

Postgraduate Certificate in Higher Education

STUDENT HANDBOOK

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QUICK REFERENCE GUIDE

The basics!

You are registered as a **part-time taught postgraduate** for either the **Associate Teacher Accreditation Programme (ATAP)** – a 1-year, 30 credit programme – or the **Postgraduate Certificate in Higher Education (PGCHE)** – a 2-year, 60 credit programme.

What should I do first?

Make sure you have **returned your application or confirmation form**, and **APL application** (if applicable) to Alison Chapman. **Enrol on-line** and **claim your student IT account** at www.kent.ac.uk/gettingstarted and pick up your **student ID card** from Student Records reception (page 51).

Join us at our **Welcome Day** at 9:30 am in UELT Seminar Room on either **Wednesday, 22 September 2010** or **Friday, 14 January 2011**.

Then what?

Attend the modules you have chosen (page 12) and **make contact** with your PGCHE/ATAP tutor and School mentor to arrange your **teaching observations** (page 38). Remember you must have **at least one** of your observations carried out by **a member of the PGCHE/ATAP team**.

Submit your coursework to the deadlines given in the module guide.

What if I need help?

If you have any concerns or need advice with your studies, please **contact your PGCHE/ATAP tutor** or **the Programme Administrator** (Alison Chapman) as soon as possible. We are here to support and guide you and the sooner we know that there is a problem, the sooner we can help.

You can apply for an **extension** or a **concession** to your coursework deadline based on circumstances which could not reasonably have been foreseen, such as illness (page 48).

I want to get more involved, what can I do?

Become a **Student Representative** and voice your views and opinions at our Staff/Student Liaison Committee meetings (page 47). Join us at our regular **networking events** to catch up with other students and forge future collaborations.

What happens at the end?

- A nationally recognised, transferable **qualification** accredited by the Higher Education Academy (HEA) and the opportunity to apply for HEA Fellowship or Associate Fellowship
 - University of Kent **Certificate** for PGCHE
 - University of Kent official **transcript** of credits for ATAP

Other opportunities and events

Sign up to our mailing list ac-prac@kent.ac.uk to hear about our **Academic Practice Forum** sessions. Join us at future PGCHE/ATAP **networking events**.

SECTION ONE: INTRODUCTION AND OVERVIEW

Introduction

Welcome to the programme, which is run by the Academic Practice Team in the University's Unit for the Enhancement of Learning and Teaching. It is intended to support you, whether you are a full-time member of the academic staff, a sessional tutor, or a postgraduate or postdoctoral student with teaching responsibilities. Our aim is to help you develop your knowledge and skills as a teacher and researcher. The programme comprises modules which aim to enhance your understanding of the principles of effective teaching and research in higher education, applying those principles to the development of your practical teaching and research skills and making links between principles and practice.

The programme is located within the University's Credit Framework System and is worth 60 credit points at 'M' level. It is structured to take account of different levels of previous experience, to enable you to choose modules relevant to your work and interests and to offer a degree of flexibility in the order in which you take these modules. The normal period of registration for the full PGCHE is two years.¹ If you are a probationary member of staff you should register for the full PGCHE programme. If you are a part-time or sessional teacher, you should register initially for one year and take the two core modules, leading to the Associate Teacher Accreditation Programme (ATAP). You will have opportunities to discuss the possibility of taking further modules towards the full PGCHE towards the end of your initial period of registration.

The intention of the programme, however, is not just to give you a qualification but to support you in your work as an educator and to help you build on and learn from your experience. It seeks to balance theory and practice. It is intended not for educational theorists but for reflective practitioners. It will draw on theories of teaching and learning, and on educational research, but will bring these to bear on your own work and experience. The work which you do for the programme should therefore be continuous with your own work in teaching, research and administration, providing an added dimension to it.

National Recognition

The programme is recognised nationally by the *Higher Education Academy* (HEA). Successful completion of ATAP means that you are eligible for Associate Fellowship of the HEA; successful completion of the PGCHE means that you are eligible for Fellowship of the HEA. This will give you transferable and national recognition as a teacher in higher education, help you in the development of your academic career, and give you access to debates about the future of the profession and to the shaping of national Higher Education policy.

Accreditation by the HEA was most recently renewed in 2009. The programme was evaluated by a panel of trained accreditors made up of experienced practitioners drawn from across the UK Higher Education sector. We have been required to show that the programme enables you to develop and demonstrate professional competence in the following areas:

1. Design and planning of learning activities and/or programmes of study

¹ This may be extended, but you will need to make an application to do so and should note that under University regulations the maximum period of registration is four years.

2. Teaching and/or supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments for student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

We are also mindful of the HEA professional values of:

- Respect for individual learners
- Commitment to incorporate the process and outcomes of relevant research scholarship and/or professional practice
- Commitment to the development of learning communities
- Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
- Commitment to continuing professional development and evaluation of practice

We expect students to adhere to these values throughout taught sessions, in any class or web-based discussions or any submitted work.

What the Programme Provides

Teaching sessions: These are facilitated by members of the programme team and are aimed at encouraging students to share their experience and to explore new ideas and methods. As they are cross-disciplinary they will enable you to reflect on similarities in, and differences between, teaching and research in different disciplines.

Teaching begins for the **September 2010** cohort with our **Welcome Day** on **Wednesday, 22 September**, followed by five weekly seminars for the first core module in the autumn term. For the **January 2011** cohort, the **Welcome Day** is held on **Friday, 14 January 2011** and is followed by five weekly seminars for the first core module in the spring term. Seminars for core and optional modules are held on Friday mornings on the Canterbury Campus throughout the year, normally from 10:00 am – 12:30 pm. Optional additional activities, such as teaching surgeries, voice workshops and discussion groups, are arranged to follow on from some of these seminars. Details of the dates for this academic year are listed on page 12 of this handbook.

Full programme information and administrative documents (such as forms and policies) are available on the web from:

<http://www.kent.ac.uk/uelt/academic-practice/apt-dev-prog/PGCHE/index.html>

Personal study: You will be asked to undertake preparatory and follow-up reading for many of the core module sessions, undertake investigations relevant to your own subject area and spend time reading more widely during your period of registration on the programme. Articles and shorter texts will be available through Moodle (see below for further details). The Templeman and Drill Hall Libraries carry a large range of books and periodicals. Please see page 48 for more information.

School mentor: Your School will appoint a mentor who will help you to relate the programme to your own specialist discipline. She/he is normally an experienced member of the school who can offer support and guidance on teaching and related school matters. Many mentors also give informal advice on other aspects of your work, including research, and help you understand institutional practices and the

administrative structure of the university. It is important that you meet with your mentor as soon as possible so that you can discuss how you are going to work together, how often you will meet and what support you need from her/him.

Your mentor's role is always supportive rather than judgemental. If you undertake the first core module, UN819, your mentor will be expected to observe at least one of your teaching sessions. Before this happens, you will need a thorough discussion about what kind of feedback you want. Both you and your mentor should be clear about your expectations with respect to teaching observations. The guidelines on page 38 may help you to organise a planning meeting before the observation. We encourage you to arrange to observe your mentor before being observed – the guidelines apply to both.

Tutorial support: Each student on the programme will be assigned a personal tutor from the PGCHE team. As far as practicable each tutor has responsibility for students from one Faculty. Where appropriate, tutors will offer Faculty group meetings or individual tutorials. A high level of support for those new to HE teaching is a particular feature of the first core module *UN819: An Introduction to Learning, Teaching and the Academic Environment*, and your tutor will give you developmental feedback on your teaching as preparation for summative assessment.

You need to meet with your PGCHE tutor once or twice each term and should arrange tutorial meetings at the beginning of the year. We will initially be offering group tutorials (by Faculty)

Moodle: The University of Kent's institutional virtual learning environment, Moodle, is used to support face-to-face provision and to offer some modules in "blended learning" format across the institution. **Please note that you will need to enrol on-line as a student on the PGCHE programme in order to access the PGCHE Moodle materials;** it is not possible for you to use any other login or password for this purpose. Further details about registering as a student can be found on page 51.

