



University of Sussex

PGCertHE

THE POSTGRADUATE CERTIFICATE IN LEARNING AND TEACHING
IN HIGHER EDUCATION

Handbook 2012 - 2014

Teaching and Learning Development Unit

Contents

1	Introduction	2
2	Course Team	2
3	Design of the Course	3
4	Supporting the Course	4
5	Course Themes	5
6	Course Learning Outcomes	7
7	Assessment	7
8	Indicative reading list	10
	Appendix 1 Example individual pathway for PGCertHE	11
	Appendix 2 Examples of material for a portfolio	13
	Appendix 3 Credit for Evidence of Previous/Prior Learning	15
	Appendix 4 UK Professional Standards Framework	16
	Appendix 5 M Level Descriptors	17
	Appendix 6 Lecturer Role Profile	19
	Appendix 7 Learning by being the Observer/Reviewer record	20

1 Introduction

The Postgraduate Certificate in Learning and Teaching in Higher Education (PGCertHE) is a professional qualification for staff at the University of Sussex. It is mapped against Descriptor 2 of the UK Professional Standards Framework for teaching and supporting learning in higher education 2011 (UKPSF). The route to the qualification is flexible, work-based and aimed at helping those new to teaching or supporting learning in Higher Education to develop the expertise and understanding necessary to become effective in their practice. New academic staff (with any teaching responsibility) who do not have the equivalent of three or more years' full-time Higher Education teaching experience are required to take the course. In addition, the PGCertHE has been designed to be accessible to a broader range of colleagues, e.g. more experienced staff and those in academic-related and learning support positions who would like to work towards a qualification in learning and teaching in higher education and recognition through the UKPSF. It aims to take full account of participants' prior knowledge, experience and the different departmental contexts in which they teach or support learning. Each participant's path through the course is individually designed to ensure relevance and an opportunity to explore topics of particular value.

The PGCertHE is externally accredited by the Higher Education Academy (HEA) using the UKPSF. Members of staff who gain the qualification will therefore be eligible to apply to become a Fellow of the HE Academy (FHEA).

2 Course Team

The PGCertHE is co-ordinated through the Teaching and Learning Development Unit (TLDU). The following people, all from the TLDU, make up the course team. Further expertise will be drawn from throughout the University when appropriate.

Jan Pryse

Course Co-ordinator and Individual Advisor

J.E.Pryse@sussex.ac.uk

Ext. 2558 telephone from outside University (01273) 872558

Janet Collett

Course Administrator

tldu@sussex.ac.uk

Ext. 8543 (01273) 678543

Individual Advisors:

Anne Hole, A.Hole@sussex.ac.uk, Ext. 6704, (01273) 876704

Tina O'Donnell, Tina.O-Donnell@sussex.ac.uk, Ext. 8452, (01273) 678452

3 Design of the Course

This is a part-time 60 credit M level qualification requiring, notionally, 600 hours of study, normally over two years of registration, although some variation in registration period is possible. Because the PGCertHE is designed to integrate into your everyday professional practice, a large part of the course is work-based. The PGCertHE remains, however, an academic qualification and reading and research are integral to it. The course has been designed to meet the UKPSF at descriptor 2 (see appendix 4, p16).

The key feature of the qualification is that you draw up your own individual programme of study, in discussion with a member of the course team. The discussion takes into account your:

- Amount and level of previous experience (see appendix 3, p15)
- Current teaching or learning support duties
- Engagement with University strategies and priorities
- Discipline/subject area
- Personal aims and goals
- Any particular learning or support needs

Considering these factors in conjunction with the course learning outcomes and UKPSF, you will agree a course plan with your individual advisor, which your departmental mentor or other appropriate member of department will be asked to endorse.

