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# Postgraduate Certificate

# In

# Higher Education Practice

Course Handbook

**2018-19**

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

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| **Contents** | **Page** |
| Introduction & welcome | 3 |
| Key contacts | 4 |
| Academic Calendar | 5 |
| Ulster University 5&50 | 5 |
| The Course | 6 |
| Progression Routes | 8 |
| The UKPSF | 10 |
| Professional recognition | 12 |
| Support for your learning | 13 |
| Teaching Learning & Assessment approaches | 15 |
| Exemptions and APEL | 16 |
| Attendance & absence | 17 |
| Extenuating circumstances | 17 |
| Appeals | 17 |
| Equality of opportunity | 18 |
| Study Skills | 19 |

# 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)[[1]](#footnote-1) 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**  Vicky Davies PFHEA  Room MC220  Magee campus  Tel: 028 71675588  [pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk)  [v.davies@ulster.ac.uk](mailto:v.davies@ulster.ac.uk) | **PHE707 Module Coordinator**  Sarah Floyd PFHEA  Room J508  Coleraine Campus  Tel: 028 701 24187  [pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk)  [s.floyd@ulster.ac.uk](mailto:s.floyd@ulster.ac.uk) | **PHE708 Module Coordinator**  Roisín Curran PFHEA  Room MC220  Magee campus  Tel: 028 71675518  [pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk)  [r.curran@ulster.ac.uk](mailto: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.

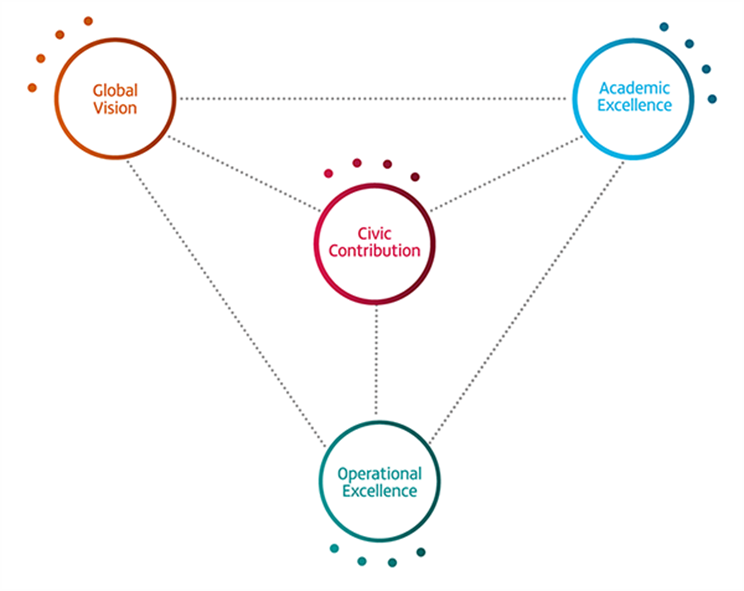
**Academic Calendar: key dates Academic Year 2018/19**

|  |  |
| --- | --- |
| Introductory period | Monday 17 September 2018 - Friday 21 September 2018 |
| Autumn Semester | Semester Monday 28 September 2017– Friday 25 January 2019 |
| (Christmas vacation Monday 17 December 2018 – Friday 4 January 2018)  Examinations begin Monday 7 January 2019 | |
| Spring Semester | Monday 28 January 2019 – Friday 31 May 2019 |
| (Easter vacation Monday 19 April 2019 – Friday 6 May 2019)  (Revision week Monday 7 May 2019 – Friday 10 May 2019)  Examinations begin Monday 13 May 2019 | |

**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**[[2]](#footnote-2) - is focussed around four key objectives illustrated below.

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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
* 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)[[3]](#footnote-3), 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 UKPSF[[4]](#footnote-4) .

**The Course**

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 framework[[5]](#footnote-5) for academic staff which allows for staff to undertake modules relevant to their work and career development.