We use Moodle for four purposes:

- **Administrative:** Module information, eg, module guide and assessment guidelines
- **Reading materials:** All reading materials will be posted on the site. It is therefore necessary that you regularly log-in to the site to check for any updated information and essential reading materials.
- **Discussion boards:** You will be expected to participate in online discussion for some modules. Full details will be given in each module guide
- **Assignment dropbox:** you will need to submit one copy of each piece of assessed work via Moodle

You are not required to use Moodle in your teaching at Kent, although its use in some Schools may provide you with evidence you can draw on for assessed work.

Aims and Learning Outcomes

As with all the University's programmes, the content is specified in terms of the aims of the programme and in terms of the learning outcomes which successful students should achieve.

The aims of the Programme are to:

- assist students to become effective professional HE teachers informed by scholarship, research and innovation
- assist students to become effective research workers, supervisors of research students and staff, and managers of projects (where appropriate)
- provide a sound knowledge and systematic understanding of the principal institutions, constituents, and procedures of a Higher Education Institution
- introduce students to a range of different theoretical approaches to the study of education and develop a critical awareness of education in its historical, socio-economic and political contexts
- enable students to study some selected aspects of higher education in greater depth

Learning Outcomes

Students who successfully complete the programme will be able to demonstrate achievement of the following:

Knowledge and Understanding of:

- appropriate methods for teaching and learning in their own subject area and at the appropriate level
- models of how students learn
- the use of learning technologies appropriate to the context in which they teach
- methods for monitoring and evaluating their own teaching
- the implications of quality assurance for their own practice
- methods for the development of their research careers (where appropriate)
- methods for obtaining and managing research grants (where appropriate)

Intellectual skills:

- ability to synthesise information from a number of sources in order to gain a coherent understanding of educational theory and practice, and to apply it within the academic environment
- ability to evaluate current research and scholarship in teaching and learning

- ability to identify sources of research funding and make effective applications for such funding (where appropriate)

Subject-Specific Skills:

- ability to design higher education programmes, modules or schemes of work, in the light of a broad understanding of curriculum development
- ability to evaluate a wide range of teaching and learning methods and identify appropriate methods to use with large groups, small groups, and one-to-one
- ability to recognise the diverse needs of students, to respond to the requirements of widening participation, equal opportunities, disability legislation and key skills, and to provide support to students in both academic and pastoral situations
- ability to evaluate a wide and appropriate range of assessment methods and identify appropriate methods to support student work and record achievement
- ability to make use of local, regional, national and international resources and networks for the production and publication of research (where appropriate)
- ability to understand the essentials the supervision and examination of postgraduate students (where appropriate)
- ability to operate and develop effective teaching and/or research and related administrative processes within quality assurance codes of practice

Transferable Skills:

- improving own learning: the skills of a reflective practitioner who is able to evaluate their own teaching and research practice using appropriate feedback mechanisms and to plan for continuing professional development
- communication: ability to communicate effectively and appropriately in a diverse range of teaching and research contexts, using IT where appropriate, and showing assured, accurate and fluent use of language in presenting information, sustaining the interest of others and responding perceptively to their contributions
- Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting, managing change, and (where appropriate) developing strategies for balancing and integrating teaching and research
- Working with others: ability to work effectively as part of a team, sustaining motivation and effective working relationships in order to meet responsibilities and to enable others to do so

Programme Team

The members of the programme team are:

Fran Beaton



Senior Lecturer in Higher Education and Academic Practice
PGCHE Programme Director

Chair: Board of Examiners

Module Convenor:

- *UN816: Learning and Teaching Innovation*
- *UN817: Teaching Languages for Specific /Professional Purposes*
- *UN819: An Introduction to Learning, Teaching and the Academic Environment*
- *UN821: Assessment and Professional Development*

Tel: 4167; Email: F.M.Beaton@kent.ac.uk

Fran's background is in Modern Languages, including English as a Foreign/Second Language. She has worked in Higher Education for nearly 30 years, and has been involved in designing and teaching on postgraduate teacher education programmes for much of that time, including consultancy work for the Foreign Office. She also has extensive experience of working with teachers in Adult and Community Education. Publications include work on assessment, student motivation and intercultural communication, and associated conference presentations in the UK, Germany, Spain, Greece, Canada and the US. Fran is currently researching in two main areas: the nature and impact of support offered to early career teachers in Higher Education, and the development of an academic voice.

She sits on the editorial board of *Educational Developments*, the journal of the Staff and Educational Development Association (SEDA), SEDA Conference Committee and recently completed a three-year term of office on SEDA's National Executive Board. Fran also sits on the national Advisory Board of the Languages, Linguistics and Area Studies Subject Centre.

Martin Gough



Lecturer in Higher Education and Academic Practice

Module Convenor:

- *UN813: Developing as a Research Degree Supervisor*
- *UN815: Technology in the Academic Environment*
- *UN823: Philosophical and Theoretical Issues in Higher Learning*

Tel: 7419; Email: A.M.Gough@kent.ac.uk

Martin has tutorial and other liaison responsibilities to those in the Sciences Faculty. He was a researcher on various education projects at Leeds Metropolitan University, Warwick University, and Birkbeck, Institute of Education and University College London, following a term of office as General Secretary of the National Postgraduate Committee. He was teaching on the equivalent of the PGCHE at UCL, as well as accredited courses on professional development and on research for applied science students. Before that he taught Philosophy for Leeds, for Nottingham and for the Open University, while attaining his PhD on the question of The Self. He is an associate editor of the *International Journal of Graduate Education*, convenes the Postgraduate Issues Network of the Society for Research into Higher Education, and is directing a research project on researcher development, funded by the Centre for Excellence in Preparing for Academic Practice.

Janice Malcolm



Senior Lecturer in Higher Education and Academic Practice
Module Convenor:

- *UN822: Individual Investigation in Higher Education*

Tel: 4579; Email: J.Malcolm@kent.ac.uk

Janice Malcolm is Senior Lecturer in the Academic Practice Team. She came to Kent in 2004 after many years as a lecturer at the University of Leeds, and is also Visiting Senior Research Fellow at Canterbury Christ Church University. Her principal research interest is in the construction and practice of academic, disciplinary and pedagogic identity in higher education. In addition to exploring teacher education processes, this work has also focused on academics' workplace learning, and on the impacts of systems of regulation and of disciplinary practices upon academic identity. Janice sits on the Governing Council of the Society for Research into Higher Education (SRHE) and is a member of the Editorial Board of Teaching in Higher Education. She teaches on the PGCHE and works on the development of academic practice with both new and experienced academics.

Joanna Williams



Lecturer in Higher Education and Academic Practice
Module Convenor:

- *UN814: The Inclusive Curriculum*
- *UN820: Critical Perspectives on Academic Practice*

Tel: 7137; Email: J.G.Williams@kent.ac.uk

Dr Joanna Williams joined the Academic Practice Team in 2007 after ten years teaching English language and literature in schools, Further and Adult Education. Most recently she has taught on the PGCE (post-compulsory) at Canterbury Christ Church University and has worked with Further and Adult Education teachers from many disciplines. Joanna's PhD applied methodologies of discourse analysis to policy documents and interviews with key policy makers, in order to investigate New Labour's construction of social inclusion through post-compulsory education. Alongside this, Joanna's current research interests include exploring the changing nature of Further and Higher Education as a result of policies such as widening participation and the introduction of tuition fees. She writes on the changing construction of students as consumers of higher education and the impact this may have upon attitudes to learning.

Alison Chapman



Programme Administrator

Tel: 4013; Email: A.R.Chapman@kent.ac.uk

Alison joined UELT in 2007, having previously worked for six years in the School of Politics and International Relations. Alison is a member of the Association of University Administrators (AUA) and is currently studying for the AUA's Postgraduate Certificate in Professional Practice (HE management and administration).

We are also grateful to the many members of staff who give up their time to contribute to the PGCHE by leading guest sessions and supporting participants on the programme, for example as mentors.