The course you plan will identify relevant workshops, seminars and short courses to attend from a 'menu' of Teaching and Learning Development (TLD) activities, organised by TLDU and open to all staff, offered throughout the year. The chosen activities may further be augmented, as appropriate, by professional development opportunities available both inside the University (for example elements of the PGCert in e-learning), and outside the University (for example by HEA Discipline clusters, by your own professional body or through on-line learning materials).

In addition to your individual programme of study, there will be a significant level of professional and personal supervisory support offered to ensure your effective progress towards the assessment point, and a successful final outcome. An example of an individual programme for the course is given in appendix 1, p11.

4 Supporting the Course

4.1 Induction

There will be an induction session at the start of the academic year to introduce you to the PGCertHE arrangements, the UKPSF, members of the course team and other participants. Repeats will be held for those joining the University later.

4.2 Individual Advisor

The PGCertHE adopts a research supervision model of support in which you will be allocated an Individual Advisor from the course team. The Individual Advisor will be your first point of contact for any queries and will provide guidance and support to include:

- An initial meeting or series of meetings to discuss your route through the PGCertHE, including identifying which workshops, seminars and other development activities will be useful, what experience you already have, what needs to be achieved for the assessment requirements to meet the UKPSF and what further support may be needed
- One-to-one progress meetings once a term
- Annual review of your learning progress
- Observation of teaching (two observations by your Advisor to inform your professional development)
- Support with your choice of topic for the assessed work
- Formative feedback on work submitted

4.3 Departmental Support

Typically a mentor may act as a source of information to teaching in your discipline area, on navigating local practices and procedures and to useful contacts and networks.

Mentors often also perform a role as a critical friend by providing feedback on teaching developments and by giving the opportunity for reciprocal peer review or observation of teaching.

Your mentor may be your official mentor or a different person with a particular role or interest in teaching and learning. Your mentor will be asked to countersign your learning plan and to provide relevant departmental/subject-related input for the activities you are planning to undertake. Your mentor will also be invited to attend your end of year review meeting.

4.4 Peer-Learning Groups

In addition to meeting regularly with your Advisor, you will be encouraged to join a small peer-learning group with other PGCertHE course participants. Members of the course team will arrange group meetings where you can discuss teaching, share learning from development activities and independent reading, and arrange peer observations of teaching with each other. Your group may also choose to meet on its own to provide additional mutual support.

4.5 Study Direct

Further support will be provided through Study Direct (SyD). Once registered on the course, you will have access to a SyD site, which will offer:

- discussion fora
- announcements of [events of interest](#)
- an RSS feed from the Times Higher Education (THE)
- reading lists
- materials and resources
- examples of assessed work

5 Course Themes

The Teaching and Learning Development menu is organised around six major themes developed to support the expected activities and responsibilities of lecturers (see appendix 6, p20) :

Assessment and Feedback
Curriculum Design and Development
Doctoral Student Supervision
Enhancement and Professional Development
Inclusive Teaching and Internationalisation
Innovation with Learning Technologies

The following indicates the range of workshops and seminars that typically fit within each theme and from which you can expect to make your selection.

Assessment and Feedback

Marking & Feedback
Giving Effective Feedback
Prevention of plagiarism
Assessing oral presentations
Assessing group work

Curriculum Design and Development

Designing assessment
Module Design and Approval
Enquiry Based Learning
Making the most of your Research in Teaching

Doctoral Student Supervision

Doctoral Student Supervision
Being the External Examiner for a doctoral thesis and conducting a viva
Being the Internal Examiner for a doctoral thesis
Research supervisor seminars

Enhancement and Professional Development

- Planning sessions
- Effective Lecturing
- 10 minutes of Fame – your lecture in the spotlight!
- Learning in Labs
- Learning in Large Groups
- Student-centred Learning
- Preparing a Teaching Portfolio
- Understanding Reflective Practice
- UK HE for new international staff
- Peer observation of Teaching
- Taking a scholarly approach to teaching and learning
- Supervising undergraduate students
- Quality Assurance and Enhancement
- Academic Advising
- Student Learning: some concepts and approaches
- Evaluating your teaching
- Working effectively with Associate Tutors and demonstrators

