Postgraduate Certificate in Academic Practice

Draft Course Handbook 2019

School of Education

www.glos.ac.uk

Subject Community: Early Years and Education

Academic Course Leader: Dr Hannah Grist

Head of School: Professor Hazel Bryan

Academic Subject Leader: Dr Alex Masardo
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1 Introduction and Welcome

I would like to welcome you to the Postgraduate Certificate in Academic Practice (PGCAP). The course has been designed to be challenging, enjoyable and relevant to your professional needs and interests. The PGCAP provides an opportunity for you to reflect upon your role in higher education in the company of others facing similar challenges and opportunities.

During the course you will work with members of the Core Team and a mentor who will provide academic advice and guidance throughout the course. Further details of the different Course roles can be found in this Handbook.

I hope that you will enjoy the opportunities for learning and development that the PGCAP provides.

Yours faithfully

Hannah Grist
Academic Course Leader
Email: hgrist@glos.ac.uk
Tel: 01242 715333
2 The University and School Context

The BA in Education is located in the Early Years and Education Subject Group which is in the School of Education. It is based at the Francis Close Hall Campus in Cheltenham.

For a panoramic video of the campus follow the link below:

https://www.youtube.com/watch?v=u3cWAbHewY4&feature=player_embedded

Within the subject group, aside from the PGCAP, we offer BA Education, BA Early Childhood Studies, FdA Education and Learning, MAs in Education and the EdD (Doctor of Education). Within our sister subject group we offer the BEd and PGCEs in primary and secondary education.

We are pleased to be based in such a prestigious campus which has a long standing history of teacher education.
3 Course Context and Description

3.1 The Postgraduate Certificate in Academic Practice (PGCAP)

The PGCAP comprises two modules:

1. PD7016: Academic Practice: learning and teaching in higher education
2. PD7017: Academic Practice: learning environments in higher education

Participants registered for the PGCAP award generally complete the course during one academic year.

The Postgraduate Certificate in Academic Practice (PGCAP) aims:

1. To develop participants’ understanding of key aspects of academic practice in higher education, including the principles and processes of learning and teaching, and the various external and institutional factors impacting upon academic practice.

2. To provide opportunities for participants to undertake research and scholarship in academic practice with a view to developing research-informed academic practice.

3. To develop participants’ ability to undertake curriculum design and development, teaching, learning support, assessment and evaluation in higher education in order to enhance the student learning experience.

4. To enable participants to reflect critically upon their academic practice and to plan their own continuing professional development.

The PGCAP has been designed to enable participants to meet the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education, (http://www.heacademy.ac.uk/ukpsf) and be eligible for HEA Fellowship. Successful completion of both modules leads to HEA Fellow status (for those only studying one module, successful completion of one module leads to HEA Associate Fellow status).

3.2 Course Validation

The course was last validated in June 2012.
3.3 Course Map

<table>
<thead>
<tr>
<th>Course title</th>
<th>Postgraduate Certificate in Academic Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Dr Hannah Grist</td>
</tr>
<tr>
<td>Award requirements</td>
<td>You must pass 60 CAT points for each award stage and meet the following requirements</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>PD7016, PD7017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code and Title</th>
<th>CATS Points</th>
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<tbody>
<tr>
<td>PD7016  Academic Practice: learning and teaching in higher education</td>
<td>30</td>
</tr>
<tr>
<td>PD7017  Academic Practice: learning environments in higher education</td>
<td>30</td>
</tr>
</tbody>
</table>

3.4 Module Descriptors

Module descriptors for PD7016 and PD7017 are available in Appendix 2.

3.5 Course Philosophy

Members of the PGCAP Course Team come from a range of disciplines but all share a commitment to supporting student learning. We think good teaching can really make a difference whether you are working with individuals or with very large groups. We also believe that successful learning results from what we enable and empower learners to do rather than purely depending upon how well we 'perform'. We don't believe that there is only one way of doing things and so we aim to share a range of research into student learning and to help you explore different methods to enable you to build up a repertoire of teaching, learning and assessment strategies.

We believe that professional practice improves as a result of on-going personal reflection. Overall we want you to develop as an individual teacher and reflective practitioner, and to feel confident that you are able to select the most appropriate ways for you to support learning for any given subject, group of students and physical (or virtual) context.

The concept of learning which has informed the development of the PGCAP is social constructivism: knowing is a social process by which individual experience and meaning are constructed within a system of shared socio-cultural meaning or narratives (Light, Calkins & Cox, 2011). The philosophical model which underpins
learning and teaching on the PGCAP is that of a ‘learning focused conception of teaching’:

*Good teaching consists of developing ways to help students improve and change their conceptual understanding. And, in developing these practices, it recognizes that meaning and knowledge are outcomes constructed by the student in an active dialogue within the socially rich situation of the course and the programme.* (Light et al., 2011, p.30)

The course team demonstrate a passion for their subject and a commitment to student learning. The ‘grand plan’ is not to ‘transmit’ to you a model of teaching that is considered to be effective but rather to actively support you to develop your own philosophical position and establish your own style that is honed by the demands of the subject, the learning needs of your students and the constraints of the learning environment. The importance of your ability to reflect critically on your practice and to seek feedback from others, including your students, is a vital part of this on-going learning process that needs to be established right at the start of a career in teaching and supporting learning.

### 3.6 Addressing the University’s Learning and Teaching Strategy

Planning for teaching, learning and assessment on the PGCAP has been informed by the University’s Learning and Teaching Strategy.

#### 3.6.1 Independent and Collaborative Learning

As a participant in the PGCAP, you will apply theory and practice from the course to specific tasks that you will be undertaking as part of your normal academic practice. In this sense you will be working independently on issues which are directly relevant to you and the context of your role in supporting students’ learning.

You will be allocated to a learning set (see Section 5.3.2, p.18), through which you will be able to work collaboratively to support other participants and discuss particular issues which may arise throughout the course. In particular, members of the learning set will be able to provide an additional ‘external’ perspective on your reflections, which will form part of your assignment submissions. You will also be working collaboratively with a Mentor, who will be able to provide discipline-specific advice.
3.6.2 Learning for Life and Employment

The PGCAP has been designed to allow you to apply theory and practice from the course directly to your academic practice in the contexts of your role in supporting students’ learning. You should, therefore, be able to reflect on the impact that the course is having upon your academic practice and identify effective continuing professional development methodologies which will support the development of your practice after completion of the course.

3.6.3 Learning for the Future

The PGCAP will engage you with influential educational priorities that are shaping the Higher Education landscape, including Education for Sustainability, which is a strategic priority at the University, and related themes such as learner empowerment, flexible learning, and internationalisation.

In terms of the development of technological skills, you will be engaged with on-line communication and materials through interaction with PGCAP resources within the University’s Moodle site, Adobe Connect – a product which allows web conferencing and teaching – and Mahara – an on-line e-portfolio system. You will also have the opportunity to develop on-line resources to support your own teaching practice, with support from staff within the Academic Development Unit (ADU).

You will also be required to participate in the University's three-week online e-tutoring course, which will introduce a number of learning technologies from within and beyond the University.

3.6.4 Research/Practice-informed Learning and Teaching

The nature of the portfolio submission and application of theory and practice identified within the PGCAP course to your academic practice – and your reflection on the effectiveness and impact of this application – will support the explicit identification of research- and practice-informed learning and teaching. If appropriate, you may be encouraged to undertake action research as part of your portfolio submission.

3.7 Course Team

<table>
<thead>
<tr>
<th>Academic Course Leader</th>
<th>School of Education</th>
<th>01242 715333</th>
<th><a href="mailto:hgrist@glos.ac.uk">hgrist@glos.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah Grist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tristan Middleton</td>
<td>School of Education</td>
<td>01242 715725</td>
<td><a href="mailto:tmiddleton1@glos.ac.uk">tmiddleton1@glos.ac.uk</a></td>
</tr>
</tbody>
</table>
3.8 Inclusive Practice

The PGCAP Course Team is committed to an inclusive approach to teaching in higher education. You should experience this at two levels: firstly in the way in which your own learning is supported on the course; and secondly in the way in which the theory and practice of inclusion is addressed within the PGCAP.

3.9 Support for Students and for Student Learning

At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website (https://infonet.glos.ac.uk/departments/ss/Helpzone) or by telephone/e-mail contact.

Available support specific to your studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services provision are available at https://infonet.glos.ac.uk/departments/ss/.

Further general and programme-specific support is available through the Libraries, ICT Services and the Academic Development Unit. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice
in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at https://infonet.glos.ac.uk/departments/lis/.

3.10 Course Entry Requirements

Participants in the PGCAP should have:

1. A good honours degree or equivalent professional qualification.
2. A role which has a responsibility for teaching and/or student learning in higher education.

3.10.1 Postgraduate Research Students and the PGCAP

Postgraduate Research Students will be eligible to participate in one of the PGCAP modules, in order to apply for Associate Fellowship of the Higher Education Academy.

Prior to the start of the course, Postgraduate Research Students must be able to demonstrate that sufficient teaching and/or supporting student learning opportunities are in place for the duration of the relevant PGCAP module. As a minimum, this must equate to 20 hours of teaching and/or supporting student learning.

3.10.2 Members of Staff Engaged in College-based Higher Education

Members of staff who are engaged in College-based Higher Education may participate in the PGCAP if they can demonstrate that they are engaged in significant or substantial higher education academic activities (e.g. Module Tutor or Course Leader).

3.10.3 Members of Staff from International Collaborative Partners

The PGCAP course is open to members of staff from international collaborative partners who deliver franchised University of Gloucestershire courses.

3.10.4 Academic Professional Degree Apprenticeship

For staff on an FTE of 0.8 or above, the PGCAP is a component part of a wider Academic Professional Degree Apprenticeship (APA).

