the nature and topic of the agreed project and participants will identify suitable reading in their project proposal. Participants are advised to read some or all of the following texts in relation to the process they will be undertaking, and to consult the reading lists for other modules on the Programme whose content is relevant to their chosen topic.

- Bassot, B. (2013). *The Reflective Journal*. Basingstoke: Palgrave MacMillan.
- Bell, J (2005): *Doing your Research Project* (4th Ed). Maidenhead, Open University Press.
- Blaxter, L, Hughes, C and Tight, M (2001): *How to research* (2nd Ed). Maidenhead, Open University Press.
- Denscombe, M (2003): *The Good Research Guide for Small-Scale Social Research Projects* (2nd Ed). Maidenhead, Open University Press.
- Norton, L. (2009): *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities* Abingdon: Routledge.
- Robson, C (2002): *Real World Research: A Resource for Social Scientists and Practitioner-researchers* (2nd Ed). Oxford, Blackwell.
- Schön, D A (1983): *The Reflective Practitioner, How Professionals Think in Action*. New York, Basic Books.

In addition, participants will be directed to relevant websites, journal articles and chapters and institutional policy documents/resources *inter alia*:

HEA website www.heacademy.ac.uk

Journals:

- Active Learning in Higher Education*. Sage Publications
- Assessment and evaluation in higher education*. Carfax.
- Assessment in Education: Principles, Policy and Practice* Routledge
- Educational Developments*. SEDA (The Staff and Educational Development Association).
- Higher Education Quarterly*. Blackwell Publishing.

Higher Education Research and Development Taylor & Francis
Innovative Higher Education Springer
Innovations in Education and Teaching International. Routledge.
International Journal for Academic Development Taylor & Francis
Journal of Further and Higher Education Taylor & Francis
Journal of Higher Education Ohio State University Press
Quality in Higher Education Routledge
Reflective Practice Taylor & Francis
Research in Higher Education Springer
Studies in Higher Education Taylor & Francis
Teaching in Higher Education Taylor & Francis
The Journal of Scholarship of Teaching and Learning Indiana University Purdue University
Indianapolis

SUMMARY DESCRIPTION

This module is designed for practitioners in higher education. The opportunity is provided to develop and demonstrate knowledge and skills in a chosen area of HE practice through a negotiated project which is of potential benefit both to the participant and to his/her school, faculty, department or institution and a reflection on their own practice as an educator.

Academic Office

July 2017

Appendix 1C: PHE708 *Shaping the Curriculum in Higher Education*

MODULE TITLE	Shaping the Curriculum in Higher Education
MODULE CODE	PHE 708
EFFECTIVE FROM	September 2018
MODULE LEVEL	7
CREDIT POINTS	20
PREREQUISITE(S)	
CO REQUISITE(S)	

MODULE INSTANCE(S)	Location	Semester	Module Co-ordinator	Teaching Staff
	JN	1	Roisín Curran	

HOURS	
Workshops	18 hrs
Webinars	4 hrs
Tutorials	2 hrs
Practice-based learning	24 hrs
Independent study (including assessment)	152 hrs
TOTAL EFFORT HOURS	200

RATIONALE

This module provides an opportunity for staff to develop their thinking about the taught curriculum, in addition to the disciplinary content, to ensure a coherent innovative curriculum that provides a transformative, high quality learning experience. It builds on PHE705 Learning & Teaching in Higher Education, which is a prerequisite module, and seeks to provide participants with a framework for strategic and creative rethinking of traditional approaches to curriculum design to embed learning outcomes, authentic assessment and appropriate learning activities that develop essential graduate attributes for work and life in a complex, rapidly changing world. It also explores factors that inform curriculum design both external and internal to the institution.

PROFESSIONAL RECOGNITION

Participants undertaking this module **as part of the PgCHEP** are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for D2 of the UKPSF (see <http://www.heacademy.ac.uk/ukpsf>). The module has been designed so that the learning opportunities will support the development and achievement of these. Additionally, the assessment tasks have been designed to enable participants to provide evidence of effective practice in these areas.

Participants undertaking this module **in stand alone mode** are required to evidence the academic requirements but will also have opportunities to reflect on and to enhance their evidence of effective practice aligned to the UK PSF (see <http://www.heacademy.ac.uk/ukpsf>). This may help in building a case for professional recognition and will also support a participant's evidence of good standing and ongoing CPD.

AIMS

Shaping the Curriculum in Higher Education has been designed to enable participants:

- To enhance their professional practice in a higher education context drawing on a scholarly evidence base to develop a responsive, inclusive and flexible programme of learning.
- To critically examine curriculum possibilities and constraints in a range of practical settings through exploration of discipline-specific and generic approaches to teaching and learning to inform own practice
- To enhance the student experience by creating a coherent programme of learning, that takes cognisance of student transitions and incorporates the principal elements of curriculum design such as the development of aims, learning outcomes, assessment and evaluation approaches.
- To evaluate modular programmes according to the curriculum requirements of all stakeholders in a variety of higher education contexts

6 LEARNING OUTCOMES

Successful students will be able to:

1. Synthesise and critique data generated from undertaking a curriculum design stakeholder analysis and determine the implications of this in developing responsive, contemporary, inclusive and flexible curricula in HE;

UKPSF: A1, A5, K1, K2, K3, K6, V1, V3, V4

2. Select and structure and key components of module design to incorporate learning outcomes, assessment design and curriculum delivery which respond to analysis undertaken;

UKPSF: A1, A2, A3 A4, A5, K1, K2, K3, K4, K5, K6 V1, V2, V3, V4

3. Develop a module description based on design principles which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE;

UKPSF: A1, A2, A3 A4, A5, K1, K2, K3, K4, K5, K6 V1, V2, V3, V4

4. Defend and justify their curriculum design and development outputs by providing a pedagogic rationale, which demonstrates how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed.