Programme Office

The programme team is based in the Unit for the Enhancement of Learning and Teaching (UELТ) next to the banking centre. The full address is: Unit for the Enhancement of Learning and Teaching, University of Kent, Canterbury, CT2 7NQ

Structure of the Programme

The PGСHE is a flexible programme consisting of two compulsory core modules and two option modules from a choice of nine. All modules are worth 15 credits, chiefly at Masters level, and you will need to choose your modules so that the core module(s) and option modules together add up to 60 credits. The combination of modules which you take depends on the extent of your previous teaching experience, on the nature of your work at the university and on your own interests. We cannot guarantee to offer all option modules each year. However, we will aim to run all option modules at some point in the two-year period of registration on the programme, subject to demand.

Core modules:

- UN819 An Introduction to Learning, Teaching and the Academic Environment (H level)
- UN820 Critical Perspectives on Academic Practice

Option modules:

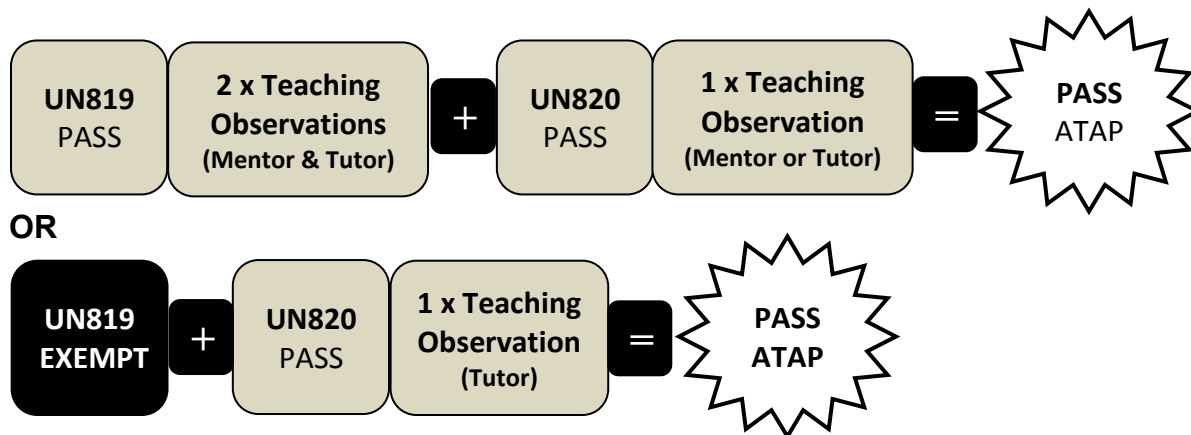
- UN812 Developing as a Researcher in Higher Education
- UN813 Developing as a Research Degree Supervisor
- UN814 The Inclusive Curriculum
- UN815 Technology in the Academic Environment
- UN816 Learning and Teaching Innovation
- UN817 Teaching Languages for Specific/Professional Purposes
- UN821 Assessment and Professional Development
- UN822 Individual Investigation in Higher Education
- UN823 Philosophical and Theoretical Issues in Higher Learning

We ask you to make your **module choices** by **Wednesday, 29 September 2010 (for the September cohort)** or **Wednesday, 19 January 2011 (for the January cohort)**. ATAP students are required to take the two core modules only. If you are in any doubt about which modules to choose, we recommend you discuss this with your Personal Tutor or the Programme Director. You should also consult the Programme Director or the Programme Administrator if you wish to make a claim to be exempt from any element of the programme. For full details see page 44 of this handbook.

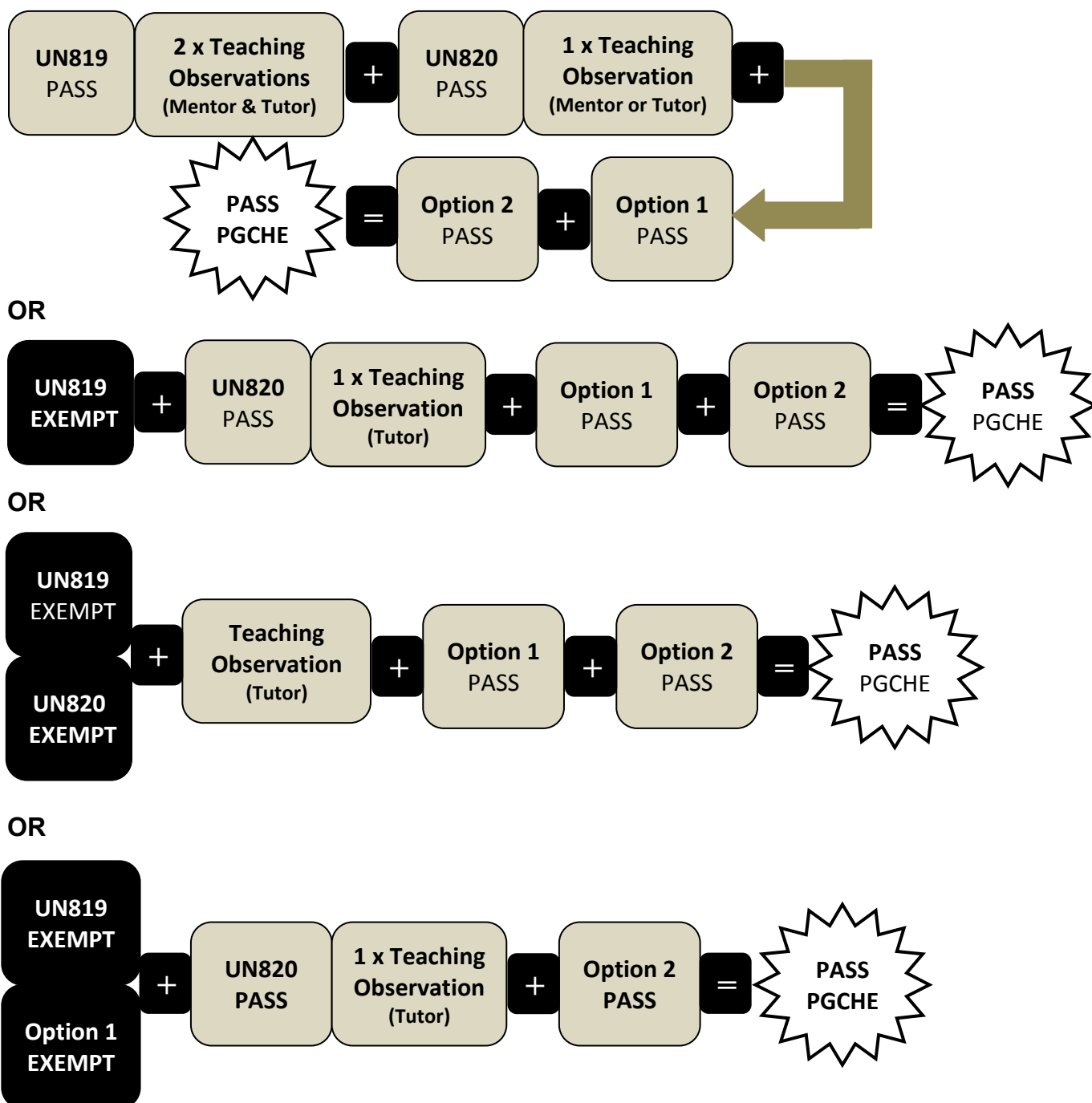
The following page shows various pathways through ATAP and the PGСHE.

Flowchart to show programme pathways

Associate Teacher Accreditation Programme



Postgraduate Certificate in Higher Education



Timetable for PGCHE modules running in 2010/2011

IMPORTANT NOTE: All participants should attend the **Welcome Day for their cohort** which takes place **from 9:30 am – 3.30 pm** on either **Wednesday, 22 September 2010** or **Friday, 14 January 2011** in the **UELT Seminar Room**.

All modules run from 10:00 am to 12:30 pm with an additional 30 minutes optional discussion time until 1:00 pm (unless otherwise stated). Activities following some core module sessions may last up to two hours. Full details appear in the module listing.