The APA has been designed for academic professionals delivering higher education teaching. It offers a mix of learning in the workplace and formal off-the-job training.
which includes the Postgraduate Certificate in Academic Practice (PGCAP; level 7 qualification). The APA has been designed for the specialist teaching route, supporting participants to acquire full competency as an Academic Professional, and reflects widely understood professional standards for both the teaching and research routes in higher education and is aligned to the sector’s UK Professional Standards Framework (UKPSF) and Vitae’s Researcher Development Framework (RDF). The APA lasts 18 months in total (12 months PGCAP, 6 months APA workshops and associated End Point Assessment).

It is a condition of employment at the University of Gloucestershire that all newly appointed staff on Academic Staff Contracts who have fewer than three years’ experience of teaching in higher education; do not already possess a teaching in higher education qualification; and work 0.8 or above should complete the Academic Professional Apprenticeship (See the Staff Participation in the PGCAP and Academic Professional Apprenticeship and the Academic Professional Degree Apprenticeship Handbook for more information).

3.11 Accreditation of Prior Learning

Participants who have been recognised as Associate Fellows of the Higher Education Academy can apply for Accreditation of Prior Learning (APL) against one of the PGCAP modules. Contact the course leader and APL@glos.ac.uk with your AFHEA certificate.

Such participants are thus particularly supported in the PGCAP module studied to demonstrate a deep engagement with the UKPSF commensurate with Descriptor 2 (HEA Fellow status).

3.12 Funding for the Course

The main PGCAP webpage holds details about postgraduate course fees, including:

- Fee waiver form for participants who are members of staff or students at the University of Gloucestershire.
- Strategic Alliance Discount form for Strategic Alliance Staff (Gloucestershire College; South Gloucestershire and Stroud College) teaching at HE level.
- Sponsorship form for participants who are external to the University.

http://www.glos.ac.uk/courses/postgraduate/acp/Pages/PostgraduateCertificateInAcademicPractice.aspx.
3.13 Course ICT and email

- The password recovery service can be accessed via:
  https://pwportal.glos.ac.uk/

- ICT FAQs, including information about forwarding your email to another account can be found at:
  https://infonet.glos.ac.uk/departments/ictservices/studentict/Pages/default.aspx

- To forward your email - when you log into your Student Connect account, click on the Settings button. Select Options and then 'Forward your email'. Enter the email address in the Forwarding box.
4 The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education

The PGCAP has been designed to enable participants to meet the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education, (http://www.heacademy.ac.uk/ukpsf) and be eligible for HEA Fellowship. Successful completion of both modules leads to HEA Fellow status (for those only studying one module, successful completion of one module leads to HEA Associate Fellow status).

Of those successfully completing the modules they study:

- University of Gloucestershire staff will be put forward to the HEA by the course team, and as they are employed by an HEA subscribing institution, subsequent professional recognition will be fee-free.
- Those not employed by the University of Gloucestershire, may be liable for an additional fee for professional recognition.

In order to complete the PGCAP, and be eligible to apply for the title of Fellow of the Higher Education Academy, participants must demonstrate:

... 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

(Higher Education Academy, 2011)

4.1 Areas of Activity

A1 Design and plan learning activities and/or programmes of study
A2 Teach and/or support learning
A3 Assess and give feedback to learners
A4 Develop effective learning environments and approaches to student support and guidance
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

4.2 Core Knowledge

K1 The subject material
K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
K3 How students learn, both generally and within their subject/disciplinary area(s)
K4 The use and value of appropriate learning technologies
K5 Methods for evaluating the effectiveness of teaching
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

4.3 Professional Values

V1 Respect individual learners and diverse learning communities
V2 Promote participation in higher education and equality of opportunity for learners
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

In order to apply for Associate Fellow of the Higher Education Academy (appropriate for participants who are only studying one of the two PGCAP modules), participants must demonstrate:

... an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:
Postgraduate Certificate in Academic Practice (PGCAP) 2019

i. Successful engagement with at least two of the five Areas of Activity
ii. Successful engagement in appropriate teaching and practices related to these Areas of Activity
iii. Appropriate Core Knowledge and understanding of at least K1 and K2
iv. A commitment to appropriate Professional Values in facilitating others’ learning
v. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
vi. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

(Higher Education Academy, 2011)

4.4 Addressing the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education

The following tables demonstrate how the learning outcomes for the course and for PD7016 and PD7017 map against the UKPSF criteria.

Most participants will be taking both modules, and will be aiming to be eligible for UKPSF Descriptor Level 2 and HEA Fellowship status. Participants are thus supported particularly in their final module (usually PD7017) to demonstrate a deep engagement with the UKPSF commensurate with Descriptor 2.

4.4.1 Course Learning Outcomes

| Course Learning Outcomes | A1 | A2 | A3 | A4 | A5 | K1 | K2 | K3 | K4 | K5 | K6 | V1 | V2 | V3 | V4 |
|--------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. Demonstrate awareness of the impact upon academic practice of broader national higher education contexts and institutional priorities | ✓ | ✓ | | | | | | | | | | | | | | |
| 2. Design, implement and evaluate effective learning environments and activities | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
| 3. Demonstrate effective academic practice which supports student learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | |
### Course Learning Outcomes

| Learning Outcomes                                                                 | A1 | A2 | A3 | A4 | A5 | K1 | K2 | K3 | K4 | K5 | K6 | V1 | V2 | V3 | V4 |
|----------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 4. Apply the principles which underpin effective assessment and feedback for learning in higher education | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 5. Evaluate academic practice through self-reflection and analysis of feedback from key stakeholders | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 6. Identify areas for professional development and plan appropriately for these | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 7. Engage critically with research and scholarship relating to academic practice in higher education | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |

### 4.4.2 PD7016 Learning Outcomes

| Learning Outcomes                                                                 | A1 | A2 | A3 | A4 | A5 | K1 | K2 | K3 | K4 | K5 | K6 | V1 | V2 | V3 | V4 |
|----------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. Demonstrate a critical and systematic understanding of the scholarship of teaching, learning and assessment in higher education | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 2. Flexibly and creatively apply new perspectives on teaching, learning and assessment to the teaching of their discipline / subject area | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| 3. Engage critically with a range of current research into teaching, learning and assessment | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
## PD7016 Learning Outcomes

<table>
<thead>
<tr>
<th>PD7016 Learning Outcomes</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>K1</th>
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<th>K4</th>
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<th>K6</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
</tr>
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<tbody>
<tr>
<td>4. Design detailed plans for teaching and learning sessions / experiences, including planning for the needs of all learners</td>
<td>✓</td>
<td>✓</td>
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<td>5. Explore modes of professional development and demonstrate a capacity to critically evaluate their own academic practice and identify areas for development</td>
<td></td>
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<td>✓</td>
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### 4.4.3 PD7017 Learning Outcomes

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<thead>
<tr>
<th>PD7017 Learning Outcomes</th>
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<th>A2</th>
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<th>K1</th>
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<th>K6</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a systematic understanding of the way in which various contextual factors - societal, academic and institutional - impact upon academic practice and provision in HE</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>2. Demonstrate a critical awareness of the role of various agencies, bodies and regulatory frameworks in the provision and oversight of HE in the UK, and how they impact upon their own area of academic practice</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>3. Demonstrate an understanding of the principles that underpin a learning environment that values diversity and ensures equality of opportunity for all learners</td>
<td></td>
<td>✓</td>
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## PD7017 Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>K1</th>
<th>K2</th>
<th>K3</th>
<th>K4</th>
<th>K5</th>
<th>K6</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Demonstrate a systematic understanding of curriculum theory in relation to higher education, and a critically informed application of the principles and processes of curriculum design, development and evaluation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Engage critically with research and scholarship in academic practice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>6. Reflect critically upon professional practice in order to assess future learning needs and to develop, implement and evaluate a professional development plan</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
5 Structure of the Course

5.1 Personalised Routes through the Course

The PGCAP has been designed to integrate as far as possible with your role in supporting students’ learning, thus the PGCAP is brought into your workplace, rather than you being brought into the PGCAP.

The PGCAP course will operate in a way which combines face-to-face sessions with independent and collaborative on-line study. Course content will be hosted on-line within the University’s Moodle learning environment. Elements of the course can therefore be accessed in a flexible and accessible way, to fit in with your other commitments.

At an early stage in the course or module, you will be asked to consider the nature of the academic work that you will be undertaking as part of your role in supporting students’ learning and what aspects of the course content will be required in order to support these activities and allow you to demonstrate achievement of the module and course learning outcomes as well as the UKPSF Areas of Activity, Core Knowledge and Professional Values. (For information about personalised assessment activities please see Section 6, p.23.)

5.2 Mode of Delivery

At the start of the course there will be a two-day teaching block to which you are strongly advised to attend. If, however, you are unable to attend some/all of the two-day block, the main parts of the session will be broadcast synchronously using Adobe Connect and a recording will be made of key parts of the session for anyone for whom participation is not possible.

In the case of participants who are at international collaborative partners, the Course Team will aim to ensure that the timetable is planned so that interaction between groups of participants is possible (i.e. timetabling the UK morning session so that staff in the Far East can participate in the afternoon/early evening local time). Additional synchronous sessions will be provided through Adobe Connect for international participants to ensure that the same range of material is covered as for participants in the UK face-to-face sessions.

Each module will also contain five workshop sessions which will focus upon the relevant UKPSF Areas of Activity, Core Knowledge and Professional Values being covered by the module. These workshops will operate in a similar manner to the two-
day block session, and will be recorded for the benefit of participants who are not able to attend. In addition, there will be the opportunity for one-to-one and small group support tutorials, which can be held face-to-face or via Adobe Connect.

5.3 Support

Participants within the PGCAP are likely to be dispersed geographically and therefore it will not always be possible for participants to meet on a regular basis. In order to provide support for participants between contact sessions (whether face-to-face or virtual) the course will provide several methods of supporting participants.

5.3.1 Members of the Course Team

A member of the Course Team will conduct one of the teaching observations for each module and all members are contactable for any course-related issues.

5.3.2 Learning Sets

In order to facilitate peer support on the PGCAP, learning sets will be established following the conceptual framework set out in Brockbank & McGill (2004). Learning sets will serve two purposes:

1. To provide a vehicle for facilitating peer support for the development of professional practice using the process described in Brockbank & McGill (2004). Individual group members will present complex professional issues to their learning set and are supported by their set as they strive to explore the situation and identify a way forward.