UKPSF: A1, A2, A3 A4, A5, K1, K2, K3, K4, K5, K6 V1, V2, V3, V4

CONTENT

Core content delivered in block sessions with online support

Curriculum development – strategies and models

- strategies of curriculum development

- models of curriculum development e.g. constructive alignment, problem-based learning, focus on threshold concepts, signature pedagogies

Influences that shape how the curriculum is designed

- Personal, e.g. Subject Knowledge; Personal research interests
- Institutional, e.g. Institutional and Faculty Learning and Teaching Strategy; Students; Principles of Assessment & Feedback for Learning, graduate qualities;
- Universal Design Principles and Ulster Curriculum Design Principles
- Government Bodies, e.g. Quality Assurance Agency Benchmarks, level/qualification descriptors
- External, e.g. Professional Bodies; Employers

The elements of the curriculum

- Aims
- Learning outcomes/objectives (knowledge, skills and attitudes)
- Content
- Teaching and learning methods
- Assessment methods
- Supporting elements:
 - Learning resources (teachers, support staff, funding,
 - books/journals, IT support, teaching rooms)
 - Monitoring and evaluation procedures
 - Placement activities
 - Recruitment and selection procedures, including promotional materials
 - Student support and guidance mechanisms

Balancing a curriculum in a range of education and disciplinary contexts

Coherent curriculum structures; the modular curriculum; the negotiated curriculum; the accreditation of prior learning and experience; modes of assessment; accreditation and certification; quality assurance processes in evaluation and revalidation.

7 LEARNING AND TEACHING METHODS

- A block workshop will be used to introduce and develop core underpinning knowledge. They will be used to share and critique scholarly and subject-based approaches to curriculum development.
- Webinars will be used to enable participants to share aspects of their developing practice and to receive feedback to be used to inform further enhancement.
- Online resources will be an integral part of the delivery and will not only support further development of ideas introduced in workshops but will also provide a communication platform to foster and develop the emerging communities of learning.
- Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to the participant's own professional environment and to facilitate their individual professional development in aspects of effective curriculum development
- Opportunities will be built in to the module for formal and informal peer support, review and feedback. It is valuable for participants to have a sense of belonging to a cohort and learning community providing opportunities for support, shared learning and discourse around learning and teaching.

- Free standing optional development opportunities will be signposted to participants enabling them to choose to engage with them where relevant to their context and/or interest for professional development.
- A subject advisor, from their broad discipline area, will support and advise them during the module, and will observe their teaching on at least one occasion and provide summative feedback.
- Tutorials will be available for one-to-one or small group support.
- ePortfolios will be used as an individual reflective tool and may be drawn upon to provide supporting evidence for assessment
- This module is blended.

Delivery Model

	Content	Delivery
Block 1	Module induction Curriculum Design Strategies and Models <ul style="list-style-type: none"> • Approaches to curriculum design • Influences that shape how the curriculum is designed • Universal Principles and Ulster Principles of curriculum design • Stages of design 	19 June 2018 Magee 27 June 2018 Jordanstown 10am – 3.30pm
Block 2	<ul style="list-style-type: none"> • Elements of the curriculum • Balancing a range of education and disciplinary contexts • Sequencing the curriculum • Module development in action 	11 September 2018 Magee 13 September 2018 Jordanstown 10am – 3.30pm
Webinar	<ul style="list-style-type: none"> • Group webinar • This will include an opportunity for peer feedback on drafts of coursework 1 • Design challenges 	To be agreed with participants but before submission of coursework 1 (week beg 1 Oct 2018)
Block 3	<ul style="list-style-type: none"> • Peer-review of curriculum development • Pedagogic rationale for design • Further development 	21 November 2018 Magee 28 November 2018 Jordanstown 10am – 3.30pm
Support	<ul style="list-style-type: none"> • Online resources 	<ul style="list-style-type: none"> • BBL and other directed materials

8 ASSESSMENT AND FEEDBACK

Where as a Course Committee we decide to vary the teaching, learning and assessment methods for participants with additional requirements, we will ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating.

All assignments must be appropriately referenced including in-text citation and a reference list using the Harvard System. You should not exceed the word limit for any piece of coursework by more than 10%: anything over this (word limit +10%) will not be considered.

Submission of all coursework and supporting tasks is online via Blackboard Learn.

Coursework 1: (1500 words)

Design/re-design a chosen module or programme of learning to take into account the needs of your identified cohort. You are expected to:

- Undertake a curriculum design stakeholder analysis, which incorporates key internal metrics, feedback from students, and external influences. Determine the implications of this for designing contemporary curricula.
- Submit a module design planner which articulates your response to this analysis and uses constructive alignment to incorporate learning outcomes, assessment design and curriculum delivery. Append your stakeholder analysis and implications of this to the module design planner.

Submit via Blackboard Learn Dropbox on **15 October 2018**

Learning Outcomes 1 and 2

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

Coursework 2: (2500 words)

Develop a module description or programme of learning description based on constructive alignment, design principles and the module design plan which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE.

Provide a pedagogic rationale in which you defend and justify your curriculum design and development outputs and that which demonstrates your knowledge of how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed.