	Module	When and Where				Find Out More	
CORE MODULES	UN819 <i>An Introduction to Learning, Teaching and the Academic Environment</i>	Fridays 01/10/10 UELTSR 08/10/10 KS14 15/10/10 to 29/10/10 UELTSR		O R	Fridays 21/01/11 to 18/02/11 UELTSR		Page 14 of this handbook
	UN820 <i>Critical Perspectives on Academic Practice</i>	Fridays 01/10/10 to 29/10/10 W1-SR6	O R	Fridays 21/01/11 to 18/02/11 KS14	O R	Fridays 13/05/11 to 10/06/11 UELTSR	Page 17 of this handbook
OPTIONAL MODULES	UN812 <i>Developing as a Researcher in Higher Education</i>	Fridays 21/01/11 to 18/02/11 KS12				Page 20 of this handbook	
	UN813 <i>Developing as a Research Degree Supervisor</i>	Briefing sessions (attend one only) Wednesday 29/09/10 OR 19/01/11 1:00 – 2:00 pm UELTSR		A N D	Fridays 20/05/11 to 17/06/11 W1-SR2		Page 21 of this handbook
	UN814 <i>The Inclusive Curriculum</i>	Fridays 04/03/11 to 01/04/11 UELTSR				Page 23 of this handbook	
	UN815 <i>Technology in the Academic Environment</i>	Not available 2010/2011				Page 25 of this handbook	
	UN816 <i>Innovation in Learning and Teaching</i>	Fridays 12/11/10 W1-SR6 19/11/10 to 03/12/10 UELTSR				Page 26 of this handbook	

OPTIONAL MODULES	UN817 <i>Teaching Languages for Specific/ Professional Purposes</i>	Fridays 04/03/11 to 25/03/11 ES3			Page 28 of this handbook
	UN821 <i>Assessment and Professional Development</i>	Friday 25/02/11 UELTSR	A N D	Fridays 27/05/11 to 17/06/11 W1-SR6	Page 29 of this handbook
	UN822 <i>Individual Investigation in Higher Education</i>	Wednesday 26/01/11 10:00 am – 12:00 noon UELTSR	A N D	Wednesday 30/03/11 10:00 am – 12:00 noon UELTSR	Page 31 of this handbook
	UN823 <i>Philosophical and Theoretical Issues in Higher Learning</i>	Fridays 04/03/11 to 01/04/11 E.Chilver			Page 33 of this handbook

Room Abbreviations

E.Chilver = Eliot Chilver Room

ES3 = Eliot Seminar Room 3

KS12 = Keynes Seminar Room 12

KS14 = Keynes Seminar Room 14

UELTSR = Unit for the Enhancement of Learning and Teaching Seminar Room

W1-SR2 = Woolf Seminar Room 2

W1-SR6 = Woolf Seminar Room 6

SECTION TWO: THE CONTENT OF THE PROGRAMME

CORE MODULES

UN819: An Introduction to Learning, Teaching and the Academic Environment

Status:	Compulsory
Level:	H
Credits:	15
Convenor:	Fran Beaton

Entry requirements: It is essential that your teaching is at Higher Education level and provides opportunities for sustained teaching observation; the minimum requirement is two hours per week throughout the term.

Module outline: The module is aimed at those members of staff who are fairly new to teaching in Higher Education. It is open to full time lecturing staff, part-time staff, postdoctoral research workers or postgraduate research students. The module covers the background knowledge required to begin teaching at the University of Kent, and is designed to support you in developing the confidence to undertake the range of teaching duties required at HE level. Completion of, or exemption from, this module is a pre-requisite for progression to the module *Critical Perspectives on Academic Practice* (UN820).

The module will be offered twice in 2010/2011 as detailed below. You need only attend **one** of the offerings. Seminars normally take the format of an initial cross-faculty lecture followed by discussion time in faculty groups. This is to allow for more disciplinary-oriented discussion of the seminar content.

The seminars will aim to introduce students to the range of teaching, assessment and evaluation methods available to HE practitioners, alongside the skills required to put this knowledge into practice. Teaching observations, which all students are expected to undertake, are an integral part of the module. These are a means to give the new teacher help and useful feedback on individual progress with the development of teaching skills. Students will be encouraged to develop an evaluative approach to their teaching.

Assessment: Two short pieces of writing, for which tutorial support will be offered, and **two teaching observations**. You must submit and pass both written assignments and submit records of two teaching observations in order to pass this module.

The first piece of work is a 500-word account of your own development as a learner, the qualities and skills of teachers (or others) who have affected that development and what you hope to do for your students. This should be submitted by your last taught session of UN819.

The second piece of work is a 2,500-word account of the first stages of your development as a teacher, including the values and beliefs which inform the ways in which you plan and evaluate your teaching. Full details are included in the module guide and deadlines are shown below.

Deadlines:

Module offering	Assignment 1	Assignment 2 and Teaching Observation Records
Autumn 2010	Friday, 29 October 2010	Monday, 17 January 2011
Spring 2011	Friday, 18 February 2011	Monday, 19 May 2011

Module Dates:**EITHER**

Seminar	Autumn 2010	Theme	Additional session
1	Friday 01/10/10 10:00–12:30 UELTSR	Getting started <ul style="list-style-type: none"> • Module introduction • Learning from experience: what is good learning? • Introduction to theories of learning and teaching • Uses of technology 	12.30 – 1:00 Teaching clinic
2	Friday 08/10/10 10:00–12:15 KS14	Preparing for practice <ul style="list-style-type: none"> • Planning a teaching session • Developing your presence 	12.30 – 2:00 Using and enjoying your voice
3	Friday 15/10/10 10:00–12:15 UELTSR	Learning from observation <ul style="list-style-type: none"> • The language of learning in specific subject areas • Evaluating student learning • Evaluating your own teaching practice • Discussion of assessment task 1 	12.30 – 1:30 Microteaching
4	Friday 22/10/10 10:00–12:15 UELTSR	Principles and practice in student-centred learning <ul style="list-style-type: none"> • Widening participation: implications for HE • Student support 	12.30 – 1:30 Microteaching
5	Friday 29/10/10 10:00–12.30 UELTSR	What is assessment? <ul style="list-style-type: none"> • Key principles • Planning assessment tasks • Marking assignments and giving feedback • Preparation for assessment task 2 	12.30 – 1:00 Teaching clinic

OR

Seminar	Spring 2011	Theme	Additional session
1	Friday 21/01/11 10:00–12:30 UELTSR	Getting started <ul style="list-style-type: none"> • Module introduction • Learning from experience: what is good learning? • Introduction to theories of learning and teaching • Uses of technology 	12.30 – 1:00 Teaching clinic
2	Friday 28/01/11 10:00-12:15 UELTSR	Preparing for practice <ul style="list-style-type: none"> • Planning a teaching session • Developing your presence 	12.30 – 2:00 Using and enjoying your voice
3	Friday 04/02/11 10:00–12:15 UELTSR	Learning from observation <ul style="list-style-type: none"> • The language of learning in specific subject areas • Evaluating student learning • Evaluating your own teaching practice • Discussion of assessment task 1 	12.30 – 1:30 Microteaching
4	Friday 11/02/11 10:00–12:15 UELTSR	Principles and practice in student-centred learning <ul style="list-style-type: none"> • Widening participation: implications for HE • Student support 	12.30 – 1:30 Microteaching
5	Friday 18/02/11 10:00–12.30 UELTSR	What is assessment? <ul style="list-style-type: none"> • Key principles • Planning assessment tasks • Marking assignments and giving feedback • Preparation for assessment task 2 	12.30 – 1:00 Teaching clinic

UN820: Critical Perspectives on Academic Practice

Status	Compulsory
Level:	M
Credits:	15
Convenor:	Joanna Williams
Cap:	Numbers are capped at 30 for each intake to ensure a quality learning experience for each student

Entry requirements: You should either have completed, or been exempted from, UN819: *An Introduction to Learning, Teaching and the Academic Environment*

Module outline: This module will be offered three times in 2010/11 as detailed below. You need only to attend **one** of the offerings. If numbers are below 10 for any offering, then this will be cancelled and offered at a later date instead. This module is intended to help you locate your work within current policy, institutional and disciplinary contexts, and to make use of educational research and scholarship in developing your (and your students') academic practice. The aim throughout is to engage critically and collaboratively with the principles and beliefs underpinning academic practices, rather than to learn recipes for 'best practice'. Students are encouraged to take a reflective and proactive approach to their work and to their future professional development within the academic community as teachers, researchers, tutors or managers.