2. Learning sets will be used as ready-made small groups for some learning activities.

Learning sets will usually contain four to six set members. Learning set members will comprise a range of discipline areas because prior experience gained by the teaching team on the PGCHE has convinced them of the benefits of mixing disciplinary groups. Learning sets will have dedicated areas within Adobe Connect and Moodle, which will allow for communication and support between the workshop and tutorial sessions when members of the set are not able to meet face-to-face.

5.3.3 Mentors

Mentors will play an important role in supporting learning on the course, and in providing discipline-based perspectives. You will need to identify a suitable mentor
in discussion with your Line Manager. (Note: you cannot be mentored by your own Line Manager.) The mentor should be an experienced member of staff with a good knowledge of the UKPSF and an interest in pedagogic theory and practice. Where possible the mentor should have completed one of the University’s Postgraduate Certificate courses relating to learning and teaching in higher education or an equivalent course in another institution, and/or be a Fellow of the Higher Education Academy at Descriptor 2 or above. It is anticipated that participants graduating with the PGCAP, who have appropriate further professional experience, will be able to act as mentors to new teaching colleagues in the future.
### 5.4 Timetable of Activities

#### 5.4.1 PD7016

<table>
<thead>
<tr>
<th>Dates</th>
<th>Room</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 16 Jan 2019</strong>&lt;br&gt;10.15 – 16.15</td>
<td>Park FW15 A and B</td>
<td>Welcome, introductions and overview&lt;br&gt;Reflective practice, action research and action learning sets&lt;br&gt;UKPSF K5, K6, V3&lt;br&gt;The Higher Education Landscape&lt;br&gt;UKPSF K6, V4&lt;br&gt;Feedback for Learning&lt;br&gt;UKPSF K3, A3</td>
</tr>
<tr>
<td><strong>Tues 5 Feb 2019</strong>&lt;br&gt;14.15 – 16.15</td>
<td>Park TC208A and B</td>
<td>Reflective practice&lt;br&gt;UKPSF K5, K6, V3</td>
</tr>
<tr>
<td><strong>Wed 6 March 2019</strong>&lt;br&gt;14.15 – 16.15</td>
<td>Park FW15 A and B</td>
<td>Pedagogical action research&lt;br&gt;UKPSF K5, K6, V3</td>
</tr>
<tr>
<td><strong>Thurs 28 March 2019</strong>&lt;br&gt;14.15 – 16.15</td>
<td>Park FW15 A and B</td>
<td>Learning and Assessment Design&lt;br&gt;UKPSF A1, A2, A3</td>
</tr>
<tr>
<td><strong>Fri 3 May 2019</strong>&lt;br&gt;14.15 – 16.15</td>
<td>Park FW15 A and B</td>
<td>PD7016 assignment and reflective writing&lt;br&gt;UKPSF K5, K6, V3</td>
</tr>
<tr>
<td><strong>Mon 3 June 2019</strong>&lt;br&gt;14.15 – 16.15</td>
<td>Park FW15 A and B</td>
<td>Assessment and Feedback&lt;br&gt;UKPSF A3</td>
</tr>
</tbody>
</table>

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**E-tutoring online course**

**March/Apr 2019 or October 2019 for 3 weeks**<br>Completely online via Moodle: approximately five hours per week, including at least three visits to the online course each week

**E-tutoring online course**<br>E-tutoring: an introduction to online interaction, the use of online tools and the skills of e-tutoring: *Learning Technology Support team*
## 5.4.2 PD7017

<table>
<thead>
<tr>
<th>Dates tbc</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 Day Block)</td>
<td><em>Introduction to the PD7017 Assessment</em></td>
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</table>
| tbc September 2019 | *Internationalisation: impact on teaching and curriculum*  
UKPSF: A1, A4, K2, V1, V2 |
| 10.15 – 13.00 | *Education for Sustainability*  
UKPSF: A1, A4, K2, V3, V4 |
| 13.30 – 16.00 | *Developing an inclusive curriculum*  
UKPSF: A1, A4, K2, V1, V2 |
| tbc September 2019 | *Supporting students with diverse learning needs*  
UKPSF: A1, A4, K2, V1, V2 |
| tbc September 2019 | **Workshop 1**  
*Curriculum design*  
UKPSF: A1, A3, A4, K1, K2, K6, V4 |
| 14.15 – 16.15 | **Workshop 2**  
*Making your large and small group teaching engaging and interactive*  
UKPSF: A1, A2, A3, A4, K2 |
| tbc October 2019 | **Workshop 3**  
*PD7017 assignment plans*  
*Evaluating and making use of pedagogic research*  
UKPSF: A5, V3 |
| 14.15 – 16.15 | **Workshop 4**  
*Creative use of technologies and social media in teaching*  
UKPSF: A1, A2, A3, K2, V3 |
| tbc November 2019 | **Workshop 5**  
*‘Flipping the classroom’: latest thinking and practice*  
UKPSF: A1, A2, A3, K2, V3 |
| 14.15 – 16.15 | **E-tutoring online course**  
E-tutoring: an introduction to online interaction, the use of online tools and the skills of e-tutoring: *Learning Technology Support team* |

**E-tutoring online course**

*Apr/Mar 2019 or October 2019 for 3 weeks*  
Completely online via Moodle: approximately five hours per week, including at least three visits to the online course each week  
E-tutoring: an introduction to online interaction, the use of online tools and the skills of e-tutoring: *Learning Technology Support team*
5.4.3 Workshops

There will be five workshops for each module, which will focus on relevant Dimensions of the UKPSF. These workshops will provide you with the opportunity to consider how the activities which you undertake as part of your role within higher education, and which constitute your negotiated assessment, align with the UKPSF.

5.4.4 Tutorials

Tutorials will be provided throughout the course (virtual and face-to-face) as required (e.g. to support the development of portfolios using Mahara). Details of tutorial dates and times will be posted in the Moodle site for the course.
6 Assessment

6.1 Assessment Strategy

Assessment for both PGCAP modules will consist of two observations of teaching practice and the submission of an electronic portfolio. The teaching observations will be conducted on a *satisfactory / unsatisfactory* basis, and two satisfactory observations will be required before the portfolio can be submitted.

The portfolio will consist of reflections which will focus on each individual’s practice, reflecting each modules’ learning outcomes. Opportunities to negotiate your assessment (i.e. develop your portfolio focus) will be given within sessions and can be discussed with the course team / your mentor.

You may find it useful to use the template in Figure 1 as a way of considering some of your work-focused activities to see if they could become the focus of the course assessment activity. When using the template in Figure 1, you may find it useful to refer to the Co-generative Toolkit ([http://www.pebblepad.co.uk/cogent/](http://www.pebblepad.co.uk/cogent/)) when considering the Level of your activities, as this provides level descriptors from the FHEQ and higher education credit level frameworks.
## Assessment Planning Grid

<table>
<thead>
<tr>
<th>Negotiated Assessment Task: Description of the activity, its relevance to personal professional practice, how this meets the relevant module learning outcome(s) and UKPSF criteria, and the evidence required</th>
<th>FHEQ Level of the activity</th>
<th>Module learning outcome(s) addressed</th>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
<th>Submission date</th>
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<tbody>
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</tr>
</tbody>
</table>

Negotiated with ...........................................(Tutor), ...................................................(Mentor) and ...................................................(PGCAP Participant)

Date ...............................................................
6.1.1 Examples of Academic Portfolios foci

1. A new lecturer in Geography has enrolled on the PGCAP and is taking PD7016. The new lecturer teaches on some postgraduate modules and he is due to become module tutor for one of them in the following academic year. He focuses his portfolio on reviewing the module he will soon be leading, including:

- Undertakes a literature review on a new topic that he wishes to introduce into the module curriculum.
- Explores the theory around constructive alignment and consider any changes he may wish to make to the learning outcomes, teaching, learning and assessment of the module in the light of this concept.
- Requests feedback from his mentor, as part of the observation of his practice, on his planning and implementation of a range of strategies to facilitate participation in sessions.
- Develops a new assessment task complete with an academic rationale.

At the beginning of the second PGCAP module, PD7017, the Lecturer is still focused on the new module which is about decides to focus his PD7017 portfolio on reviewing and developing the module, including:

- The development of an evaluation strategy for the module, drawing on literature around student engagement in quality assurance and more generally about the student voice.
- The development of a Moodle site for the module.
- The production of a reusable learning resource that relates to the new teaching topic introduced into the module.
- Two teaching observations, one of which focuses on his support for learning during a synchronous online teaching session, while the other focuses on the development of academic skills around the development of research skills in Level 7 students.
- The creation of a professional development plan around the UKPSF.

2. A learning technologist responsible for a range of staff and student development activity around Moodle, in particular the development of reusable learning objects (RLOs), decides to sign up for PD7017. She focuses her PD7017 portfolio on the following areas:
• The planning, implementation and evaluation of a set of reusable learning objects focused upon the development of a literature strategy for a dissertation.

• To design, conduct and evaluate a small-scale inquiry into the use of Moodle by students studying at a distance to the University.

• Observations of teaching will focus on the participant’s teaching and support for learning in an induction session she ran on behalf of colleagues in Library & Information Services (LIS) and also on the participant’s running of a staff training session on Moodle development.

• The development of a professional development plan.

In reality the RLO project took far longer than expected and generated a wider field of evidence against the UKPSF than had been anticipated.

6.1.2 Observations of Teaching

Within each module you are expected to have your teaching observed. Teaching in this context is taken to be a broad term to indicate any activity where you are supporting students’, or colleagues’, learning. For example, lectures, seminars, tutorials, one-to-one dissertation supervision, hands-on demonstrations and training (e.g. library, laboratory work or computer software), workshops, on-line e-moderated discussions within Moodle, fieldtrips.

It is recognised that for participants who are based at a location which is at a distance to other participants the opportunity for a peer observation is more limited; however, consideration will be given to videos of teaching being observed.