The Course is underpinned by relevant strategies of the Ulster University[[6]](#footnote-6) and the **UK Professional Standards Framework (UKPSF) for teaching and supporting learning**[[7]](#footnote-7) **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 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 1 or 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 1 or 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.

**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, 2015[[8]](#footnote-8).

**The UKPSF**

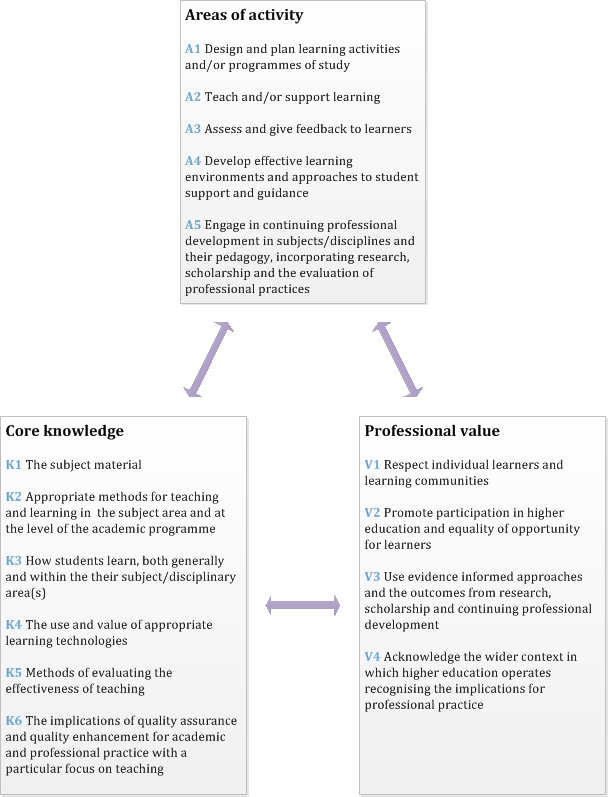
The UK Higher Education sector has re-defined its professional standards framework **[[9]](#footnote-9)** (PSF) for teaching and learning. The UKPSF enables staff to benchmark their professional practice and experiences against sector wide standards and to use these to guide, inform and enhance their 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 2[[10]](#footnote-10) (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 |

**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 University[[11]](#footnote-11) 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.

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.

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 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
* 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.

• **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 Guidelines[[12]](#footnote-12) 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[[13]](#footnote-13)* 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.

#### 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.[[14]](#footnote-14)

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 electroni 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 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 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 at <https://www.ulster.ac.uk/cherp/academic-development/pgchep>

**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/academicservices/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 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>

1. [www.ulster.ac.uk/centrehep](http://www.ulster.ac.uk/centrehep) [↑](#footnote-ref-1)
2. <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf> [↑](#footnote-ref-2)
3. [www.ulster.ac.uk/centrehep](http://www.ulster.ac.uk/centrehep) [↑](#footnote-ref-3)
4. <http://heacademy.ac.uk/ukpsf> [↑](#footnote-ref-4)
5. <http://staffdev.ulster.ac.uk/index.php?/higher_education_practice/cpd/framework_v2> [↑](#footnote-ref-5)
6. <http://research.ulster.ac.uk/> and <http://www.ulster.ac.uk/tls/> [↑](#footnote-ref-6)
7. <http://www.heacademy.ac.uk/ukpsf> [↑](#footnote-ref-7)
8. <http://staffdev.ulster.ac.uk/index.php?/higher_education_practice/cpd/framework_v2> [↑](#footnote-ref-8)
9. <http://www.heacademy.ac.uk/ukpsf> [↑](#footnote-ref-9)
10. Subject to approval of minor changes to accreditation [↑](#footnote-ref-10)
11. <https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university> [↑](#footnote-ref-11)
12. <http://www.ulster.ac.uk/hr/employee_relations/Probations/PROBATIO.GUIDNOTES.doc> [↑](#footnote-ref-12)
13. <http://www.ulster.ac.uk/centrehep/resources.html> [↑](#footnote-ref-13)
14. <http://www.ulster.ac.uk/academicoffice/assessmenthandbook.html> [↑](#footnote-ref-14)