The module is taught primarily through workshops involving small group and whole class discussion of journal articles, policy documents, and reflection upon practice. Students will be encouraged to explore ideas both across disciplines and within their own (or cognate) disciplinary fields. Advance reading is provided for each session and seminar discussions will be based on this reading. However, you may wish to undertake some reading in advance of the module, and will be able to access this on Moodle and through the library reading lists before the module begins. Reference to relevant academic literature, such as that completed in advance of each taught session, will be an essential requirement of the module assessment.

Assessment: One written piece of coursework and one teaching observation.

Students will be expected to produce a 3,000 word critical account of two aspects of academic practice within their discipline. This account should draw upon scholarship and personal reflection, as well as any relevant policy documents. Within this account, students will be expected to comment upon concepts of professionalism and their own professional development.

Students are also expected to provide a record of a teaching observation carried out by an academic peer or School mentor. This should be included with the assignment as supplementary material. Please note this is *in addition* to the two teaching observations undertaken in UN819. If you have been granted exemption from UN819, then this observation should be carried out by your PGCHE/ATAP tutor. Further details are available in the module guide.

Deadlines:

Module offering	Assessment Deadline
Autumn 2010	Friday, 25 March 2011
Spring 2011	Friday, 2 September 2011
Summer 2011	Friday, 11 November 2011

Module Dates:**EITHER**

Seminar	Autumn 2010	Theme
1	Friday 01/10/10 10:00-12:30 W1-SR6	Introduction to module <ul style="list-style-type: none"> • The UK HE context • Current issues in HE • Policy Directions
2	Friday 08/10/10 10:00-12:30 W1-SR6	Teaching, learning and assessment in HE <ul style="list-style-type: none"> • Learning theories • Issues in assessment • Using pedagogic research
3	Friday 15/10/10 10:00-12:30 W1-SR6	Discipline and the curriculum <ul style="list-style-type: none"> • Disciplinary communities and practices • Teaching, learning and assessment in the disciplines • Using disciplinary research
4	Friday 22/10/10 10:00-12:30 W1-SR6	Developing academic practice <ul style="list-style-type: none"> • Making links between teaching and research • Academic careers • Professionalism and professional development
5	Friday 29/10/09 10:00-12:30 W1-SR6	Beyond Bureaucracy and Administration <ul style="list-style-type: none"> • Academic freedom • Professional ethics • Accountability

OR

Seminar	Spring 2011	Theme
1	Friday 21/01/11 10:00-12:30 KS14	Introduction to module <ul style="list-style-type: none"> • The UK HE context • Current issues in HE • Policy Directions
2	Friday 28/01/11 10:00-12:30 KS14	Teaching, learning and assessment in HE <ul style="list-style-type: none"> • Learning theories • Issues in assessment • Using pedagogic research
3	Friday 04/02/11 10:00-12:30 KS14	Discipline and the curriculum <ul style="list-style-type: none"> • Disciplinary communities and practices • Teaching, learning and assessment in the disciplines • Using disciplinary research
4	Friday 11/02/11 10:00-12:30 KS14	Developing academic practice <ul style="list-style-type: none"> • Making links between teaching and research • Academic careers • Professionalism and professional development
5	Friday 18/02/11 10:00-12:30 KS14	Beyond Bureaucracy and Administration <ul style="list-style-type: none"> • Academic freedom • Professional ethics • Accountability

OR

Seminar	Summer 2010	Theme
1	Friday 13/05/11 10:00-12:30 UELTSR	Introduction to module <ul style="list-style-type: none"> • The UK HE context • Current issues in HE • Policy Directions
2	Friday 20/05/11 10:00-12:30 UELTSR	Teaching, learning and assessment in HE <ul style="list-style-type: none"> • Learning theories • Issues in assessment • Using pedagogic research
3	Friday 27/05/11 10:00-12:30 UELTSR	Discipline and the curriculum <ul style="list-style-type: none"> • Disciplinary communities and practices • Teaching, learning and assessment in the disciplines • Using disciplinary research
4	Friday 03/06/11 10:00-12:30 UELTSR	Developing academic practice <ul style="list-style-type: none"> • Making links between teaching and research • Academic careers • Professionalism and professional development
5	Friday 10/06/11 10:00-12:30 UELTSR	Beyond Bureaucracy and Administration <ul style="list-style-type: none"> • Academic freedom • Professional ethics • Accountability

OPTIONAL MODULES

UN812: Developing as a Researcher in Higher Education

Status: Optional
Level: M
Credits: 15
Convenor: To be confirmed

Entry requirements: You should normally be currently undertaking independent research in your School at Kent, or have prior experience of doing so elsewhere.

This module is generally not suitable for students registered for a PhD or other taught research degree. Details of support for such students in developing their research skills and early career is available from the Graduate School.

Module outline: This module offers existing researchers the opportunity to develop and enhance the understanding and skills required for successful research careers in the university context, as well as a forum for the recognition, discussion and resolution of problems encountered doing research in higher education. Contributors to the module are drawn from different disciplinary areas across the University. The module explores the policy framework of research, the mechanisms used to assess research quality, and the structures and networks through which research funding is distributed. The researcher's own role in developing successful research is explicitly acknowledged through sessions on grant applications and reviews, and on the varied disciplinary practices of dissemination and publishing. Participants are encouraged to review their own practice and to consider future strategies for developing research careers.

Assessment: A negotiated assignment equivalent to 3,000 words. Full details are included in the module guide

Deadlines: Coursework for this module should be submitted by **4:30 pm on Friday, 2 September 2011**

Module dates:

Seminar	Spring 2011
1	Friday, 21/01/11 at 10:00-12:30 in KS12
2	Friday, 28/01/11 at 10:00-12:30 in KS12
3	Friday, 04/02/11 at 10:00-12:30 in KS12
4	Friday, 11/02/11 at 10:00-12:30 in KS12
5	Friday, 18/02/11 at 10:00-12:30 in KS12

Themes for individual sessions will include:

- The academic as researcher: career patterns, disciplinary and interdisciplinary practices and the varieties of research career
- Planning, writing and managing research funding bids
- Grant applications and the review process
- Research policy: funding, quality and ethics
- Dissemination, publishing, impact and engagement; skills development and career planning

UN813: Developing as a Research Degree Supervisor

Status: Optional
Level: M
Credits: 15
Convenor: Martin Gough

Entry requirements: You should have current or prior experience of undertaking research student supervision, or be actively involved in a supervisory team in your department. This may be at masters as well as doctoral level but it is important to emphasise that the masters has to be a research and not a taught degree, so just being the supervisor of the 'research' element of a taught MA/MSc, ie, the dissertation/project element, would not grant eligibility.

Module outline: This module offers existing supervisors, or those in a supervisory team and aspiring to become a lead supervisor, the opportunity to develop and enhance the essential skills required for the adequate training and support of research students. It also provides a forum for the recognition, discussion and resolution of problems encountered during supervision. It develops expertise and recognises the effort and contribution that the supervisor makes to the training, development and success of their research students. Participants will be encouraged to review in context their current practice in preparation for submitting a piece of work reflecting critically upon their own and their department's practice. Indicative topics are: types of research degree, the training and skills agendas, the supervisory relationship, academic and pastoral support for a diverse student body, assessment and the examination process, and variations across the sector in practice under these topics.

Assessment: A 3,000 – 4,000 word portfolio, which will reflect critically on your own supervisory practice and professional development needs, and which will address the indicative topics in a broader context. Full details will be included in the module guide.