Submit via ePortfolio on Blackboard Learn on **7 January 2019**

Learning Outcomes 3 and 4

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

100% Coursework

Assessment Rubrics

Coursework 1			
Learning Outcomes & UKPSF	Fail	Pass	Good Pass
<p>1. Synthesise and critique data generated from undertaking a curriculum design stakeholder analysis and determine the implications of this in developing responsive, contemporary, inclusive and flexible curricula in HE;</p> <p>2. Select and structure and key components of module design to incorporate learning outcomes, assessment design and curriculum delivery which respond to analysis undertaken.</p> <p>UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4</p>	<p>Some or very limited critical evaluation and synthesis of data pertaining to the student experience and curriculum design.</p>	<p>Some critical evaluation and synthesis of key data pertaining to the student experience and curriculum design.</p>	<p>Critical evaluation and synthesis of complex range of data pertaining to the student experience and curriculum design.</p>
	<p>Little or no evidence of engagement with appropriate institutional priorities and external influences</p>	<p>Evidence of engagement with appropriate institutional priorities and external influences</p>	<p>Clear evidence of engagement with appropriate institutional priorities and external influences</p>
	<p>Little or no evidence of engagement with appropriate theoretical frameworks.</p>	<p>Evidence of engagement with appropriate theoretical frameworks with some links to current research in the area.</p>	<p>Clear evidence of engagement with appropriate theoretical frameworks informed by current research and practice in the area.</p>
	<p>Basic or limited knowledge and depth of understanding of key principles and concepts underpinning curriculum design.</p>	<p>Appropriate knowledge and depth of understanding of institutional principles and concepts underpinning curriculum design with some understanding of their development in practice.</p>	<p>Wide knowledge and depth of understanding of institutional and universal principles and concepts underpinning curriculum design and the development of ideas and practice.</p>
	<p>Occasional or limited evidence of relevant application of stakeholder analysis implications.</p>	<p>Evidence of relevant application of stakeholder analysis implications with some links to current research and</p>	<p>Clear evidence of relevant application of stakeholder analysis implications informed by current research and institutional priorities and frameworks.</p>
	<p>Basic or limited knowledge and depth of understanding of the concept of constructive alignment.</p>		

		<p>institutional priorities and frameworks.</p> <p>Appropriate knowledge and depth of understanding of the concept of constructive alignment with some understanding of their development in practice.</p>	<p>Wide knowledge and depth of understanding of the concept of constructive alignment and the development of ideas and practice.</p>
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Coursework 2

<p>3. Develop a module description based on design principles which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE;</p> <p>4. Defend and justify their curriculum design and development outputs by providing a pedagogic rationale, which demonstrates how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed.</p>	<p>Some or limited evidence of a constructively aligned module.</p> <p>Some or limited evidence of a curriculum, which has taken cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities.</p> <p>Some or limited evaluation and synthesis of issues and material used to underpin curriculum design and development outputs.</p> <p>Adequate or poor presentation and structure, grammar, spelling and citation.</p> <p>Limited or minimal evidence of reading and inadequate referencing.</p>	<p>Evidence of a constructively aligned module, which demonstrates a responsive curriculum.</p> <p>Evidence of a curriculum, which has taken some cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities.</p> <p>Some critical evaluation and synthesis of key issues and material used to underpin curriculum design and development outputs.</p> <p>Orderly presentation, clear structure and acceptable grammar and citation.</p> <p>Evidence of reading supplementary</p>	<p>Clear evidence of a constructively aligned module, which demonstrates an original and responsive contemporary curriculum.</p> <p>Clear evidence of a curriculum, which has taken cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities.</p> <p>Critical evaluation and synthesis of complex issues and material used to underpin curriculum design and development outputs.</p> <p>Excellent presentation, logically structured using correct grammar and citation.</p>
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<p>UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4</p>		<p>sources and adequate referencing.</p>	<p>Evidence of extensive reading of supplementary sources and comprehensive referencing.</p>
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READING LIST

Required

Biggs, J and Tang, C (2011) *Teaching for Quality Learning at University: What the Student Does*, 4th ed. Maidenhead: Open University Press.

Fry, H., Ketteridge, S. and Marshall, S., eds. (2015) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 4th ed. Abingdon: Routledge.

Hendy-Isaac, S. (2014) *The Rough Guide to Curriculum Design: Course Design and Approval (Generic Version)*. Bristol: JISC. Available from:
<http://jiscdesignstudio.pbworks.com/w/file/fetch/77961863/The%20Rough%20Guide%20to%20Curriculum%20Design%20-%20Generic%20Sector%20Version%20March%202014.pdf>

Kreber, C. ed. (2009) *The University and its Disciplines: teaching and learning within and beyond discipline boundaries*. New York and London: Routledge.

Institutional policy documents/resources

Faulkner, AG (2016): *Programme Approval, Management and Review Handbook*. Coleraine, Ulster University
<http://www.ulster.ac.uk/academicoffice/courseapproval.html>

Ulster University (2016) *Assessment Handbook*. Coleraine,
<http://www.ulster.ac.uk/academicoffice/assessmenthandbook.html>

Ulster University Learning and Teaching Strategy
http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/

Ulster University Employability and Marketing
<http://eandm.ulster.ac.uk/employability.php>

Ulster University Internationalisation Strategy <http://international.ulster.ac.uk/international-partnerships/>

Contemporary reports and guidelines from national advisory and policy organizations (e.g. HEFCE, TechDis, HE Academy).

In addition, participants will be directed to relevant websites, journal articles and chapters, *inter alia*:

HEA website www.heacademy.ac.uk

Barnett, R. (2014) Flexible pedagogies: preparing for the future
<https://www.heacademy.ac.uk/flexible-pedagogies-preparing-future>

Bartholomew, P. and Curran, R. (2017) Translating institutional approaches to curriculum design into practice – A leadership perspective. In Horsted, A., Nygaard, C., and Branch, J. (2017) Learning-Centred curriculum design in higher education. Libri:Farrington, Oxfordshire.