Inclusive Teaching and Internationalisation

- Inclusive Teaching
- An overview of Support for Students at Sussex
- Creating inclusive learning materials
- Working with international students
- Understanding dyslexia
- Mental Health Awareness
- Introduction to Asperger's syndrome

Innovation with Learning Technologies

- Using Study Direct as part of your Teaching
- Using an interactive whiteboard
- Using Clickers
- Echo 360 for lecture or personal capture
- Turnitin – originality checking software
- Learning Technologies drop-in
- Introduction to Social Media for Teaching

6 Course Learning Outcomes

Following successful completion of the course, you will be able to:

- i. Design and/or plan effective learning opportunities to take into account how students learn and to meet the specialist approaches of your discipline.
- ii. Assess students' learning and provide effective feedback.
- iii. Use and evaluate a range of learning activities (including learning technologies) appropriate to the diversity of your students.
- iv. Use feedback from a variety of sources to reflect on your role and effectiveness.
- v. Provide appropriate support and guidance to students using approaches consistent with the professional values associated with your role.
- vi. Use relevant current scholarship to explore and analyse an issue in your teaching.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. Achievement of learning outcomes is normally shown through assessed work. Learning outcomes indicate the threshold level needed to pass, beyond this assessment criteria are used to distinguish work of different grades. However, this course is assessed on a pass/fail basis only. These outcomes are drawn from and map to the UKPSF at descriptor 2.

7 Assessment

7.1 Portfolio

A portfolio is a submission (after a course has concluded) of specified material compiled during the course. For this course, it will be a reflective account of teaching experience and development which is supported by material drawn from your professional role. Teaching here is used in its widest sense to encompass module development, delivery, student support and supervision, assessment and evaluation. The PGCertHE portfolio is an individualised assessment; you will negotiate the contents of your portfolio with your Advisor and will be expected to work on the portfolio during the course. The elements needed are:

- 1 A piece of scholarship (*maximum* 10,000 words) on an aspect of your teaching practice. This may take a variety of forms, for example:
 - A commentary on an example of curriculum development or learning and teaching innovation with reference to relevant literature.
 - A review and assessment of policy. This may be national or University policy and could involve an examination of how the policy has been implemented and an assessment of its impact. This may involve looking at similar subjects within the University or at different universities with reference to relevant literature .
 - The examination of an issue through the analysis of a dataset which may already exist or be generated, perhaps through a survey with reference to relevant literature.

- An exploration of a particular conceptual framework, methodology or theoretical perspective relevant to teaching in your discipline, perhaps in the format of a proposal for change in your department.

There is not a fixed style for this work, popular formats include reports, journal papers, conference proceedings and essays but more creative non-text based formats are also possible.

Through this work you need to show that you have achieved an understanding of underpinning theory and scholarship at the appropriate level (meeting traditional marking criteria for M level work – see appendix 5, p18). You are expected to agree the topic and format with your Individual Advisor. Ethical review clearance may be required, your Advisor will discuss this with you.

- 2 Two teaching observation reports from your Individual Advisor and any from your mentor that you wish to include.
One report of your learning from the role of being an observer or peer reviewer of learning plans, learning materials or feedback to students. This may be of a peer on the course, your mentor or other colleague. This should be recorded on the form in appendix 7, p20 and available on the Study Direct site.
- 3 Reflective narrative and accompanying materials drawn from your practice. The exact nature of this material will depend on the context in which you teach or support learning and on the development activities in which you have engaged. You may make use of experience accumulated through previous teaching roles prior to joining Sussex.

Some indications of the kinds of material you may decide to use in your portfolio are given in appendix 2, p13. When referencing source material you may use the system or convention normally used in your own discipline. However any quotations must be clearly cited.