Deadlines: Coursework for this module should be submitted by **4:30 pm on Friday, 9 September 2011.**

Module Dates:

You should attend a briefing session tutorial on **either** Wednesday, 29 September 2010 **or** Wednesday, 19 January 2011 in UELT Seminar Room. Seminar teaching will take place in the Summer Term.

Seminar	Dates	Theme
Briefing Session	Wednesday 29/09/10 1:00-2:00 UELTSR	Briefing session tutorial (attend one only)
Briefing Session	Wednesday 19/01/11 1:00-2:00 UELTSR	Briefing session tutorial (attend one only)
1	Friday 20/05/11 10:00-12:30 W1-SR2	The doctorate and the supervisory relationship

2	Friday 27/05/11 10:00-12:30 W1-SR2	Supervisory approaches: the procedural, the disciplinary and the personal
3	Friday 03/06/11 10:00-12:30 W1-SR2	Supervisory approaches: cross-disciplinary perspectives
4	Friday 10/06/11 10:00-12:30 W1-SR2	The policy context and the question of standards
5	Friday 17/06/11 10:00-12:30 W1-SR2	The questions of knowledge and purpose: the examination process and the skills agenda

UN814: The Inclusive Curriculum

Status: Optional
Level: M
Credit: 15
Convenor: Joanna Williams

Entry requirements: You should normally have completed, or been exempted from, both core modules: UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*.

Module outline: The aim of this module is to explore a range of issues which help shape much of the teaching that takes place in today's Higher Education sector. An emphasis upon widening participation, equal opportunities and lifelong learning has led to the development of what could be termed an 'inclusive curriculum'. Political goals such as promoting social inclusion, or social mobility, can sometimes appear to supersede more traditional, educational goals. Some in HE argue that universities have a great deal further to go before they can be said to be truly inclusive of their local communities, whilst others contend that attempts at inclusivity inevitably lead to a 'dumbing down' of academic standards.

This module will trace the historical development of the inclusive curriculum from the beginnings of the Access movement in the 1970s to the impact of current legislation such as SENDA (2001) and The Equality Bill (2009). We will critically examine the social, political and educational initiatives designed to promote an inclusive HE sector through an analysis of local and national policy documents as well as relevant academic literature. There will be opportunity to reflect upon your own experiences as teachers and learners and through this to consider the impact of curriculum reform in particular subject areas.

Assessment: A 3,000 word critical essay or project which will draw upon reflections on your own practice or the practice of others. You will be expected to critique examples of inclusive practice through an engagement with policy documents and relevant literature. Full details will be included in the module guide. You will also be expected to submit an essay/project proposal form for formative feedback immediately after the taught component, although this will not be formally assessed.

Deadlines:

Essay/project proposal form should be submitted by **4:30pm on Friday, 4 March 2011**.
Final coursework should be submitted by **4:30 pm on Friday, 2 September 2011**.

Module Dates:

Seminar	Dates	Theme
1	Friday 04/03/11 10:00-12:30 UELTSR	Introduction to module <ul style="list-style-type: none">• Defining inclusive Higher Education• The social purpose of Higher Education• Student diversity

2	Friday 11/03/11 10:00-12:30 UELTSR	Widening participation <ul style="list-style-type: none"> • Barriers to participation • Government widening participation policies • The impact of widening participation policies upon teaching and learning
3	Friday 18/03/11 10:00-12:30 UELTSR	Equal opportunities <ul style="list-style-type: none"> • Achievement gaps • Issues of gender, race and social class • Institutional equal opportunities policies
4	Friday 25/03/11 10:00-12:30 UELTSR	Inclusive Teaching <ul style="list-style-type: none"> • Legal obligations, moral responsibilities • Practical implications • Limits to inclusion?
5	Friday 01/04/11 10:00-12:30 UELTSR	Students of an inclusive sector <ul style="list-style-type: none"> • Inclusive values • Self-esteem, confidence and student well-being • The therapeutic university

UN815: Technology in the Academic Environment

Status:	Optional
Level:	M
Credits:	15
Convenor:	Martin Gough
Cap:	Numbers are capped at 17 due to the amount of available computer terminals

Not available 2010/2011 – will run subject to demand in 2011/2012.

Entry requirements: You should have basic ICT skills suitable for Higher Education work, including familiarity with the designer role in the adopted virtual learning environment, Moodle. You should normally have completed, or been exempted from, the core module: UN819 *An Introduction to Learning, Teaching and the Academic Environment*.

This module does not provide initial training in the use of Moodle; such training is available from the Computing Service or your Faculty Learning Technologist.

Module outline: This module provides participants with an overview of the field of Learning Technologies and offers an opportunity for experience of various technologies from the points of view of the student, tutor and other HE staff. Participants will analyse and discuss pedagogical principles which underpin possible uses of new technologies and the implications variously on learning and teaching, research and administration, in terms of staff development and student support. Indicative topics are: modes of pedagogy (e.g. the spectrum of pure face-to-face through blended learning, or combined mode, to computer-mediated distance learning) and assessment, including tools such as quizzes, personal response systems and other mobile devices; modes of computer-mediated communication (e.g. one-to-one, one-to-many, many-to-many); Web2.0; the real and the virtual, artificial intelligence, and conceiving learners and teachers; quality, automation of the academic environment and information management; technology in society and diffusion of innovations. **This module does not consider new technology for its own sake nor does it focus upon technical specifications.**

Assessment: There are two pieces of assessed work for this module, both of which you need to pass.

For the first task, students will contribute to each online forum discussion task within this module, both as student discussant or as moderator when adopting the latter role. This will require a certain dedication of time and attention to the course in between face-to-face sessions. You will write a 1,000 word piece of critically reflective prose reviewing your contributions and performance in both roles and include a brief plan for your future needs and continuing professional development.

In the second task, you will conduct an enquiry into usage of technology and write a 2,000 – 3,000 piece, in the form of a project report or an essay. It will be up to you how to focus this piece of work. Full details will be included in the module guide.

UN816: Learning and Teaching Innovation

Status: Optional
Level: M
Credits: 15
Convenor: Fran Beaton

Entry requirements: You should normally have completed, or been exempted from, both core modules: UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*.

Module outline: This module is project-based, and requires you to design, and implement as far as possible, an innovation in your teaching. The innovation may be in any area of learning and teaching, such as the use of learning technology, dealing with gender issues, student learning support, resource-based learning, project-based learning, teaching of critical thinking skills, or incorporation of key skills in the curriculum.

The innovation may be one which relates directly to a change in your immediate teaching; a response to changes in student profile or employers' expectations; changes you are making to a module or programmes previously taught by someone else; the development of new modules or programmes; or a wholly new approach to the teaching of your subject. Participants working in similar fields will be encouraged to work collaboratively outside taught sessions.

Assessment: There are two pieces of assessed work, both of which you need to pass.

The first is a 500-word project outline.

The second is a 2,500-word report. This should include the educational rationale for the innovation, a plan for its implementation and evaluation and your own reflection on the impact of the innovation and any changes you will make in the light of experience. Full details are included in the module guide.

Deadlines: The project outline should be submitted by **4:30 pm on Friday, 4 March 2011** and the report should be submitted by **4:30 pm on Friday, 2 September 2011**.

Module Dates:

Seminar	Autumn 2011	Theme
1	Friday 12/11/10 10:00-12:30 W1-SR6	Principles and processes in innovative practice <ul style="list-style-type: none">• The nature of innovation• What it is• Where to start• How to proceed
2	Friday 19/11/10 10:00-12:30 UELTSR	Implementing and evaluating innovative practice <ul style="list-style-type: none">• Processes of implementation• Persuasion and troubleshooting• Evaluation: principles and processes

3	Friday 26/11/10 10:00-12:30 UELTSR	Dissemination: strategies and opportunities
4	Friday 03/12/10 10:00-12:30 UELTSR	Mini-presentations

UN817: Teaching Languages for Specific/Professional Purposes

Status: Optional
Level: M
Credit: 15
Convenor: Fran Beaton

Entry requirements: You should normally have completed, or been exempted from, both core modules, UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*. You should currently be teaching adult language learners. Your students may be either specialists studying a language as part, or all, of an accredited programme, or non-specialists.