We would strongly recommend that, in addition to the two observations, ‘informal’ peer observations take place within each learning set as a method of formative assessment. Notes made during these ‘informal’ observations do not have to be submitted as part of the Observation of Teaching assignments, but they could be used as evidence for one of the Academic Practice Portfolios.

If you are undertaking the full PGCAP course and have completed two satisfactory teaching observations as part of one of the modules, you are entitled in the following module to replace the Core Tutor observation with an observation of another member of staff – who is not a member of the current PGCAP course – if desired. This is to recognise that observing others is a valid, and useful, development activity.
6.1.3 Academic Practice Portfolio

In order to demonstrate that you have achieved the learning outcomes of the course and modules and the relevant Dimensions of the UKPSF, you will be required to submit an Academic Practice Portfolio using Mahara (an on-line e-portfolio system). Throughout the duration of the modules you will be required to compile evidence and reflections within Mahara on the negotiated tasks which relate to your role in supporting students’ learning and how these align with the Dimensions of the UKPSF. In addition, you will be required to reflect upon your teaching observations for each module, and the feedback from the observers.

6.2 Feedback

You will receive feedback on your teaching from your Core Tutor and your Mentor. This will be provided in a face-to-face session following your observation and recorded on a feedback form for incorporation into your portfolio. You will be able to submit your draft portfolio for feedback comments prior to final submission. A date for submission of draft portfolios will be provided.

6.3 Reassessment

Reassessment will normally occur if the portfolio submission does not adequately address the module learning outcomes or the relevant UKPSF criteria. If this is the case the portfolio will need to be re-submitted with the relevant content and evidence to demonstrate that the learning outcomes and UKPSF criteria have been achieved.

6.4 Assessment Offences

Information about assessment offences is provided at https://infonet.glos.ac.uk/departments/registry/Pages/default.aspx.

6.5 Appeals and Complaints

Details about Academic Appeals and Complaints can be found at http://www.glos.ac.uk/governance/pages/appeals-and-complaints.aspx.

6.6 Referencing

The Harvard system of referencing is the default system for the PGCAP course; however, other referencing formats are permitted to reflect the broad discipline base
of the course participants, but this should be discussed with the Course Leader prior to submission of work for assessment.

Online tutorials for referencing conventions are provided by the Library & Information Services at https://infonet.glos.ac.uk/departments/lis/Pages/referencing.aspx.

6.7 Mitigating Circumstances and extensions

If you need to request an extension to your submission date due to mitigating circumstances please log on to your Student Record to make your request. Mitigating Circumstances are unforeseen factors which limit your ability to study effectively /undertake assessment. Students are entitled to one 48 hour extension for coursework each academic year for which no evidence of mitigating circumstances is required. For details of requesting an extension of more than 48 hours please see: https://infonet.glos.ac.uk/departments/ss/Helpzone/Pages/MitigatingCircumstances.aspx

Student helpzone can also advise: https://infonet.glos.ac.uk/departments/registry/examinations/pages/mitigatingcircumstances.aspx
## 6.8 The Assessment Tasks

### PD7016: Observations of Teaching 1

<table>
<thead>
<tr>
<th>1. Module code and title</th>
<th>PD7016</th>
<th>Academic Practice: learning and teaching in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Module tutor</td>
<td>Dr Hannah Grist</td>
<td></td>
</tr>
<tr>
<td>3. Tutor with responsibility for this Assessment</td>
<td>Dr Hannah Grist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is your first point of contact.</td>
<td></td>
</tr>
<tr>
<td>4. (Element number), Weighting, Type and Size of Assessment</td>
<td>001: Coursework: Individual, presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two observations of teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessed as Satisfactory or Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>5. Submission deadline</td>
<td>Wed 26 June 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your attention is drawn to the penalties for late submission; see <em>Academic Regulations for Taught Provision</em></td>
<td></td>
</tr>
<tr>
<td>6. Arrangements for submission</td>
<td>Submission will be on-line via Moodle</td>
<td></td>
</tr>
<tr>
<td>7. Date and location for return of work</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8. Disabled students</td>
<td>Alternative assessment arrangements may be made, where appropriate, for disabled students; however, these will only be implemented upon the advice of the Disability Advisor. Disabled students wishing to be considered for alternative assessment arrangements must give notification of the disability (with evidence) to the Disability Advisor by the published deadlines.</td>
<td></td>
</tr>
<tr>
<td>9. University Regulations for Assessment</td>
<td>All assessments are subject to the <em>Academic Regulations for Taught Provision</em>. These include regulations relating to Errors of Attribution and Assessment Offences. In exercising their judgement, Examiners may penalise any work where the standard of English, numeracy or presentation adversely affects the quality of the work, or where the work submitted exceeds the published size or time limits, or where the work fails to follow normal academic conventions for acknowledging sources.</td>
<td></td>
</tr>
<tr>
<td>10. The requirements for the assessment</td>
<td>The first observations should – where possible – be carried out by a member of the Course Team. Your second observation should be carried out by your Mentor.</td>
<td></td>
</tr>
</tbody>
</table>
The two observed sessions should focus on different teaching and learning methods; for example, lectures, seminars, tutorials, one-to-one dissertation supervision, hands-on demonstrations (e.g. laboratory or computers), workshops, e-moderated discussions within Moodle, fieldtrips, work-based mentoring, etc.

*Note: If two observations have been completed for PD7017 that were considered to be satisfactory, the Core Tutor observation for PD7016 can be replaced by an observation of another member of staff – who is not a member of the current PGCAP course – if desired.

i. **Pre-meeting and session plan**

The focus of the pre-meeting is a draft session plan, which should be finalised during, or shortly after, the meeting. The revised session plan should be sent to the observer prior to the session (this can be emailed to the observer; no top sheet is required).

The session plan should provide information about:

- FHEQ level of the session.
- Anticipated number of students.
- Intended learning outcomes for the session.
- Teaching and learning strategies to be used, and details of any activities (with approximate timings).
- Intended UKPSF Areas of Activity, Core Knowledge and Professional Values criteria to be addressed.
- Inclusion of any assessment activities (e.g. formative assessment).

In addition to discussing the draft session plan, the pre-meeting will enable you to provide contextual information about the planned session and the student group. During this meeting you may also indicate a particular focus for the observation, for example the use of questioning or the use of strategies to increase interaction.

ii. **The observed session**

During the session you will, within the context of the assessment criteria:

- Address the intended learning outcomes.
- Use appropriate teaching and learning strategies.
- Include content that is appropriate for the student level and which matches student needs and the curriculum requirements.
- Make appropriate use of the accommodation and available resources.

Depending upon the nature of the session, you may be able to demonstrate reflection in action and to show that you can make appropriate modifications to your
teaching and learning strategies (e.g. problems with electronic equipment, changes to the accommodation arrangements, unanticipated changes to the group size, etc.).

### iii. Post-observation meeting

It is recommended that, where possible, the post-observation meeting should not take place immediately after the observed session, in order to allow time for reflection. A structured self-evaluation should be prepared for this meeting, possibly using the following structure:

- Two aspects of the session which I thought worked well.
- Two aspects of the session which did not work as I thought they might (Note: this does not mean that they were negative experiences).
- Two ways in which I would change the session.
- Lessons I have learnt from this session.

You may wish to include the self-evaluations as evidence for PD7016:2.

During the post-observation meeting the observer will listen to your thoughts about the session and help you to draw out areas of strength and areas for development evident during the session. This will include discussion of any particular issues that result from the focus you requested, the UKPSF criteria which were addressed by the session and a discussion around any questions the observer had about the session.

### iv. Written comment from the observer

After the post observation meeting the observer will complete the teaching observation form electronically, including the comments agreed at the meeting, and will also state whether they consider the teaching session to have been satisfactory. The form will then be sent to you for up-loading into Moodle.

### 11. Assessment criteria

- Demonstration of an acceptable level of planning and organisation, including preparation of a session plan that is fit for purpose.
- Clear and achievable intended learning outcomes.
- Use of teaching and learning strategies that are appropriate to the subject content, student group and intended learning outcomes, and which are responsive to student participation.
- Inclusion of content that is at an appropriate level for the students, and that matches student needs and the module / course curriculum.
- Address appropriate UKPSF criteria.
- Appropriate use of accommodation and learning resources.
### PD7016:2 Academic Practice Portfolio 1

<table>
<thead>
<tr>
<th>1. Module code and title</th>
<th>PD7016 Academic Practice: learning and teaching in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Module tutor</td>
<td>Dr Hannah Grist</td>
</tr>
</tbody>
</table>
| 3. Tutor with responsibility for this Assessment | Dr Hannah Grist  
This is your first point of contact. |
| 4. (Element number), Weighting, Type and Size of Assessment | 002: 100%  
Coursework: Individual, portfolio  
5,000 words |
| 5. Submission deadline   | Wed 26 June 2019  
Your attention is drawn to the penalties for late submission; see Academic Regulations for Taught Provision |
| 6. Arrangements for submission | Submission will be on-line via Moodle |
| 7. Return of work        | Normally course work will be returned 20 working days after submission. You should refer to Student Records Online for your expected return date for your assessment. |
| 8. Disabled students     | Alternative assessment arrangements may be made, where appropriate, for disabled students; however, these will only be implemented upon the advice of the Disability Advisor. Disabled students wishing to be considered for alternative assessment arrangements must give notification of the disability (with evidence) to the Disability Advisor by the published deadlines. |
| 9. University Regulations for Assessment | All assessments are subject to the Academic Regulations for Taught Provision. These include regulations relating to Errors of Attribution and Assessment Offences. In exercising their judgement, Examiners may penalise any work where the standard of English, numeracy or presentation adversely affects the quality of the work, or where the work submitted exceeds the published size or time limits, or where the work fails to follow normal academic conventions for acknowledging sources. Careful referencing of sources is vital when making use of the work of others. You are expected to employ the referencing conventions recommended in the Course. These conventions apply to information taken from internet sources, as well as books, journals and lectures. If you are unsure of the way to reference properly, seek advice from a member of staff before you submit the assessment. These are some of the points you should check before submitting |
your work:
• are all direct quotations, from both primary and secondary sources, suitably acknowledged (placed in quotation marks or indented)?
• have you provided full details of the source of the quotation, according to the referencing convention used in the Course?
• have you acknowledged the source of ideas not your own, even if you are not quoting directly from the source?
• have you avoided close paraphrase from sources? (Check that you are not presenting other people’s words or phrasing as if they are your own.)
• if you have worked closely with others in preparing for this assessment, is the material you are presenting sufficiently your own?