7.2 Submission

Portfolios should be submitted to TLDU in Essex House, accompanied by the assessed work submission cover sheet for the course available from the Study Direct site. You may submit at any time and will receive feedback from the internal assessors. The latest date for submission to ensure that your work is considered at the annual external examiners' meeting is the **first Monday of September** at 4pm each year; that is: 2/9/13; 1/9/14; 7/9/15. If you are having problems in meeting your agreed deadline, please contact your individual advisor.

7.3 Assessment Process

All portfolios will be double-marked and those judged to meet all the requirements of the qualification will receive a pass grade. If it is decided that any criteria have not been sufficiently addressed (with reference to the learning outcomes), you will be given a written report detailing the development that still needs to take place. On receiving this feedback,

you will then be offered a resit submission stage. If after the resit submission the portfolio remains unsatisfactory, then it will receive a fail grade.

7.4 External Examiner

The PGCertHE External Examiner will have the responsibility of monitoring standards across the course and ensuring the assessment systems are equitable. This will involve inspection of a sample of portfolios. The External Examiner for 2012-16 is Professor Rose Luckin, Institute of Education, University of London.

8 Indicative reading list for the PGCertHE

- Biggs, J (2003) *Teaching for Quality Learning at University: What the Student Does*. SRHE/Open University Press.
- Bligh, D (1998) *What's the use of lectures?* Intellect.
- Bloxham, S and Boyd, P (2007) *Developing Effective Assessment in Higher Education. A Practical Guide*. Open University Press / McGraw-Hill.
- Boud, D & Falchikov, N (2007) *Rethinking Assessment in Higher Education. Learning for the longer term*. Routledge.
- Brockbank, A & McGill, I (1998) *Facilitating Reflective Learning in Higher Education*. SRHE/Open University Press.
- Bryan, C & Clegg, K (Eds) (2006) *Innovative Assessment in Higher Education*. Routledge.
- Butcher, C; Davies, C & Highton, M (2006) *Designing Learning: From Module Outline to Effective Teaching*. Routledge.
- Campbell, A and Norton, L (2007) *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*, Learning Matters.
- Carroll, J (2007) *A Handbook for Deterring Plagiarism in Higher Education*, 2nd Edition, OCSLD.
- Cowan, J (1998) *On Becoming an Innovative University Teacher*. SRHE/Open University Press.
- Exley, K & Dennick, R (2004) *Giving a Lecture. From Presenting to Teaching*. Routledge.
- Exley, K & Dennick, R (2004) *Small Group Teaching. Tutorials, Seminars and Beyond*. Routledge.
- Falichov, N (2005) *Improving Assessment through Student Involvement. Practical Solutions for Aiding Learning in Higher and Further Education*. Routledge.
- Fry, H; Ketteridge, S & Marshall, S (2009) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 3rd Edition. Kogan Page.
- Grace, S & Gravestock, P (2009) *Inclusion and diversity : meeting the needs of all students*. Routledge.
- Haines, C (2004) *Assessing Students' Written Work. Marking Essays and Reports*. Routledge.
- Irons, A (2007) *Enhancing Learning Through Formative Assessment and Feedback*, Routledge.
- Jones, E and Brown, S (eds.) (2007) *Internationalising Higher Education: Enhancing Learning, Teaching and Curriculum*, Routledge.
- Kahn, P & Walsh, L (2006) *Developing Your Teaching. Ideas, insights and action*. Routledge.
- Lee, A (2011) *Successful Research Supervision. Advising Students doing Research*. Routledge.
- Littlejohn, A & Pegler, C (2006) *Preparing for Blended E-Learning*, Routledge.
- Race, P (2007) *The Lecturer's Toolkit. A practical guide to teaching, learning and assessment*. 3rd Edition. Kogan Page.
- Ramsden, P (2003) *Learning to Teach in Higher Education* 2nd Edition. Routledge.
- Svinicki, M & McKeachie, WJ Eds (2011) *McKeachie's Teaching Tips. Strategies, Research and Theory for College and University Teachers*. 13th Edition. Wadsworth.
- Vai, M & Sosulski, K (2011) *The Essential Guide to Online Course Design: A Standards-Based Approach*. Routledge.
- Wisker, G (2004) *The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations*. Palgrave Macmillan.
- Wisker, G; Exley, K; Antoniou, M & Ridley, P (2008) *Working One-to-one with Students: Supervising, Coaching, Mentoring, and Personal Tutoring* Routledge.