Module outline: This module is aimed at experienced languages teachers who want to develop their own professional knowledge and skills, and explores three key areas:

- the experiences and values which affect teachers' beliefs about their professional practice
- the relationship of curriculum design – learning, teaching and assessment – to the processes of language learning
- the implications of the changing context of language learning. These include the ways in which a learner-centred curriculum is delivered (eg intensive mode, one-to-one, IT-supported) and the practicalities of working with learners in different contexts – for example, adult non-specialists, or students taking languages as part of a different degree programme

Assessment: A 3,000-word assignment addressing each of the three areas above, including examples of curriculum work undertaken and a critical evaluation of impact; a reflective commentary on the process of peer observation and review; a critical review of selected resources and approaches to language learning and teaching. Full details are included in the module guide

Deadlines: The assignment should be submitted by **4:30 pm on Friday, 9 September 2011**.

Module Dates

Seminar	Dates	Theme
1	Friday 04/03/11 10:00-12:30 ES3	Whither language learning? The academic and professional environment in 21 st century Higher Education
2	Friday 11/03/11 10:00-12:30 ES3	Critical approaches in curriculum design for specialist or professional purposes The negotiated curriculum
3	Friday 18/03/11 10:00-12:30 ES3	Language learning and the virtual world Resources, technologies, applications and impact
4	Friday 25/03/11 10:00-12:30 ES3	Reflecting on professional development and practice Preparation for assessment task

UN821: Assessment and Professional Development

Status: Optional
Level: M
Credits: 15
Convenor: Fran Beaton

Entry requirements: You should normally have completed, or been exempted from, both core modules: UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*.

Module outline: This module focuses on two main areas: assessment and student learning, and professional development for academic staff. The first part of the module covers the impact of the educational and policy context on approaches to assessment, the relationship of assessment to learning, including approaches to giving feedback and the impact of 'stakeholder' (eg, student, employer, institutional) perception on assessment and design. In the second part of the module we consider practical strategies for designing assessment tasks. Finally, what of our own development? We review the context informing current approaches to professional development and the application of these to individual engagement in continuing professional development.

Assessment: There are two assessment tasks for this module, both of which you need to pass.

The assessment task relating to student learning is to create a poster (or other visual presentation) of a proposed or actual assessment strategy at module or programme level. This should be accompanied by a 1,000 word written commentary critically evaluating the methods selected.

The assessment task for the outcome relating to continuing professional development is a critical evaluation of a selection of CPD activities. These will be identified and negotiated individually. The evaluation should be presented in written form (eg learning journal, essay – the structure will also be negotiated) of approximately 1,500 words, supported by appendices including a plan for future development.

Full details are included in the module guide.

Deadlines: Assessment task 1 should be submitted by **Friday, 17 June 2011** and task 2 should be submitted by **Friday, 2 September 2011**.

Module dates:

Seminar	Dates	Theme
1	Friday 25/02/11 10:00–12:30 UELTSR	Approaches to assessment <ul style="list-style-type: none">• The policy context• Institutional implications for students and staff perceptions and tensions
2	Friday 27/05/11 10:00–12:30 W1-SR6	Assessment and criticality: challenges in assessment design and feedback Practical strategies in assessment design
3	Friday 03/06/11 10:00–12:30 W1-SR6	Assessment in a modular age: patchwork, a rich tapestry or a tangled ball of wool?
4	Friday 10/06/11 10:00-12:30 W1-SR6	Personal professional development: concepts and practices
5	Friday 17/06/11 10:00-12:30 W1-SR6	Evaluating development: preparation for assignments Individual tutorials

UN822: Individual Investigation in Higher Education

Status:	Optional
Level:	M
Credits:	15
Convenor:	Janice Malcolm
Cap:	Each of the four full-time members of the Academic Practice Team will supervise up to three students per academic year

Entry requirements: You should normally have completed, or been exempted from, both core modules: UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*. *Proposal form*

Module outline: This module is intended to offer students the opportunity to investigate a higher education topic of their own choosing, in detail and with academic support. This may take the form of, for example, a literature review on an agreed topic; a small-scale educational research study; a research report on a topic or project related to academic practice within their own discipline; a conceptual study of specific educational ideas, practices or principles.

The curriculum will be negotiated with each group but will generally include:

- A survey of relevant sources of scholarly material related to higher education topics
- A critical review of relevant investigations of higher education topics
- Methods of investigation relevant to selected topics
- Group and individual evaluation and reviews of progress
- Relevant approaches to academic writing and presentation

A programme of reading, investigation and support will be negotiated with each student. Students will be assigned to a tutor once the area of investigation has been identified.

The module is taught through a minimum of each of the following:

- two x one-hour seminars:
 - one of which may be organised in Faculty groups
 - a closing seminar for presentations of work in progress with peer evaluation and feedback
- a series of individual tutorials
- ongoing tutorial support via email or the VLE
- independent study

The assigned tutor will provide a core reading list for each student. Students will also be expected to identify relevant reading with tutorial support and guidance, making use of the range of educational literature and journals now available to the programme through the Library and through the VLE, and discipline-specific materials where appropriate.

Assessment: All students will offer an **assessed 15-minute presentation** on the progress of their investigation in the final seminar of the module. The specific form of the **written** assessment will be negotiated between student and tutors and must be approved by the module convenor. In all cases it will be equivalent to a 3,000-word piece of written work. Full details are given in the module guide.

Deadlines: The assignment must be submitted **by 4:30 pm on Friday, 17 June 2011**.

Module dates:

Seminar	Dates	Theme
1	Wednesday 28/01/11 10:00-12:00 UELTSR	Introduction Faculty-based discussions
2	Wednesday 01/04/11 10:00-12:00 UELTSR	Closing seminar Presentations

UN823: Philosophical and Theoretical Issues in Higher Learning

Status: Optional
Level: M
Credits: 15
Convenor: Martin Gough

Entry requirements: You should normally have completed, or been exempted from, both core modules: UN819 *An Introduction to Learning, Teaching and the Academic Environment* and UN820 *Critical Perspectives on Academic Practice*.

Module outline: The main purpose of this module is to provide students with a guided space to consider in depth some of the most conceptually and theoretically fundamental questions bearing upon higher education and upon higher levels of learning. Examining the context of practice through philosophical and social theoretical lenses will provide the programme participants with additional tools to address concrete problems in their practice.

Questions and topics will fall respectively under the following themes:

- The Problem of Definition and how it may enlighten understanding of key concepts in the academic context
- Questions of Value, including metaethical versus normative levels of theorising and how they may shed light on problems and institutional requirements, such as the research ethics industry and the professions
- Boundaries in Higher Knowledge and Learning, including between sectors, between forms of knowledge, between disciplines, and between non-knowing and discovery
- Personal and Academic Identity.

These themes are indicative rather than exclusive and participants will be invited to propose their own questions and topics for exploration.

Assessment: A 3,000 – 4,000 word scholarly argument-based essay through which you will address in depth a topic or problematic question arising from the themes of the module, selected in negotiation with the module convenor, and addressing implications for practice. Full details will be given in the module guide.

Deadlines: Coursework for this module should be submitted by **4:30 pm on Friday, 2 September 2011**.

Module Dates:

Seminar	Dates	Theme
1	Friday 04/03/11 10:00–12:30 E.Chilver	Academic practice, freedom and learning: an exercise in conceptual analysis
2	Friday 11/03/11 10:00–12:30 E.Chilver	Ethical theory, ethical practice and society

3	Friday 18/03/11 10:00–12:30 E.Chilver	Learning as forms of capital
4	Friday 25/03/11 10:00–12:30 E.Chilver	Forms of knowledge: disciplines, transdisciplinarity, practices and discovery
5	Friday 01/04/11 10:00-12:30 E.Chilver	Personal and academic identity

Assessment

As in any academic programme, the processes of assessment include both 'formative' and 'summative' assessment.