Healey, M. (2016) Approaches to curriculum design <https://www.mickhealey.co.uk/resources>

HEA (2014) Internationalising higher education framework
<https://www.heacademy.ac.uk/internationalising-higher-education-framework>

HEA Curriculum design <https://www.heacademy.ac.uk/workstreams-research/workstreams/curriculum-design>

HEA Education for sustainable development <https://www.heacademy.ac.uk/workstreams-research/themes/education-sustainable-development>

Jones, H. & Warnock, L. (2014) Towards a competency framework for student work-based learning
<https://www.heacademy.ac.uk/node/10074>

Knight, P. & Yorke, M. (2006) Embedding employability into the curriculum
<https://www.heacademy.ac.uk/node/3244>

QAA Quality Code
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

Journals:

Assessment in Education: Principles, Policy and Practice Routledge

Educational Developments. SEDA (The Staff and Educational Development Association).

Higher Education Quarterly. Blackwell Publishing.

Higher Education Research and Development Taylor & Francis

Innovative Higher Education Springer

Innovations in Education and Teaching International. Routledge.

International Journal for Academic Development Taylor & Francis

Journal of Further and Higher Education Taylor & Francis

Journal of Higher Education Ohio State University Press

Quality in Higher Education Routledge

Reflective Practice Taylor & Francis

Research in Higher Education Springer

Studies in Higher Education Taylor & Francis

Teaching in Higher Education Taylor & Francis

SUMMARY DESCRIPTION

The module provides participants with an opportunity to explore and adopt a range of creative approaches to curriculum design in order to enhance the student learning experience for the 21st century graduate.

Academic Office

July 2017

Appendix 2: Mapping of PgCHEP modules to UKPSF Dimensions of Practice

Areas of activity	<i>Learning & Teaching in HE (D1)</i>		<i>Enhancing Learning & Teaching in HE</i>		<i>Shaping the Curriculum @ Ulster in HE</i>	
	Learning Outcomes	Assessment	Learning Outcomes	Assessment	Learning Outcomes	Assessment
A1 Design and plan learning activities and/or programmes of study			LO4	Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2
A2 Teach and/or support learning	LO1, LO3, LO4	Coursework 1	LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
A3 Assess and give feedback to learners	LO2, LO3, LO4	Coursework 2	LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
A4 Develop effective learning environments and approaches to student support and guidance			LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices			LO1, LO3, LO4	Coursework 1 Coursework 2	LO1	Coursework 1 Coursework 2

Core Knowledge	<i>Learning & Teaching in HE (D1)</i>		<i>Enhancing Learning & Teaching in HE</i>		<i>Shaping the Curriculum @ Ulster in HE</i>	
	Learning Outcomes	Assessment	Learning Outcomes	Assessment	Learning Outcomes	Assessment
K1 The subject material	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2	LO1, LO4	Coursework 1 Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2	LO4	Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2
K3 How students learn, both generally and within their subject/ disciplinary area(s)	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2	LO4	Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2
K4 The use and value of appropriate learning technologies	LO2	Coursework 2	LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
K5 Methods for evaluating the effectiveness of teaching	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2	LO2, LO4	Coursework 1 Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	LO1, LO3, LO4	Coursework 1 Coursework 2	LO1, LO4	Coursework 1 Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2

Professional Values	<i>Learning & Teaching in HE (D1)</i>		<i>Enhancing Learning & Teaching in HE</i>		<i>Shaping the Curriculum @ Ulster in HE</i>	
	Learning Outcomes	Assessment	Learning Outcomes	Assessment	Learning Outcomes	Assessment
V1 Respect individual learners and diverse learning communities	LO1, LO3, LO4	Coursework 1	LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
V2 Promote participation in higher education and equality of opportunity for learners	LO1	Coursework 1	LO4	Coursework 2	LO2, LO3, LO4	Coursework 1 Coursework 2
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	LO1, LO2, LO3	Coursework 1 Coursework 2	LO1, LO3, LO4	Coursework 1 Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	LO1, LO2, LO4	Coursework 1 Coursework 2	LO1, LO3, LO4	Coursework 1 Coursework 2	LO1, LO2, LO3, LO4	Coursework 1 Coursework 2

Appendix 3: Subject Adviser Role & Responsibilities

In the first instance it is your responsibility to identify your Subject Adviser during the programme application process, so early contact regarding their responsibilities can be ensured by the Course Director. Where difficulties may arise, you are encouraged to contact the Course Director to seek advice on whom might be appropriately approached to take this role. Subject Advisers, who must all hold Fellowship at D2, are provided with guidance on their role which will be updated annually so as to take cognisance of any developments which may occur as a result of external and/or internal drivers and participant feedback on the programme.

The Subject Adviser will be a person whom you feel they could call upon to provide guidance, support and specialist knowledge within the context of your academic discipline. He/she will also be someone who is familiar with the UKPSF and be able to apply its dimensions of practice to observed sessions as evidence of effective practice.

He/she will be someone whom you consider to have an interest in a particular area of their studies and would be willing to share their own expertise and knowledge, though in doing so, they would not be formally called upon to assess written work. Over the course of the programme they will however observe your teaching practice on two occasions (PHE705 and PHE707), and also carry out an assessment moderation exercise with you (PHE705): they are required to sign off both these activities as satisfactory. These activities provide authentication of practice as required by AFHEA and FHEA. If this is not possible during the planned observation, the Subject Adviser will then schedule a further observation/moderation for assessment purposes.

Subject Advisers should be capable of:

- building a rapport with you;
- showing empathy with you in relation to your professional roles;
- respecting you and the choices you make concerning your work as a PgCHEP participant;
- encouraging you to take responsibility for your learning;
- acting as a 'critical friend', that is, someone capable of:
 - offering unbiased constructive criticism, guidance and feedback;
 - being a good listener;
 - questioning, interpreting and explaining;
 - assisting with problems while challenging you to make decisions;
 - striking an acceptable balance between giving advice and not taking control;
 - drawing on their knowledge and understanding of the UKPSF to underpin their role.