Appendix 1

Example Individual Programme for the PGCertHE

Year 1

Autumn term

Week

2	Introduction to PGCertHE
3	Meeting with advisor to plan individual route through course
4	Seminar/workshop Planning sessions
5	Seminar/workshop Inclusive teaching
7	Seminar/workshop Introducing Study Direct
7	Seminar/workshop Learning in small groups
10	Seminar/workshop Using an interactive whiteboard
vacation	Progress meeting with advisor and mentor

Spring term

Week

1	External subject specific seminar
3	Teaching observation with advisor
4	Seminar/workshop Designing assessment
5	Seminar/workshop Giving effective feedback
8	Observation/peer review of teaching of colleague
10	Progress meeting with advisor and discussion on topic for piece of scholarship, including consideration of need for ethical clearance

Summer term

Week

6	Seminar/workshop Taking a scholarly approach to Teaching and Learning
6	Seminar/workshop Student-Centred Learning
8	Seminar/workshop Prevention of Plagiarism
10	Annual review meeting with advisor and mentor, including work and material accumulated for portfolio and work plan for year 2

Year 2

Autumn term

Week

- | | |
|---|--|
| 2 | Meeting with advisor to plan individual route to complete course |
| 4 | Teaching observation with advisor |
| 6 | Seminar/workshop Supervising undergraduate students |
| 7 | Seminar/workshop Creating inclusive learning materials |

Spring term

Week

- | | |
|---|--|
| 1 | Progress meeting with advisor including plan for completion of portfolio |
| 4 | Seminar/workshop Learning by enquiry |
| 6 | Seminar/workshop Using Clickers |

Summer term

Week

- | | |
|---|--|
| 3 | Seminar/workshop Quality Assurance and Enhancement |
| 4 | Feedback from advisor on piece of scholarship |
| 9 | Progress meeting with advisor including agreement of submission date for portfolio |

Summer vacation

Period

- | | |
|--------------------|-------------------------|
| July | Compile final portfolio |
| 1 st wk | Submission of portfolio |
| September | |

Appendix 2

Examples of materials that could be included in a portfolio.

Learning Outcome	Possible Materials
i. Design and/or plan effective learning opportunities to take into account how students learn and to meet the specialist approaches of your discipline.	<ul style="list-style-type: none"> • Annotated module design documents • Annotated session plans • Evaluation of electronic resources developed or designed • Peer observations (mentor & individual advisor)
ii. Assess students' learning and provide effective feedback.	<ul style="list-style-type: none"> • Annotated session plans • Annotated module documents • Reflective writing on the use of assessment methods and activities • Reflective writing on anonymised feedback to students
iii. Use and evaluate a range of learning activities (including learning technologies) appropriate to the diversity of your students.	<ul style="list-style-type: none"> • Observation reports • Reflective writing on the use of SyD on a module being taught • Reflective writing on how different approaches worked with your students • Notes on a module design process involving learning technologies
iv. Use feedback from a variety of sources to reflect on your role and effectiveness.	<ul style="list-style-type: none"> • Reflection on teaching observations/review • Thoughts on feedback from students • Reflection on patterns or observations from assessed work • Extracts from a reflective journal / wiki / blog • Plan for your future development

<p>v. Provide appropriate support and guidance to students using approaches consistent with the professional values associated with your role.</p>	<ul style="list-style-type: none"> • The piece of scholarship • Reflective writing on the use of assessment methods and activities • Reflective writing on the use of SyD on a module being taught • Extracts from a reflective journal / wiki / blog • Reflective writing on the supervision or support provided to a particular (anonymised) student
<p>vi. Use relevant current scholarship to explore and analyse an issue in your teaching.</p>	<ul style="list-style-type: none"> • The piece of scholarship • Annotated module design documents • Annotated session plans • Evaluation of electronic resources developed or designed

Appendix 3

Credit for evidence of previous/prior learning.