10. The requirements for the assessment

The requirement of this assignment is to complete an academic practice portfolio using the Mahara e-portfolio system. Your portfolio will comprise critical analysis of your practice with accompanying evidence (e.g. teaching resources, student feedback etc).

Your portfolio should:

• draw together key themes relevant to your practice, the PD7017 learning outcomes and the relevant dimensions of the UKPSF (all except A4, K4, V4);
• draw on reflections of your teaching observations as part of your critical analysis;
• include an action plan which derives from your reflections, and highlights relevant future developments for your academic practice (e.g. over the following 12 months).

11. Assessment criteria

• Clarity of critical reflection upon, and analysis of, development of academic practice in relation to the learning outcomes of PD7016.
• Demonstration that the relevant areas of activity, core knowledge and professional values in the UK Professional Standards Framework have been addressed, with appropriate evidence.
• The development of an action plan clearly relating to outcomes from your reflection, and the quality of the implementation strategy presented in the action plan.

• The extent to which work demonstrates sound academic practice in terms of the use of English, structure and appropriate use of literature.
PD7017:1 Observations of Teaching 2

<table>
<thead>
<tr>
<th>1. Module code and title</th>
<th>PD7017</th>
<th>Academic Practice: learning environments in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Module tutor</td>
<td>Dr Hannah Grist</td>
<td></td>
</tr>
<tr>
<td>3. Tutor with responsibility for this Assessment</td>
<td>Dr Hannah Grist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is your first point of contact.</td>
<td></td>
</tr>
<tr>
<td>4. (Element number), Weighting, Type and Size of Assessment</td>
<td>001: Coursework: Individual, presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two observations of teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessed as Satisfactory or Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>5. Submission deadline</td>
<td>tbc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your attention is drawn to the penalties for late submission; see Academic Regulations for Taught Provision</td>
<td></td>
</tr>
<tr>
<td>6. Arrangements for submission</td>
<td>Submission will be on-line via Moodle</td>
<td></td>
</tr>
<tr>
<td>7. Date and location for return of work</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>8. Disabled students</td>
<td>Alternative assessment arrangements may be made, where appropriate, for disabled students; however, these will only be implemented upon the advice of the Disability Advisor. Disabled students wishing to be considered for alternative assessment arrangements must give notification of the disability (with evidence) to the Disability Advisor by the published deadlines.</td>
<td></td>
</tr>
<tr>
<td>9. University Regulations for Assessment</td>
<td>All assessments are subject to the Academic Regulations for Taught Provision. These include regulations relating to Errors of Attribution and Assessment Offences. In exercising their judgement, Examiners may penalise any work where the standard of English, numeracy or presentation adversely affects the quality of the work, or where the work submitted exceeds the published size or time limits, or where the work fails to follow normal academic conventions for acknowledging sources.</td>
<td></td>
</tr>
</tbody>
</table>

10. The requirements for the assessment

The first observations should – where possible – be carried out by a member of the Course Team. Your second observation should be carried out by your Mentor.

The two observed sessions should focus on different teaching and learning methods; for example, lectures, seminars, tutorials, one-to-one dissertation supervision, hands-
on demonstrations (e.g. laboratory or computers), workshops, e-moderated discussions within Moodle, fieldtrips, work-based mentoring, etc.

*Note: If two observations have been completed for PD7016 that were considered to be satisfactory, the Core Tutor observation for PD7017 can be replaced by an observation of another member of staff – who is not a member of the current PGCAP course – if desired.

i. **Pre-meeting and session plan**

The focus of the pre-meeting is a draft session plan, which should be finalised during, or shortly after, the meeting. The revised session plan should be sent to the observer prior to the session (this can be emailed to the observer; no top sheet is required). The session plan should provide information about:

- FHEQ level of the session.
- Anticipated number of students.
- Intended learning outcomes for the session.
- Teaching and learning strategies to be used, and details of any activities (with approximate timings).
- Intended UKPSF Areas of Activity, Core Knowledge and Professional Values criteria to be addressed.
- Inclusion of any assessment activities (e.g. formative assessment).

In addition to discussing the draft session plan, the pre-meeting will enable you to provide contextual information about the planned session and the student group. During this meeting you may also indicate a particular focus for the observation, for example the use of questioning or the use of strategies to increase interaction.

ii. **The observed session**

During the session you will, within the context of the assessment criteria:

- Address the intended learning outcomes.
- Use appropriate teaching and learning strategies.
- Include content that is appropriate for the student level and which matches student needs and the curriculum requirements.
- Make appropriate use of the accommodation and available resources.

Depending upon the nature of the session, you may be able to demonstrate reflection in action and to show that you can make appropriate modifications to your
teaching and learning strategies (e.g. problems with electronic equipment, changes to the accommodation arrangements, unanticipated changes to the group size, etc.).

iii. Post-observation meeting

It is recommended that, where possible, the post-observation meeting should not take place immediately after the observed session, in order to allow time for reflection. A structured self-evaluation should be prepared for this meeting, possibly using the following structure:

- Two aspects of the session which I thought worked well.
- Two aspects of the session which did not work as I thought they might (Note: this does not mean that they were negative experiences).
- Two ways in which I would change the session.
- Lessons I have learnt from this session.

You may wish to include the self-evaluations as evidence for PD7017:2.

During the post-observation meeting the observer will listen to your thoughts about the session and help you to draw out areas of strength and areas for development evident during the session. This will include discussion of any particular issues that result from the focus you requested, the UKPSF criteria which were addressed by the session and a discussion around any questions the observer had about the session.

iv. Written comment from the observer

After the post observation meeting the observer will complete the teaching observation form electronically, including the comments agreed at the meeting, and will also state whether they consider the teaching session to have been satisfactory. The form will then be sent to you for up-loading into Moodle.

11. Assessment criteria

- Demonstration of an acceptable level of planning and organisation, including preparation of a session plan that is fit for purpose.
- Clear and achievable intended learning outcomes.
- Use of teaching and learning strategies that are appropriate to the subject content, student group and intended learning outcomes, and which are responsive to student participation.
- Inclusion of content that is at an appropriate level for the students, and that matches student needs and the module / course curriculum.
- Address appropriate UKPSF criteria.
- Appropriate use of accommodation and learning resources.
**PD7017:2  Academic Practice Portfolio 2**

<table>
<thead>
<tr>
<th>1. Module code and title</th>
<th>PD7017  Academic Practice: learning environments in higher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Module tutor</td>
<td>Dr Hannah Grist</td>
</tr>
</tbody>
</table>
| 3. Tutor with responsibility for this Assessment | Dr Hannah Grist  
This is your first point of contact. |
| 4. (Element number), Weighting, Type and Size of Assessment | 002: 100%  
Coursework: Individual, portfolio  
5,000 words |
| 5. Submission deadline | tbc  
Your attention is drawn to the penalties for late submission; see *Academic Regulations for Taught Provision* |
| 6. Arrangements for submission | Submission will be on-line via Moodle |
| 7. Date and location for return of work | Normally course work will be returned 20 working days after submission. You should refer to Student Records Online for your expected return date for your assessment. |
| 8. Disabled students | Alternative assessment arrangements may be made, where appropriate, for disabled students; however, these will only be implemented upon the advice of the Disability Advisor. Disabled students wishing to be considered for alternative assessment arrangements must give notification of the disability (with evidence) to the Disability Advisor by the published deadlines. |
| 9. University Regulations for Assessment | All assessments are subject to the *Academic Regulations for Taught Provision*. These include regulations relating to Errors of Attribution and Assessment Offences. In exercising their judgement, Examiners may penalise any work where the standard of English, numeracy or presentation adversely affects the quality of the work, or where the work submitted exceeds the published size or time limits, or where the work fails to follow normal academic conventions for acknowledging sources.  
Careful referencing of sources is vital when making use of the work of others. You are expected to employ the referencing conventions recommended in the Course. These conventions apply to information taken from internet sources, as well as books, journals and lectures. If you are unsure of the way to reference properly, seek advice from a member of staff before you submit the assessment. These are some of the points you should check before submitting |
your work:
• are all direct quotations, from both primary and secondary sources, suitably acknowledged (placed in quotation marks or indented)?
• have you provided full details of the source of the quotation, according to the referencing convention used in the Course?
• have you acknowledged the source of ideas not your own, even if you are not quoting directly from the source?
• have you avoided close paraphrase from sources? (Check that you are not presenting other people’s words or phrasing as if they are your own.)
• if you have worked closely with others in preparing for this assessment, is the material you are presenting sufficiently your own?

10. The requirements for the assessment

The requirement of this assignment is to complete an academic practice portfolio using the Mahara e-portfolio system. Your portfolio will comprise critical analysis of your practice with accompanying evidence (e.g. teaching resources, student feedback etc).

Your portfolio should:

• draw together key themes relevant to your practice, the PD7017 learning outcomes and the relevant dimensions of the UKPSF (all except K3);
• draw on reflections of your teaching observations as part of your critical analysis;
• include an action plan which derives from your reflections, and highlights relevant future developments for your academic practice (e.g. over the following 12 months).

11. Assessment criteria

• Clarity of critical reflection upon, and analysis of, development of academic practice in relation to the learning outcomes of PD7017.
• Demonstration that the relevant areas of activity, core knowledge and professional values in the UK Professional Standards Framework have been addressed, with appropriate evidence.
• The development of an action plan clearly relating to outcomes from your reflection, and the quality of the implementation strategy presented in the action plan.