He or she will also have a very particular interest in higher education practice and would in turn be willing to share insights and reflections with you about their work

Not Just Teaching

While observation of teaching and the assessment moderation exercise are clearly important aspects of the Subject Adviser's role, it is not, however, the only role that could be fulfilled by the person concerned. For example, within *Learning & Teaching in Higher Education* he or she may be called upon to discuss their expertise in and or experiences of:

- course development, management and planning
- research supervision
- student support
- specific strategies they use in their own teaching, including student assessment

- research capacity building

and so forth.

In other words, the Subject Adviser will be a confidential sounding board for a variety of course-related and subject specific issues.

It is precisely because the areas of activity and expertise are likely to be so varied, that you are advised to carefully select your Subject Adviser as circumstances require and to be pro-active concerning this, liaising with your respective Head of School (or other appropriate person of comparable status).

Authentication of Practice

Subject Advisers are provided with pro-formas, aligned to the relevant UKPSF dimensions of practice, to guide the evaluation of any teaching observations/assessment moderation. These can be accessed from the module Blackboard Learn areas and are also included in the relevant module handbooks.

Observing Teaching

Arrangements for the observation should be made with as much advance notice as possible. Preferably, you should be provided with feedback immediately after the observation, however if this is not possible, then within the next 2-3 days of the observation. Feedback is generally most effective if given at the earliest opportunity.

The post-observation meeting should ideally begin with your own thoughts about the teaching session, and you are encouraged to begin with positive aspects first of all. Many people find this difficult, wanting to look first at the less positive, but this is not always a good thing, as negativity has a habit of taking over in such situations.

Moderating assessment

You should identify an appropriate module where the Subject Adviser is able to support you in exploring the assessment strategy and marking criteria. You should explain the rationale that underpins the assessment strategy and marking criteria design, and how they are used to ensure accurate and valid decision-making. The Subject Adviser should also focus on showing how the Ulster Principles for Assessment and Feedback for Learning underpin the approach taken to providing meaningful feedback.

You will need to have access to two sample assignment submissions (current or previous), and mark these using the assignment guidance and criteria to produce a mark and feedback comments for the students concerned. The Subject Adviser should moderate/discuss these with you and you will jointly complete the pro-forma provided.

For these authentications of practice records, it is important for the discussion is focused in a positive way, before dealing with other issues that point to the need for development within them. The pro-formas are used to focus the discussion and in turn avoid generalities. There should be a focus on what was done, why it was done and how well it was done, again beginning with your own evaluation which should focus on the facts of the situation, drawing upon these as evidence to substantiate and support reflections and findings.

In addition to the above, it is accepted that, for future development purposes, there must be an emphasis on what can pragmatically be changed, though this does not preclude the introduction

into your teaching of new challenges and a more creative approach, if this is needed. Drawing on their own acknowledged level of expertise, the Subject Adviser is encouraged to discuss new ideas with participants, while also encouraging them to hold fast to tried and tested characteristics of effective teaching.

During and after the discussion, you and the Subject Adviser will jointly identify points of interest and importance which should subsequently be prioritized for developmental purposes. It may prove useful to divide these into two categories, short-term and long-term, there being due recognition of the fact that some of the action points agreed may be more developmental in nature, and therefore to be implemented over a longer period of time, while in contrast, other points could be implemented more speedily.

The usefulness of the experience for both parties should be reflected on, and it will be interesting to note what the Subject Adviser herself/himself has gained from collaborating in the above process.

Appendix 4: PgCHEP APEL process

Accreditation of Prior Learning Claim is available for PHE705 *Learning & Teaching in Higher Education* ONLY:

Participants who wish to register for the PgCHEP (Descriptor 2 of the UKPSF), but who have not completed this first module will be required via an APL process to

- further demonstrate and evidence their prior achievement of D1
 - where necessary, provide additional evidence to show how they have met the precise dimensions of practice mapped against this first module (PHE705), that is A2, A3, K1
1. Prepare a short critically reflective review (up to 1500 words) of prior professional development and learning illustrating how it transfers to your current higher education practice at the Ulster University. You must demonstrate the following:
 - Evidence of how you evaluate your practice and respond to feedback from a range of sources, e.g. teaching observation and student feedback
 - An awareness of the diversity of the cohorts you currently teach and the implications this poses to your learning support, teaching and assessment practice
 - An ability to link your knowledge and understanding of key learning, teaching and assessment theory to a higher education context
 - Evidence of engagement with relevant HE scholarly literature on teaching, learning and assessment

You **must append** the following as supporting evidence of your reflection:

- Evidence of how your prior certificated **and/ or** experiential learning maps to the module learning outcomes and the UK Professional Standards Framework using the pro-formas below
 - Copies of your award certificates
 - Copy of the award handbook
2. Submit your reflection to pgchep@ulster.ac.uk
 3. You will then be asked to attend a short meeting to discuss your application and assess your achievement of both the module's academic learning outcomes and also its requirements for professional recognition against D1 of the UKPSF <http://www.heacademy.ac.uk/ukpsf>

If successful you will achieve APL from *Learning & Teaching* For further guidance please email pgchep@ulster.ac.uk or contact the Course Director.

	Module Learning outcomes	Identify where in your prior certificated course <u>and/or</u> in your reflective piece you feel you have met the learning outcomes for the module for which you are seeking exemption
LO1	<p>Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline and student cohort</p> <p>UKPSF A2, K1, K2, K3 K5, K6, V1, V2, V3, V4</p>	
LO2	<p>Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond</p> <p>UKPSF A3, K1, K2, K3, K4, K5, V1, V3, V4</p>	
LO3	<p>Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development</p> <p>UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V3</p>	
LO4	<p>Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs</p> <p>UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V4</p>	

UKPSF Mapping for D1 (Associate Fellowship). Areas covered by the Learning & Teaching module are shaded and emboldened text.