If you have undertaken and partially completed a course comparable to the PGCertHE at another institution, then you may be able to claim credit for your prior achievement towards the requirements of this course.

1. Accreditation of prior learning [APL]

If you have been awarded up to 30 credits at M level, or 15 credits at level H, for study on a similar course here or at another institution, you can apply for an equivalent exemption from the study requirement of this 60 credit course. If you are an Associate of the HE Academy, you can apply for an exemption equivalent to 20 credits. Formally, exemption will be in the form of a reduced portfolio requirement reflecting the prior accredited learning. The course itself will remain as 60 credits in accordance with the university's standing regulation¹ that at least 60 credits must be taken post-registration for an award.

You will need to provide details of:

1. The institution that assessed your learning
2. Date awarded (to enable us to confirm the currency of the prior learning)
3. The level of the award/pathway to which the credit relates; for example a certificate, transcript, or a letter from the institution confirming the credit awarded
4. A summary of how the work undertaken for the previous award meets the learning outcomes and assessment criteria for the PGCertHE.

You should submit this evidence for approval by the course convenor, before your individual learning plan is formally agreed. There will be two consequences of this approval:

- The notional hours of study will be reduced appropriately.
- The requirement for material to be submitted for assessment at the end of the course will then be adjusted to take account of the prior credits.

You will be provided with written confirmation of the new requirements.

2. Accreditation of prior experiential learning [APEL]

If you have prior experience of teaching in higher education, but have not previously been formally assessed, you will be able to include it in your portfolio for assessment on this course thus giving you a head start. The experience used should relate to teaching or supporting learning in the two academic years prior to registration on the PGCertHE.

Your prior learning and accumulated evidence will also be taken into account when you discuss your plan with your advisor so that you have a "fast-track route" through the course.

3. Experience gained outside the United Kingdom

In the case of APL and APEL we will consider applications which include awards or experience gained outside the UK. Please note that materials or certificates which are not in English may need to be translated at your own expense so that it can be assessed by the course team at Sussex.

¹ <http://www.sussex.ac.uk/academicoffice/1-3-1-6.html>

Appendix 4

UK Professional Standards Framework

The UK Professional Standards Framework for teaching and supporting learning in Higher Education provides a nationally recognised benchmark for institutions and individuals. The framework is made up of four descriptors which are related to the dimensions of practice covering areas of activity, core knowledge and professional values. (<http://www.heacademy.ac.uk/ukpsf>)

The standards framework aims to act as:

- an enabling mechanism to support the professional development of staff engaged in supporting learning
- a means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development
- a means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
- a means to support consistency and quality of the student learning experience

Through this course, you will show how you meet **Descriptor 2** which demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of successful engagement across all Areas of Activity; appropriate knowledge and understanding across all aspects of Core Knowledge; a commitment to all the Professional Values; successful engagement in appropriate teaching practices related to the Areas of Activity; successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as a part of an integrated approach to academic practice; and successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practice.

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

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

Master's Level Aims, Outcomes & Assessment Criteria from the School of Education and Social Work as they apply to the PGCertHE

GENERIC AIMS

1. To develop understanding of knowledge, practice, contexts and current issues within an applied field of study.
2. To develop the capability to conceptualise, problematise and use knowledge resources to address issues and processes within an applied field.
3. To engage in processes of reflection, enquiry, evaluation and communication.