• The extent to which work demonstrates sound academic practice in terms of the use of English, structure and appropriate use of literature.
7 Course Management and Evaluation

7.1 Gloucestershire Framework for Personal and Professional Development

The PGCAP is located within the Gloucestershire Framework for Personal and Professional Development. This is a cross-University framework that is primarily used to support employer-engagement and work-based learning.

For quality assurance purposes, the Gloucestershire Framework is situated within a Subject Group in the Media, Arts and Technology (MAT) Faculty. PGCAP Awards are presented to the MAT Award Board.

7.2 The Board of Study

The PGCAP reports to the Boards of Study of the Subject Group containing the Gloucestershire Framework for Personal and Professional Development. This Board of Study is responsible for the development, academic supervision, and efficient administration and management of the course. The Board is chaired by the Subject Group Leader and meets several times each year.

There is no direct student representation on the Board of Study, owing to the nature of provision within the Framework; however, focus group discussions with students and within-module and end-of-module evaluations are presented to the Board of Study. Participant evaluation of modules is an integral part of the on-going review and development of the course provision. Course Tutors will make every effort to encourage informal evaluation throughout the Course. Module Tutors are required to respond formally to evaluative feedback, and where appropriate this response should include details of action to be taken in response to the comments made by participants.

7.3 The Module Board of Examiners

All members of staff involved in assessment of the PGCAP are expected to attend the relevant Module Board of Examiners. The PGCAP has an External Examiner, who is an expert in teaching and learning in higher education appointed from another institution. Participants might be invited to contribute to an informal discussion with the External Examiner who will be interested in discussing their experience of the course. (Note: this is not part of the assessment process.)
The work of the Module Board of Examiners is confidential. The Board of Examiners is responsible, amongst other things, for agreeing the marks on modules and reporting to the Award Board of Examiners, where decisions on final awards are made. The outcome of the examination process will be reported to participants in transcripts, which are mailed out directly after the Award Board of Examiners. (Note: these are mailed to home addresses—please ensure your current address is on your personal ‘student record’ on the University website.) Any marks returned to you are provisional until approved by the Module Board of Examiners.

### 7.4 Staff Participation in the PGCAP

Please note that for staff whose participation in the PGCAP is deemed to be mandatory there is an entitlement to 105 hours for each of the two modules to enable them to undertake the programme. This agreement is published in the workload allocation model. The University’s policy on participation in the PGCAP can be found at: [https://infonet.glos.ac.uk/departments/hr/policies/appendices/documents/13.17.pdf](https://infonet.glos.ac.uk/departments/hr/policies/appendices/documents/13.17.pdf).
8 Expectations and Entitlements of Study

8.1 Expectations

8.1.1 Expectations of the Course Team members

Members of the Course Team will:

- teach and assess on PD7016 and PD7017;
- undertake a teaching observation with participants;
- provide tutorial support to participants, particularly in the alignment of activities with the Dimensions of the UKPSF;
- give constructive feedback on professional practice and written work;
- respond constructively to participant evaluation;
- respond constructively to comments from external examiners and professional bodies.

8.1.2 Expectations of Mentors

Mentors will:

- engage fully with the course, e.g. through the reading of course documentation; attendance (virtually or face-to-face) at mentor induction / training meetings; involvement in moderation meetings;
- take an active role in the assessment planning meeting conducted with the participant and a member of the Course Team (this is a formal meeting that may take place face-to-face or on-line);
- provide academic advice and guidance in relation to all aspects of the course that relate to the participant’s discipline / subject area and how this relates to the UKPSF;
- teach and support learning in relation to the participant’s discipline / subject area;
- assess the participant’s learning and teaching in the discipline / subject area and provide constructive written and / or oral feedback as appropriate (e.g. through observations of teaching);
- respond constructively to feedback from participants;
- respond constructively to feedback on their involvement in the assessment process (e.g. to comments from an External Examiner).
8.1.3 Expectations of Participants

Participants are expected to:

- demonstrate commitment to their own professional development through their approach to learning on the course;
- engage fully with all elements of learning on the course;
- demonstrate awareness and understanding of the UKPSF Dimensions;
- value the experience of their colleagues;
- share their own experience as appropriate;
- be supportive and efficient members of a learning set;
- respect confidentiality;
- give and receive constructive feedback in a professional manner;
- liaise with Course Team and their Mentor as required;
- have regard to the University’s Academic Regulations for Taught Provision;
- submit assignments by the published dates.

8.2 Entitlements of Study

The University’s Academic Regulations for Taught Provision (http://www.glos.ac.uk/docs/download/Business/academic-regulations-for-taught-provision.pdf) provide the details for your study (e.g. admission, enrolment, maximum period of study, award classification, assessment regulations, progression, etc.).

8.2.1 Enrolment and Registration

Participants will be responsible for enrolling onto the course and registering for the relevant module.

Note: owing the fact that the PGCAP course as a whole takes place in two separate academic years, it will be necessary to enrol twice: once at the start of the course (January) and at the start of the second module (September).

8.3 Mitigating Circumstances

Details about the University’s mitigating circumstances are available at https://infonet.glos.ac.uk/DEPARTMENTS/SS/HELPZONE/Pages/MitigatingCircumstances.aspx.
Appendix 1  Programme Specification

<table>
<thead>
<tr>
<th>About the course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Name of course and highest award</td>
</tr>
<tr>
<td><strong>2</strong> Level of highest award (according to FHEQ)</td>
</tr>
<tr>
<td><strong>3</strong> Possible interim awards</td>
</tr>
<tr>
<td><strong>4</strong> Awarding/validating institution</td>
</tr>
<tr>
<td><strong>5</strong> Teaching institution</td>
</tr>
<tr>
<td><strong>6</strong> Faculty responsible</td>
</tr>
<tr>
<td><strong>7</strong> Mode of study</td>
</tr>
<tr>
<td><strong>8</strong> QAA subject benchmark statement(s) where relevant</td>
</tr>
<tr>
<td><strong>9</strong> Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition</td>
</tr>
<tr>
<td><strong>10</strong> Other external points of reference</td>
</tr>
<tr>
<td><strong>11</strong> Date of initial validation</td>
</tr>
<tr>
<td><strong>12</strong> Date(s) of revision</td>
</tr>
<tr>
<td><strong>13</strong> Course aims</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
14 Learning outcomes of the course
A student passing this course will be able to:

1. Demonstrate awareness of the impact upon academic practice of broader national higher education contexts and institutional priorities (*UKPSF: A1,2; K6; V4*).
2. Design, implement and evaluate effective learning environments and activities (*UKPSF: A1,2,3,4; K1,2,4,5; V1,2,3*).
3. Demonstrate effective academic practice which supports student learning (*UKPSF: A1,2,3; K1,2,5; V1,2,3*).
4. Apply the principles which underpin effective assessment and feedback for learning in higher education (*UKPSF: A1,2,3,5; K1,2,3,5; V3*).
5. Evaluate academic practice through self-reflection and analysis of feedback from key stakeholders (*UKPSF: A5; K5,6; V3*).
6. Identify areas for professional development and plan appropriately for these (*UKPSF: A5; K5,6; V3*).
7. Engage critically with research and scholarship relating to academic practice in higher education (*UKPSF: A1,2,3,5; K2,3; V3*).

15 Learning and teaching strategy
Ensuring the excellence of the student experience in higher education is the central focus of the PGCAP. Requiring new colleagues who are also new to teaching in higher education who have a teaching contract to undertake PGCAP is one means through which the University seeks to ensure that the learning experiences of students are excellent. The PGCAP seeks to achieve this aim by providing learning experiences that require PGCAP students to engage fully and completely with the UK Professional Standards Framework (*UKPSF*) which includes the Areas of Activity, Core Knowledge and Professional Values.

Engagement with PGCAP will also enable participants to develop or enhance the attributes for Gloucestershire academics as published in the Learning and Teaching Strategy 2011-15. To:

- be transformational educators
- support students to develop their employability and real world learning
- be adaptable and critical in their academic practice
- be reflective and informed by research and practice

It is not the intention to ‘transmit’ to course participants a model of teaching that is considered to be effective but rather to actively support participants as they develop their own philosophical position and establish their own style that is honed by the demands of the subject, the learning needs of the students and the constraints of the learning environment. The importance of participants reflecting critically on their practice and actively seeking feedback from others, including their students, is a vital part of this on-going learning process that needs to be established right at the start of a career in teaching and supporting learning in higher education.

Modes of learning for PGCAP will be as flexible as possible to accommodate the diverse needs of individual participants. Modes of delivery will include:

- Face to face teaching
- A range of technology enhanced learning opportunities e.g. Podcasts, video-clips,
on-line Moodle, e-mentoring, e- Reader

- A diverse collection of reusable learning objects (RLOs) made available on-line will support the learning of PGCAP students.
- Assessment activity will be student-focused and individually negotiated. Where possible the course team will make use of electronic processes for submission and the provision of feedback.

Mapping module learning outcomes to the learning outcomes of the course

<table>
<thead>
<tr>
<th>Learning Outcomes of the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>PD7016</td>
</tr>
<tr>
<td>PD7017</td>
</tr>
</tbody>
</table>

Mapping module learning outcomes to the UKPSF Areas of Activity

<table>
<thead>
<tr>
<th>Areas of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>PD7016</td>
</tr>
<tr>
<td>PD7017</td>
</tr>
</tbody>
</table>

Mapping module learning outcomes to the UKPSF Core Knowledge

<table>
<thead>
<tr>
<th>Core Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
</tr>
<tr>
<td>PD7016</td>
</tr>
<tr>
<td>PD7017</td>
</tr>
</tbody>
</table>

Mapping module learning outcomes to the UKPSF Professional Values

<table>
<thead>
<tr>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1</td>
</tr>
<tr>
<td>PD7016</td>
</tr>
<tr>
<td>PD7017</td>
</tr>
</tbody>
</table>

16 Learning and teaching methods

HEFCE requires that the University’s Key Information Set (KIS) indicates the proportion of time in each year of study that students can expect to engage in the following activities (express as a percentage for each level).