You must address at least:

- two of the Areas of Activity,
- relevant areas of Core Knowledge
- all the Professional Values

All evidence must be in relation to Higher Education level practice

Areas of Activity	Identify where in your prior certificated course <u>and/or</u> in your reflective piece you feel you show evidence of effective practice aligned to the UKPSF (for more information see: http://www.heacademy.ac.uk/ukpsf)
1. Design and plan learning activities and/or programmes of study	
2. Teach and/or support learning	
3. Assess and give feedback to learners	
4. Develop effective learning environments and approaches to student support and guidance	
5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	
Core Knowledge	
1. The subject material	
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	
3. How students learn, both generally and within their subject/disciplinary area(s)	
4. The use and value of appropriate learning technologies	

5. Methods for evaluating the effectiveness of teaching	
6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	
Professional Values	
1. Respect individual learners and diverse learning communities	
2. Promote participation in higher education and equality of opportunity for learners	
3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	
4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	

Appendix 5 : Assessment Criteria

ASSESSMENT CRITERIA – QUALITATIVE-BASED WORK

Level 7

Classification	% Range	Content	Application of Theory	Knowledge and Understanding	Evidence of Reading	Referencing and Bibliography	Presentation, Grammar and Spelling
Distinction	70 – 100	Critical insightful evaluation and synthesis of complex high level of originality and reflection. Demonstrates the ability to pursue research at Doctoral level	Extensive evidence of advanced applications and/or empirical results, where applicable, informed extensively by current research and practice in the area	Exceptional knowledge and conceptual understanding of complex and/or specialised principles and concepts and the development and advancement of ideas and practice	Extensive evidence of integrating supplementary sources	Outstanding referencing and bibliography	Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and citation.
Pass	60 – 69	Critical evaluation and synthesis of complex issues and material which includes an original and reflective approach	Clear evidence of relevant applications and/or empirical results, where applicable, informed by current research and practice in the area	Wide knowledge and depth of understanding of complex and/or specialised principles and concepts and the development of ideas and practice	Evidence of extensive reading of supplementary sources	Comprehensive referencing and bibliography	Excellent presentation, logically structured, using correct grammar and citation
Pass	50 – 59	Some critical evaluation and synthesis of key issues and material	Evidence of relevant applications and/or empirical results, where applicable with some links to current research in the area	Appropriate knowledge and depth of understanding of key principles and concepts with some understanding of their development in practice	Evidence of reading supplementary sources	Adequate referencing and bibliography	Orderly presentation, clear structure and acceptable grammar and spelling
Fail (Marginal)	45 – 49	Some evaluation and synthesis of issues and material	Occasional relevant applications and/or empirical results, where applicable	Basic knowledge and depth of understanding of key principles and concepts only	Limited evidence of reading	Limited referencing and bibliography	Adequate presentation and structure, grammar, spelling and citation
Fail	31 – 44	Limited evaluation and synthesis of issues and material	Limited applications and/or empirical results, where applicable	Limited and/or superficial knowledge of key principles and concepts	Minimal evidence of reading	Inadequate referencing and bibliography	Poor presentation and structure, grammar, spelling and citation
Fail	0 – 30	Little or no evaluation and synthesis of issues and material	Little or no evidence of relevant application and/or empirical results	Virtually devoid of any evidence of knowledge and understanding	Little or no evidence of reading	Inadequate referencing and bibliography	Inadequate presentation, structure, grammar, spelling and citation

Appendix 6: Programme Specification

Course Specification

POSTGRADUATE CERTIFICATE in HIGHER EDUCATION PRACTICE

- 1 **AWARD INSTITUTION/BODY:** Ulster University
- 2 **TEACHING INSTITUTION:** Ulster University
- 3 **LOCATION:** Jordanstown
- 4 **ACCREDITED BY:** Higher Education Academy
- 5 **FINAL AWARD:** Postgraduate Certificate
- 6 **MODE OF ATTENDANCE:** Part-time
- 7 **SPECIALISMS:**
- 8 **COURSE/UCAS CODE:** 3680
- 9 **DATE WRITTEN/REVISED:** Effective from 2015-2016

EDUCATIONAL AIMS OF THE COURSE

The course aims to support the initial professional development of new academic staff in both teaching and research, and the continuing professional development of other staff who enhance the student learning experience. Staff will be encouraged to maximise the potential for learning at and through work, through the integration of theory and practice in their own organisational context within Higher Education. Key to the Programme is the opportunity provided for participants to engage in critical reflection on their current professional activity with a view to enhancing future practice.

Successful completion of the Certificate provides participants with the development activity required to demonstrate engagement with Descriptor 2 of the UK Professional Standards Framework for Teaching and Supporting Learning, and to achieve Fellowship of the Higher Education Academy.

Successful completion of the first module, *Learning & Teaching*, provides participants with the development activity required to demonstrate engagement with Descriptor 1 of the UK Professional Standards Framework for Teaching and Supporting Learning, and to achieve Fellowship of the Higher Education Academy.

MAIN LEARNING OUTCOMES

The following reference points were used to inform the development of the Programme and its learning outcomes:

- the University's Strategic Plan – 5&50¹⁷ and Learning and Teaching Strategy (2013/14 - 2017/18)¹⁸;
- current research and other advanced scholarship carried out by academic staff;
- requirements of professional bodies, Higher Education Academy;
- national and University qualifications and credit frameworks;
- the UK Professional Standards Framework for Teaching and Supporting Learning

¹⁷ <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>

¹⁸ http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/

The Programme provides opportunities for students to achieve and demonstrate the learning outcomes listed below. Consideration has been given as to whether these learning outcomes are equally achievable by disabled students. Where, as a Course Committee, we decide to vary the teaching, learning and assessment methods for students with disabilities, we will ensure that the new methods enable the student to demonstrate the achievement of the learning outcomes by means which are fair, valid, reliable, rigorous and academically discriminating.