GENERIC LEARNING OUTCOMES

On successful completion of their course, students will be able to demonstrate that:

- they have acquired knowledge and understanding relevant to a particular educational/professional context
- they can conceptualise and apply this newly acquired knowledge and understanding creatively/independently to a specific set of circumstances, with a view to advancing learning and/or solving problems
- they have the ability to collect, analyse and evaluate information and data through a chosen method of enquiry
- they can communicate ideas and arguments effectively and present them in an acceptable and accessible form.

ASSESSMENT CRITERIA

1. Knowledge and Understanding

- Work at **pass** level demonstrates up-to-date knowledge and understanding of the topic/context/practice under discussion
- Work **fails** where it shows little or no understanding of the topic/context/practice under discussion.

2. Use of Knowledge Resources

Work at **pass** level

- uses an appropriate range of knowledge resources
- demonstrates ability to conceptualise issues/problems within the relevant context

Work **fails** which

- shows little or inaccurate use of relevant knowledge resources
- demonstrates limited ability to conceptualise issues/problems within the relevant context.

3. Reflection, Enquiry and Evaluation

Work at **pass** level

- shows ability to evaluate critically literature/evidence/policy and practice

- demonstrates ability to design and carry out an enquiry as appropriate
- demonstrates ability to advance learning and/or solve problems.

Work ***fails*** which

- shows inability to evaluate critically literature/evidence/policy and practice
- demonstrates inability to evaluate critically literature/evidence/policy and practice
- demonstrate inability to advance learning or solve problems.

4. Communication and Presentation

Work at ***pass*** level

- produces a coherent argument with reasoned conclusions
- uses appropriate conventions in citation and referencing
- is expressed in clear and intelligible English.

Work ***fails*** which

- does not produce a coherent argument with reasoned conclusions
- does not use appropriate conventions in citation and referencing
- is not expressed in clear and intelligible English.

When applying these aims, outcomes and criteria to the PGCertHE the following statement from the QAA will be taken into account:

Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study....

(*Framework for higher education qualifications in England, Wales and Northern Ireland*, 2008, page 22, paragraph 41)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

Main Responsibilities and Activities for Lecturers relating to teaching and student support

This information has been taken from the Lecturer Role Profile, (Level 2 – equivalent to Grade 7, Lecturer A). The full profile is available from Human Resources

Teaching and learning support

- Teach as a member of a teaching team in a developing capacity in a variety of settings within an established programme of study, with the assistance of a mentor if required.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
- Develop own teaching materials, methods and approaches with guidance and share responsibility for quality of programme units.
- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support activities.
- Respond to pedagogical and practical challenges.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Could be expected to oversee postgraduate students.
- Select appropriate assessment instruments and criteria, set, mark and assess work, examinations and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
- Collaborate with academic colleagues on course development and curriculum changes.
- Share responsibility in deciding how to deliver modules and assess students.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral care

- Act as a mentor for students in capacity of personal tutor, giving first line support.
- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Refer students as appropriate to services providing further help.

Expertise

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Engage in continuous professional development.
- Able to engage the interest and enthusiasm of students and inspire them to learn.
- Develop familiarity with a variety of strategies to promote and assess learning.
- Understand equal opportunity academic content and issues relating to student need.

Appendix 7

Teaching Observation or Review – Learning by being the Observer/Reviewer

Type of Session observed or materials reviewed:

Date:

Complete this form after you have finished your observation or review and had a feedback discussion.

1. What did you learn from the overall process of being an observer or reviewer for your colleague?

2. What specifically did you learn from the way your colleague conducted their observed session or developed their reviewed materials compared to your own practice?

3. Why do you think the issues you have noted in question 2 worked particularly well or alternatively, were not very successful?

4. Is there anything you will plan to do differently in future as a result of this observation/review?

Include this record in your PGCertHE portfolio