- Scheduled learning and teaching activities (including lectures, seminars, tutorials, dissertation meetings, demonstration, practical workshops, fieldwork, external visits, work-based learning);
- Guided independent learning;
- Placement and study abroad

| Level 7 | Scheduled learning and teaching | 10% (60 hrs) |
**Postgraduate Certificate in Academic Practice (PGCAP) 2019**

<table>
<thead>
<tr>
<th>activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided independent learning</td>
<td>90% (540 hrs)</td>
</tr>
<tr>
<td>Placement and study abroad</td>
<td>(0 hrs)</td>
</tr>
</tbody>
</table>

**17 Assessment strategy**
The course will enable learning outcomes to be achieved and demonstrated by the student through submission of a portfolio, which will map evidence of achievement against the learning outcomes of the course and the UK Professional Standards Framework criteria.

**18 Assessment methods**

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Written exams</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practical exams</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Coursework</td>
<td>100%</td>
</tr>
</tbody>
</table>

**19 Location(s) of the course’s delivery**
All University Campuses

**20 Admissions requirements**
1. A good honours degree or equivalent professional qualification.
2. A role which has a responsibility for teaching and/or student learning in higher education.

**21 Career and employability opportunities - details of any work experience, work-based learning, sandwich year or year abroad**
Students enrolling for the PGCAP require a prior and / or concurrent commitment to teaching / supporting learning in a higher education context, with sufficient teaching hours during the course in order to implement aspects of the taught provision and conduct teaching observations.

**22 Management of Quality and Standards**
Guidance on the University’s approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.

Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.

Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.

Students are able to comment on their modules and courses in various ways including module evaluations, Board of Study and the PTES.

The course accredited by the Higher Education Academy (HEA) and as such is designed to enable students to achieve the requirements of Descriptor 1 and Descriptor 2.
Support for Students and for Student Learning – means by which support for students is provided at course, Faculty and University level.

At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see https://infonet.glos.ac.uk/departments/ss/Helpzone.

Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services is available at https://infonet.glos.ac.uk/departments/ss/.

Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at https://infonet.glos.ac.uk/departments/lis/.

Current Course Map
Postgraduate Certificate in Academic Practice
Course Leader:

Students must pass 60 CAT points for each award stage and meet the following requirements:

**Postgraduate Certificate**: Students must pass 60 CAT points and meet the following requirements:
- PD7016 Academic Practice: learning and teaching in higher education
- PD7017 Academic Practice: learning environments in higher education

**Postgraduate Diploma**: N/A
**Masters**: N/A

**Notes**: N/A

<table>
<thead>
<tr>
<th>Code and Title</th>
<th>CAT Points</th>
<th>Study Period</th>
</tr>
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<tbody>
<tr>
<td>PD7016 Academic Practice: learning and teaching in higher education</td>
<td>30</td>
<td>N/A</td>
</tr>
<tr>
<td>PD7017 Academic Practice: learning environments in higher education</td>
<td>30</td>
<td>N/A</td>
</tr>
</tbody>
</table>

This award is subject to the University’s Academic Regulations for Taught Provision No variations to the regulations have been requested for to this award.
# Appendix 2  Module Descriptors

## PD7016  Academic Practice: learning and teaching in higher education

<table>
<thead>
<tr>
<th>Code</th>
<th>PD7016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Academic Practice: learning and teaching in higher education</td>
</tr>
<tr>
<td>Tutor</td>
<td>Dr Hannah Grist</td>
</tr>
<tr>
<td>School</td>
<td>Academic Development Unit</td>
</tr>
<tr>
<td>Brief description</td>
<td>This module aims to develop students’ understanding of the principles and processes involved in teaching, learning and assessment applicable to higher education. Students will be expected to demonstrate effective, evidence-based professional practice in their discipline / subject area; evidence gained from theory and professional practice. Support for student learning about the pedagogy of their discipline / subject area will be enhanced through the provision of a Discipline / Institution Specialist. Students will be introduced to models of professional development, including the concept of the reflective practitioner. They will be expected to explore the theory and practice of at least one model of professional development.</td>
</tr>
<tr>
<td>Level of study</td>
<td>Level 7</td>
</tr>
<tr>
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<td>Prerequisites</td>
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<tr>
<td>Corequisites</td>
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<tr>
<td>Restrictions</td>
<td>Cannot be counted with module EHE401, PHE411, PHE401, PPD420</td>
</tr>
<tr>
<td>Indicative syllabus</td>
<td>The following areas will be addressed during the module: • Research into student learning: how do students learn • Teaching to support learning: theory and practice • Assessment in higher education • Session planning: constructive alignment in practice • Models of professional development</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>A student passing this module should be able to:</td>
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<tr>
<td>1.</td>
<td>demonstrate a critical and systematic understanding of the scholarship of teaching, learning and assessment in higher education (CO7, A1,2,5; K2,3; V3);</td>
</tr>
<tr>
<td>2.</td>
<td>flexibly and creatively apply new perspectives on teaching, learning and assessment to the teaching of their discipline / subject area (CO2,3; A1,2; K1);</td>
</tr>
<tr>
<td>3.</td>
<td>engage critically with a range of current research into teaching, learning and assessment (CO4,7; A1,2,3,5; K3; V3);</td>
</tr>
<tr>
<td>4.</td>
<td>design detailed plans for teaching and learning sessions/experiences, including planning for the needs of all learners (CO2,3; A1,2; K2; V1,2);</td>
</tr>
<tr>
<td>5.</td>
<td>explore modes of professional development and demonstrate a capacity to critically evaluate their own academic practice and identify areas for development (CO5,6; A5; K5,6).</td>
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</tbody>
</table>

**Key:**

CO  Learning outcome for the course
A  UKPSF Area of Activity
K  UKPSF Core Knowledge
V  UKPSF Professional Values

<table>
<thead>
<tr>
<th>Learning and teaching activities</th>
<th>Scheduled learning and teaching activities:  30 hours</th>
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<tbody>
<tr>
<td></td>
<td>Guided independent study:  270 hours</td>
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<td>Placement/study abroad:  0 hours</td>
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<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Coursework: Individual, presentation</td>
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<td></td>
<td>Two observations of teaching</td>
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<td></td>
<td>002: 100%</td>
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<tr>
<td></td>
<td>Coursework: Individual, portfolio</td>
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<tr>
<td></td>
<td>5,000 words</td>
</tr>
<tr>
<td>Special assessment requirements</td>
<td>All elements of assessment must be passed in order to pass the module. Two satisfactory observations of teaching must be completed before submission of assessment 002.</td>
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<tr>
<td>Indicative resources</td>
<td>Key Texts</td>
</tr>
<tr>
<td></td>
<td>Additional Texts</td>
</tr>
<tr>
<td></td>
<td>Light, G. &amp; Cox, R. (2009) <em>Learning and teaching in higher education</em>:</td>
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</table>
the reflective professional, London: Paul Chapman


Journals

Studies in Higher Education: SRHE
Teaching in Higher Education Taylor & Francis
Assessment and Evaluation in Higher Education. Taylor & Francis

Higher Education Quarterly. SRHE

<table>
<thead>
<tr>
<th>Date of approval</th>
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</thead>
<tbody>
<tr>
<td>Revision dates</td>
<td>Not applicable</td>
</tr>
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<td>External Examiner</td>
<td>Professor Michele Russell-Westhead</td>
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**PD7017  Academic Practice: learning environments in higher education**

<table>
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<tbody>
<tr>
<td>Title</td>
<td>Academic Practice: learning environments in higher education</td>
</tr>
<tr>
<td>Tutor</td>
<td>Dr Hannah Grist</td>
</tr>
<tr>
<td>School</td>
<td>Academic Development Unit</td>
</tr>
</tbody>
</table>
| Brief description | The module aims to:  
1. develop students’ understanding of key aspects of academic practice in higher education and the various external and institutional factors impacting upon academic provision and practice;  
2. enable students to develop a critical and systematic understanding of the scholarship of teaching and learning in higher education;  
3. develop students’ ability to undertake curriculum design, development and evaluation;  
4. provide opportunities for students to explore research and scholarship in academic practice with a view to developing research-informed teaching;  
5. enable students to reflect critically upon their academic practice and to identify their own continuing professional development needs for the future. |
| Level of study | Level 7          |
| CAT points | 30               |
| Approved base location | Standard |
| Prerequisites | None |
| Corequisites | None |
| Restrictions | Cannot be counted with module EHE402, PHE412, PHE402, PPD421 |
| Indicative syllabus | The following areas will be addressed during the module:  
Higher Education: background and context  
The United Kingdom Quality Code for Higher Education  
Professional and Statutory Regulatory Bodies (PSRBs)  
The creation of learning environments in higher education  
The curriculum in higher education |
| Leading curriculum evaluation, design and development |
| Pedagogic research |
| Continuing professional development |
| E-tutoring (online course) |

**Learning outcomes**

A student passing this module should be able to:

1. demonstrate a systematic understanding of the way in which various contextual factors - societal, academic and institutional - impact upon academic practice and provision in HE (CO1; A1,2; K6; V4);

2. demonstrate a critical awareness of the role of various agencies, bodies and regulatory frameworks in the provision and oversight of HE in the UK, and how they impact upon their own area of academic practice (CO1; A1,2; K6; V4);

3. demonstrate an understanding of the principles that underpin a learning environment that values diversity and ensures equality of opportunity for all learners (CO2; A4; K1,4; V1,2);

4. demonstrate a systematic understanding of curriculum theory in relation to higher education, and a critically informed application of the principles and processes of curriculum design, development and evaluation (CO2,3,4; A1,3; K1,2,5; V3);

5. engage critically with research and scholarship in academic practice (CO7; A5; V3);

6. reflect critically upon professional practice in order to assess future learning needs and to develop, implement and evaluate a professional development plan (CO5,6; A5; K6; V3).