Successful students will be able to:

KNOWLEDGE AND UNDERSTANDING OF SUBJECT

K1 Demonstrate an in-depth knowledge and understanding of relevant theories, concepts and current issues to include disciplinary and interdisciplinary perspectives on Higher Education practice

K2 Demonstrate a detailed knowledge and critical understanding of contemporary policy and practice in Higher Education in the UK and beyond

Learning and Teaching Methods: Knowledge will be developed through student-led seminars, workshops, lectures, technology enhanced learning, collaborative learning, work-based learning, reading, research and independent study.

Assessment Methods: Knowledge will be assessed through professional accounts, project plans and proposals, projects, group work, analytical and evaluative reports and accounts of developing professional practice. Continuous improvement through the integration of theory and practice will be a theme throughout the assessment.

INTELLECTUAL QUALITIES

I1 Engage critically with the relevant evidence base to develop, inform and justify professional practice within a Higher Education context

I2 Demonstrate initiative, creativity and an evidence-based approach to problem-solving and decision-making

Learning and Teaching Methods: Intellectual qualities will be developed through discussion, debate, analysis of reading and experience, critical thinking, work-based learning, peer review.

Assessment Methods: Intellectual qualities will be assessed through critical reflection on practice within a range of theoretical and organisational contexts.

PROFESSIONAL/PRACTICAL SKILLS

P1 Develop and demonstrate the capability for taking initiative and personal responsibility in enhancing professional practice

P2 Identify and analyse own professional development needs and plan to address these

P3 Apply and justify appropriate methodologies in undertaking practitioner research and development activities

Learning and Teaching Methods: Teaching, research and related skills will be acquired, developed and improved through informed practice in both simulated and real work contexts. Practice will be informed by literature and other published sources, by self-assessment and reflection, and by feedback from students, peers, tutors and Subject Adviser. Ethical issues and values which underpin professionalism, both in HE and

discipline contexts, will be discussed both face to face and in online environments, and participants will be encouraged to reflect on and articulate the values and principles that underpin their own practice, and to be aware of the impact on these of developing knowledge and experience. Professional development planning will be a theme running throughout the Programme.

Assessment Methods: Teaching and related skills will be assessed through peer, tutor and Subject Adviser observation and through participants' critical reflections on feedback received, articulated in the context of developing knowledge and experience as HE professionals. Evidence-based critical accounts of own developing practice will provide opportunities for the assessment of a range of professional skills.

TRANSFERABLE SKILLS

T1 Engage effectively in professional communication

T2 Work effectively both independently and collaboratively

T3 Critically reflect on the work of self and others in order to develop and improve practice

T4 Make use of appropriate technology to support and enhance effective professional practice

T5 Recognise and respond to the diverse needs of individual students and colleagues

Learning and Teaching Methods: Transferable skills will be developed through workshops, discussion, debate, presentation, critical reading, reflective work-based learning (including engaging in new areas of professional practice or taking new approaches to existing areas of practice), writing for a range of audiences.

Assessment Methods: Transferable skills will be assessed through written coursework, observed practice, and individual and/or group projects, undertaken in a range of organisational and theoretical contexts.

Figure 5: PROGRAMME LEARNING OUTCOME MAP

Please Note: The matrix displays only the measurable programme outcomes and where these are developed and assessed within the modules offered in the programme

MODULE														
TITLES	LEVEL	CODE	K1	K2	I1	I2	P1	P2	P3	T1	T2	T3	T4	T5
Learning & Teaching in Higher Education	7	PHE705	x	x	x	x	x	x	x	x	x	x	x	x
Enhancing Learning & Teaching in Higher Education	7	PHE707	x	x	x	x	x	x	x	x	x	x	x	x
Shaping the Curriculum in Higher Education	7	PHE708	x	x	x	x	x	x	x	x	x	x	x	x

CRITERIA FOR ADMISSION

Applicants must hold a degree or equivalent or demonstrate their ability to undertake the course through the accreditation of prior experiential learning.

- Applicants should be members of staff (full-time or part-time) of the Ulster University, and should have the support of their line manager.
- Applicants should have a named Subject Adviser in their broad discipline area. The applicant's line manager should assist in identifying an appropriate person.
- Applicants should ensure, in conjunction with their line manager, that they have relevant professional duties concurrent with their undertaking of modules within the Programme. Where required for completion of a module, the nature of these duties will be detailed in the relevant module specification. There are minimum requirements that participants must meet in terms of their work-based opportunities in order to undertake the programme and meet the assessment criteria. Normally, this is sustained, direct engagement with learners in a HE context, i.e. an average of two hours a week over the duration of the programme.

ADMISSION REQUIREMENTS

Applicants must:

- (a) have gained
 - (i) an Honours or non-Honours degree from a University of the United Kingdom or the Republic of Ireland, or from a recognised national awarding body, or from an institution of another country which is recognised as being of an equivalent standard; or
 - (ii) an equivalent standard in a Graduate Certificate or Graduate Diploma or an approved alternative qualification; [and]

and
- (b) provide evidence of competence in written and spoken English (GCSE grade C or equivalent);

or as an alternative to (a) (i) or (a) (ii) and/or (b):
- (c) In exceptional circumstances, where an individual has substantial and significant experiential learning, a portfolio of written evidence demonstrating the meeting of graduate qualities (including subject-specific outcomes, as determined by the Course Committee) may be considered as an alternative entrance route. Evidence used to demonstrate graduate qualities may not be used for exemption against modules within the programme.
- (d) be currently employed in higher education at the Ulster University in a full-time or part-time academic or learner support role, with duties which enable them to undertake the

work-based learning aspects of the modules. There are minimum requirements that participants must meet in terms of their work-based opportunities in order to undertake the programme and meet the assessment criteria. Normally, this is sustained, direct engagement with learners in a HE context, for example an average of two hours a week over the duration of the programme.