**Key:**

CO Learning outcome for the course
A UKPSF Area of Activity
K UKPSF Core Knowledge
V UKPSF Professional Values

<p>| Learning and teaching activities |
| Scheduled learning and teaching activities: 30 hours |
| Guided independent study: 270 hours: |
| Placement/study abroad: 0 hours: |</p>
<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
</table>
| **001:** NA (assessed as Satisfactory or Unsatisfactory)  
  *Coursework: Individual, presentation*  
  *Two observations of teaching*  
| **002:** 100%  
  *Coursework: Individual, portfolio*  
  *5,000 words*  
| Special assessment requirements |  
| All elements of assessment must be passed in order to pass the module. Two satisfactory observations of teaching must be completed before submission of assessment 002.  
| Indicative resources |  
| Key Texts |  
| Additional texts |  


ZEPKE, N. I. C. K. (2017) STUDENT eNGAGEMENT iN nEOLIBERAL tIMES: theories and practices for learning and teaching in ... higher education. Place of publication not identified: SPRINGER.

Journals

Higher Education Policy
Higher Education Quarterly
Quality Assurance in Education
Quality in Higher Education

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<tbody>
<tr>
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<td>Not application</td>
</tr>
<tr>
<td>External Examiner</td>
<td>Professor Michele Russell-Westhead</td>
</tr>
</tbody>
</table>
Appendix 3  Observation of Teaching Feedback Form

PD7016 / PD7017* Observation of Teaching

Practitioner:
Observer:
Role of Observer:  Core Tutor / Mentor / Peer *
(Note: Core tutor – core member of PGCAP team; Mentor – PGCAP Mentor; Peer – participant in the current PGCAP course)
* Delete as applicable

Module Code and Name:
Title of Observed Session:
Date / Time of Observation:
Number of Students:

Observer’s Comments

Focus of observation
(The focus of the observation could be agreed beforehand – for example, following submission of a lesson plan – or emergent during the observation.)

Design and planning of learning activities
(For example, clarity and appropriateness of the learning objectives; nature, selection and sequencing of content; appropriateness of the learning activities.)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Teaching and/or supporting student learning</td>
<td><em>(For example, appropriateness of approach/methods/activities/experiences, organization, timing/delivery pace, use of resources.)</em></td>
</tr>
<tr>
<td>Assessment and giving feedback to learners</td>
<td><em>(For example, assessment of prior knowledge, assessment of learning within a session, nature of feedback to students and student group.)</em></td>
</tr>
<tr>
<td>Developing effective learning environments and approaches to student support and guidance</td>
<td><em>(For example, use of accommodation and resources including technology-enhanced learning, meeting individual learning needs.)</em></td>
</tr>
<tr>
<td>Other comments</td>
<td><em>(For example, the overall quality of the session/provision, UKPSF Professional Values which underpin the participant’s academic practice.)</em></td>
</tr>
<tr>
<td>Things to consider for the future</td>
<td><em>(For example, particular issues/areas to be addressed, staff development requirements.)</em></td>
</tr>
</tbody>
</table>

Assessment: Satisfactory / unsatisfactory *(delete as applicable)*

Date:
Note for observers:

This form should be completed electronically and sent to the PGCAP participant for uploading into Mahara.

The comment boxes have been based around the Areas of Activity criteria in the UK Professional Standards Framework (UKPSF):

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

When commenting on these criteria you should also make explicit reference to where the relevant UKPSF Core Knowledge criteria have been demonstrated through the Areas of Activity and identify which Professional Values criteria underpin the participant’s academic practice:

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/ disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Appendix 4  Marking Criteria for the PGCAP

This grid on the following pages is intended to be a guide, not a prescriptive or a mechanical aid to grading. Some aspects may not be relevant to all assignments. This grid is a potentially useful starting point for discussion about assignment requirements. You should ask tutors if there is anything in the grid – or the feedback comments – which you do not understand.
<p>| Criteria / Grade | 100 | 95 | 90 | 85 | 80 | 75 | 70 | 65 | 60 | 55 | 50 | 45 | 40 | 39 | 35 | 30 | 29 | 25 | 20 | 15 | 10 | 5 | 0 |
|------------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <strong>Clarity of critical reflection upon, and analysis of, development of academic practice in relation to the learning outcomes of PD7016</strong> |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Depth of understanding</strong> | Impressive and original depth of understanding of topic | Thorough and comprehensive understanding of topic | Clear understanding of topic | Adequate understanding of topic | Conversant with topic but serious gaps or errors | Major aspects of the topic ignored |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Evidence</strong> | Highly reflective use of evidence | Considered weighing of evidence | Arguments usually sustained by reference to relevant evidence; occasional unsupported assertions | Some use of evidence; tendency to express unsupported assertions | General lack of evidence in supporting arguments | Poor or no use of evidence in supporting arguments |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Reflection</strong> | Highly reflective account, with consistent evidence of critical self-questioning, explicit use of emotions and balanced consideration of comments from other sources | Reflective account with extensive use of self-questioning, acknowledgement of emotions and consideration of comments from other sources | Reflective account with some use of self-questioning. Superficial acknowledgement of emotions and consideration of comments from other sources. Some descriptive elements | Largely descriptive account, with few reflective elements. Little self-questioning, acknowledgement of emotions or consideration of comments from other sources | Descriptive account, with no reflective elements. No self-questioning, acknowledgement of emotions or consideration of comments from other sources |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Interpretation and critical analysis</strong> | Highly critical and reflexive analysis | Thorough and sustained critical analysis | Issues and theories usually, though not always, considered critically | Limited interpretation; limited critical analysis | Insufficient evidence of deep understanding; insufficient critical analysis; descriptive not evaluative | Poor understanding of issues; no critical analysis |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| <strong>Professional relevance: synthesis of theory, practice and research</strong> | Sensitive and effective evaluation of links between theory, research and practice; work worthy of dissemination | Considered discussion to evaluate links between theory, research and practice; work potentially worth dissemination | Beginning to develop critical reflection and analysis of practice through theory and research | Links between theory, research and practice considered to a limited extent | Very little consideration of how theory and research might be related to practice | No consideration of relationships between theory, practice and research |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |</p>
<table>
<thead>
<tr>
<th>Criteria / Grade</th>
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<th>15</th>
<th>10</th>
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<tbody>
<tr>
<td><strong>Demonstration that the relevant areas of activity, core knowledge and professional values in the UK Professional Standards Framework have been addressed, with appropriate evidence.</strong></td>
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<tr>
<td><strong>Match of writing to required learning outcomes for this module</strong></td>
<td>All required outcomes are met, with high quality evidence and reflection provided to demonstrate engagement and achievement</td>
<td>All required outcomes are met, discussed clearly and in appropriate detail to suggest effective engagement</td>
<td>All required outcomes are met, discussed clearly and in appropriate detail to suggest relevant and effective engagement</td>
<td>All learning outcomes are met, but not in equal depth</td>
<td>Achievement of required learning outcomes is not indicated in sufficient depth; one outcome is not shown at all</td>
<td>Significant omission of required outcomes; achievement of more than one outcome is not demonstrated</td>
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<tr>
<td><strong>Achievement of relevant Dimensions of the UKPSF</strong></td>
<td>All required Dimensions of the UKPSF have been achieved, with evidence and reflection provided to demonstrate a high level of engagement and integration into professional practice</td>
<td>All required Dimensions of the UKPSF are achieved, with appropriate use of evidence and reflection to suggest relevant and effective engagement</td>
<td>All required Dimensions of the UKPSF are achieved, discussed clearly and in appropriate detail</td>
<td>All required Dimensions of the UKPSF are met, but not in equal depth</td>
<td>Achievement of required Dimensions of the UKPSF are not indicated in sufficient depth; one criterion is not shown at all</td>
<td>Significant omission of required Dimensions of the UKPSF; achievement of two or more criteria is not demonstrated</td>
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<td><strong>The development of an action plan clearly relating to outcomes from your reflection, and the quality of the implementation strategy presented in the action plan</strong></td>
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<tr>
<td><strong>Impact of learning on own development</strong></td>
<td>Development and development needs explored critically and insightfully</td>
<td>Development evaluated and development needs clearly identified</td>
<td>Some evaluation of impact on own development</td>
<td>Mentions own development</td>
<td>No mention of own development arising from the work</td>
<td>Development needs not mentioned anywhere</td>
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<tr>
<td><strong>Implications for wider context</strong></td>
<td>Assesses critically and originally the impact of findings for the wider context</td>
<td>Assesses clearly the impact of findings for the wider context</td>
<td>Some discussion of the impact of findings for the wider context</td>
<td>Limited consideration of the impact of findings for the wider context</td>
<td>Very little consideration of the impact of findings for the wider context; lacking credibility</td>
<td>No consideration of the impact of findings for the wider context</td>
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<td><strong>The extent to which work demonstrates sound academic practice in terms of the use of English, structure and appropriate use of literature</strong></td>
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<tr>
<td><strong>Organisation</strong></td>
<td>Very clear structure</td>
<td>Clear structure</td>
<td>Structure adequate but with some limitations</td>
<td>Limited organisation of material, but structure implied</td>
<td>Poor organisation of material obscures the sense of the writing</td>
<td>No clear organisation of material</td>
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<td>Impressive and original use of a wide range of relevant and current sources</td>
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<td>Shows originality in choice and range of sources; relevance to context consistently considered</td>
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<td>Evidence of critical appraisal of literature, though not consistent throughout; some recognition of different perspectives</td>
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<td>Some appraisal of relevant literature, but limited criticality; breadth of possible perspectives not explicitly recognised</td>
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<td>Literature discussed but with insufficient critical engagement</td>
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<td>Insufficient reference to literature; very narrow range of sources; outdated sources</td>
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<td>Little or no use of literature to support arguments</td>
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<td>Presentation of a high quality</td>
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<td>Well presented; typos/errors in punctuation etc. are rare</td>
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<td>Follows required presentational practices; a few typos/errors in punctuation or grammar</td>
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<td>Usually follows required practices; some issues to be addressed e.g. typos, punctuation</td>
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<td>Has not followed required conventions; poor proof-reading</td>
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<td>Poor presentation adversely affects intelligibility</td>
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<td>Referencing conventions are used, though occasionally incorrectly</td>
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<td>Referencing is variable in quality</td>
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<td>Many errors in referencing</td>
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<td>No use of conventions in referencing</td>
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