EXEMPTIONS

Studies pursued and examinations passed in respect of other qualifications awarded by the University or by another university or other educational institution, or evidence from the accreditation of prior experiential learning, may be accepted as exempting candidates from part of the programme provided that they shall register as students of the University for modules amounting to at least the final 50% of the credit value of the award at the highest level.

ATTENDANCE REQUIREMENTS

Students are expected to attend all classes associated with the programme and be punctual and regular in attendance.

A student who has not been in attendance for more than three days through illness or other cause must notify immediately the Course Director. The student shall state the reasons for the absence and whether it is likely to be prolonged. Where the absence is for a period of more than five working days, and is caused by illness which may affect their studies, the student shall provide appropriate medical certification in accordance with the General Regulations for Students.

Students who are absent without good cause for a substantial proportion of classes may be required to discontinue studies, in accordance with the General Regulations for Students.

MODULE CHOICE

Modules are offered as indicated in the table on page 22 of this document. Revisions may be made in accordance with the University's quality assurance procedures. Module availability may vary.

EXAMINATION AND ASSESSMENT

The performance of candidates shall be assessed by the Board of Examiners in accordance with the Regulations Governing Examinations in Programmes of Study.

Candidates shall be assessed in the modules for which they have enrolled in each year of study. At the discretion of the Board of Examiners candidates may be required to attend a viva voce examination.

Within each module candidates shall be assessed by coursework in accordance with the attached table.

The pass mark for the module shall be 50%. Where a module is assessed by a combination of coursework and examination a minimum mark of 45% shall be achieved in each element. All assessment components are marked on a pass/ fail basis. A pass must be achieved in each assessment component in each module.

SUBMISSION OF COURSEWORK

Coursework shall be submitted by the dates specified by the Course Committee.

Students may seek prior consent from the Course Committee to submit coursework after the official deadline; such requests must be accompanied by a satisfactory explanation, and in the case of illness by a medical certificate. This application shall be made to the Course Director.

Coursework submitted without consent after the deadline shall not normally be accepted.

CONSEQUENCES OF FAILURE

Candidates who fail to satisfy the Board of Examiners in assessment may be permitted at the discretion of the Board to re-present themselves as specified in 13.2 for one or more supplementary examination and repeat such coursework or other assessment requirements as shall be prescribed by the Board. Such candidates may be exempted at the discretion of the Board from the normal attendance requirements. Where candidates are required to repeat coursework or to take a supplementary examination the original mark in the failed coursework component or examination shall be replaced by a mark of 50% or the repeat mark whichever is the lower for the purpose of calculating the module result.

In each year, the consequences of failure shall normally be as follows:

Failure in module(s) with an overall value up to and including 60 credit points	Repeat <i>once only</i> of specified examination(s) and/or coursework in the failed module(s) (examinations August).
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CLASSIFICATION OF FINAL RESULT

The results of candidates who have successfully completed the Postgraduate Certificate shall be graded as Pass.

Candidates admitted with advance standing shall be assessed in accordance with these programmes regulations using the evidence from the accredited prior learning.

ILLNESS AND OTHER EXTENUATING CIRCUMSTANCES

The Board of Examiners may in the case of candidates who are prevented by illness or other sufficient cause from taking or completing the whole or part of the assessment or whose results are substantially affected by illness or other sufficient cause:

- (a) permit the candidate to complete, take, or repeat the examination or coursework or both at an approved subsequent date **or**
- (b) deem the candidate to have passed and recommend the award of an Aegrotat Postgraduate Certificate.

Before an Aegrotat award is recommended a candidate must have indicated that he or she is willing to accept the award.

REVISIONS TO REGULATIONS

These regulations may be revised during the student's period of registration in accordance with the procedures approved by Senate.

STRUCTURE AND REQUIREMENTS FOR THE AWARD

The Programme comprises two part-time routes for completion depending on the participant's employment status.

Successful completion of the full Certificate enables participants to avail of national recognition as Fellows of the Higher Education Academy; the first core module (Year 1) also offers recognition as an Associate Fellow of the Higher Education Academy to those who opt to undertake this provision as a stand-alone option. This choice of accredited routes to Associate of the HE Academy is a distinctive feature of the Programme, reflecting the commitment of the Course Team to inclusivity and equality of opportunity.

The language of instruction is English

Programme structure

Year/ Semester	Module Title	Credit Level	Credit Points	Module Status	Awards
				[compulsory/ optional]	
Year 1 Semesters 1	PHE 705 Learning & Teaching in Higher Education	7	20	C	UKPSF Descriptor 1 (Associate Fellowship of the Higher Education Academy)
Year 2 Semester 2	PHE707 Enhancing Learning & Teaching in Higher Education	7	20	C	
Year 2 Semester 2	PHE708 Shaping the Curriculum in Higher Education	7	20	C	
Completion of 60 credits leads to the award of Postgraduate Certificate in Higher Education Practice and UKPSF Descriptor 2 (Fellowship of the Higher Education Academy)					

REGULATION OF STANDARDS

9 Assessment rules

All modules are assessed through 100% coursework, and assessment judgements are made on a PASS/FAIL basis. All assessed components must be passed.

10 External examiners

There is 1 external examiner

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

INDICATORS OF QUALITY RELATING TO TEACHING AND LEARNING

- the Certificate is accredited by the Higher Education Academy at D1 and D2 ;
- three of the teaching staff are Principal Fellows of the Higher Education Academy;
- two staff have received the University's Distinguished Teaching and Learning Support Awards;
- all staff have extensive experience of teaching, assessing and supporting learning and/ or research in HE;

- all staff have recent publications in pedagogical or other aspects of academic practice;
- all staff have postgraduate qualifications in education or other relevant areas of academic practice;
- three members of staff are actively engaged with the HE Academy through their role as HEA Accreditors or through development projects;
- three members of staff hold Fellowship of the University's Centre for Higher Education Research and Practice.