Formative assessment is the process whereby you can evaluate your own performance and learn from experience. Important components of this are:

- **Self-assessment:** We encourage you to engage in a cycle of 'reflective practice', whereby you reflect on and evaluate your work as a teacher and researcher, identify changes which need to be made, experiment with the changes and assess how successful they have been.
- **Peer assessment:** Previous students on the PGCHE programme have found that one of its most valuable features has been the opportunity to share ideas and experiences with fellow-participants. We encourage you to work with one another; experience has shown that arranging to observe one another's teaching and provide informal feedback is especially valuable.
- **Assessment by your tutor and your mentor:** One of the responsibilities of your PGCHE tutor and your School mentor is to observe your teaching and give you comments on it. You should also make full use of the opportunities to raise problems with, and ask for advice from, your PGCHE tutor and your School mentor. Don't wait to be invited. It is your responsibility to make early contact with your PGCHE tutor and your School mentor to arrange dates for your teaching observations

Summative assessment is the process of determining whether you have successfully completed the programme and can be awarded the PGCHE. In order to do so, you will need to have:

- passed the two core modules *UN819 An Introduction to Learning, Teaching and the Academic Environment* (see page 14 for full assessment details) and *UN820 Critical Perspectives on Academic Practice* (see page 17 for full assessment details). (These together comprise 30 credits and lead to the award of the Associate Teacher Accreditation Programme)

OR

- been given partial exemption under APE/CL guidelines and provided evidence that you have been observed teaching once by a member of the programme team as part of the UN820 assessment criteria

AND

- passed the two option modules you have chosen

OR

- been given partial exemption under APE/CL guidelines

See page 11 for a flowchart to show further details.

Please note

- (i) each piece of assessed work has a word limit, and you will be asked to state the word count on the assignment cover sheet for each piece of work you hand in. We will accept work which is **up to 10% below or above the limit specified**.
- (ii) **If you fail either or both of the core modules, either because you have not submitted on time or because the work is below the required standard, we reserve the right to suspend your registration on optional modules until you have successfully resubmitted and passed.**

The expectation is that you will successfully complete all elements of the programme within the normal two-year registration period. If you consider there are circumstances which may affect this, you should contact your tutor or the Programme Administrator **as soon as possible** and, in any case, in time for your case for an extension to be considered by the Concessions Committee

NB: The **maximum** part-time registration period for any University postgraduate certificate is four years. Extensions cannot be given beyond the maximum registration period

Full details of the Submission of Coursework Policy and requests for extensions/concessions can be found on page 48

If you pass an individual module or modules rather than the whole programme you will be given a results transcript confirming the award of credit for each completed module. Full details and further advice on assessment for each module will be provided by the module convenor.

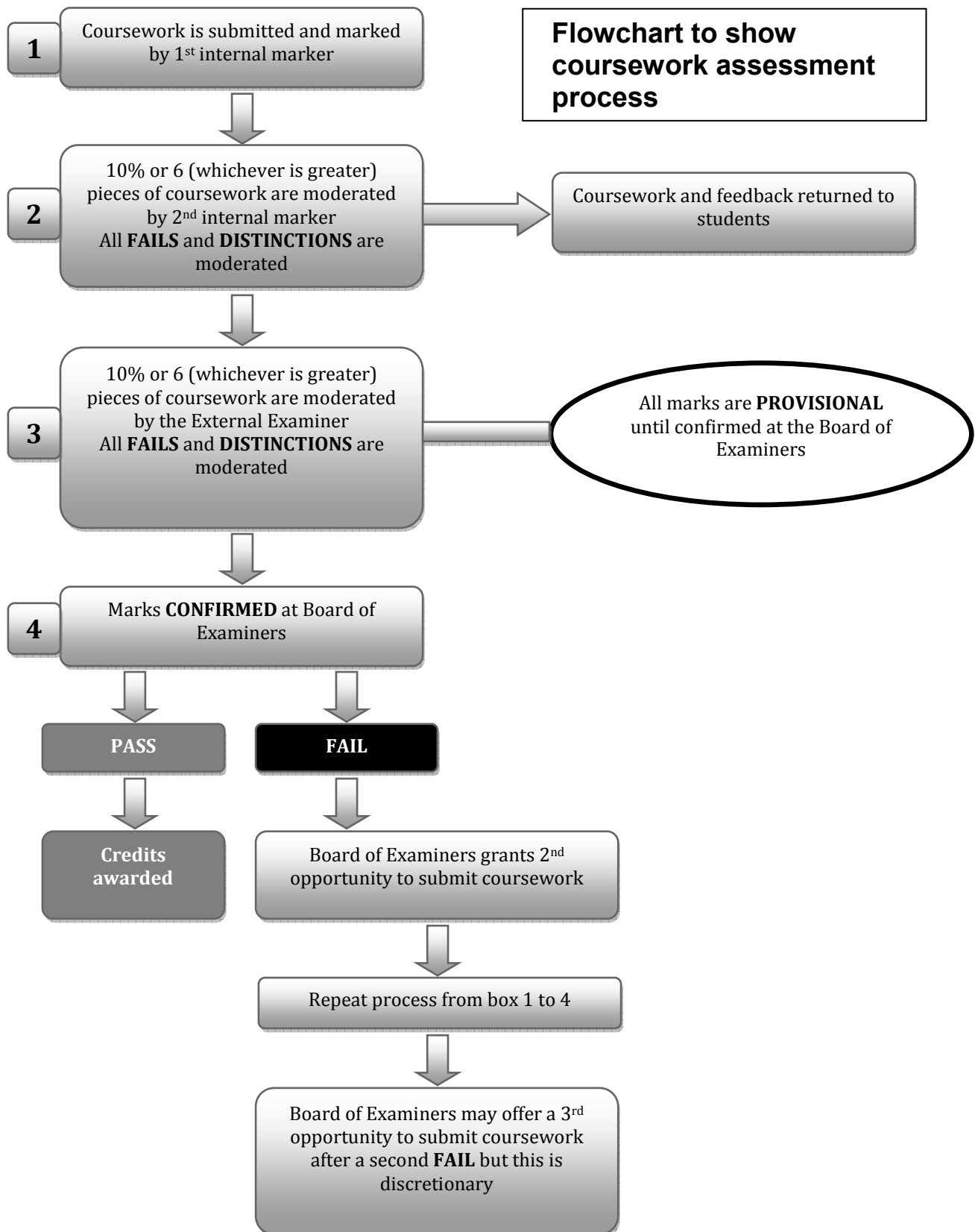
The flowchart on page 11 shows the assessment process in full detail.

Classification

Your result will be classified as Distinction, Pass or Fail. You will be required to achieve a Pass in all your assessments (assignments and the observation of your teaching) in order to be awarded the PGCE. Candidates whose work is judged not to have met the requirements of all, or part of, the programme will be given the opportunity to resubmit for the next Board of Examiners. Support and guidance will be offered in the form of formal assignment feedback and tutorials with relevant module convenors.

Information about the submission of coursework and resubmission procedures can be found on page 37.

It is important that you **keep us informed of your current address** at all times so that you receive any correspondence that we send. This is particularly important with regard to receiving your results and official University transcript



TWO Boards of Examiners are held during each academic year for ATAP and PGCHE. Please bear the following **final** deadline dates for coursework to be considered by each Board if you wish to apply for extensions to coursework deadline:

June Board 2011 → final coursework deadline = Friday, 6 May 2011
 November Board 2011 → final coursework deadline = Friday, 9 September 2011

Preparing for Teaching Observation

Teaching observations are a requirement of the programme and how these observations are undertaken and recorded depend on the modules you are taking. Brief details are below; full information will be included in the module guides, distributed at the first session of each module.

Before your observations take place, you will need a thorough discussion with your observer about what kind of feedback you want. You should both be clear about your expectations with respect to teaching observations. We encourage you to arrange to observe one of your School mentor's teaching sessions before being observed yourself. The teaching observation form on page 39 gives detailed instructions.

UN819: An Introduction to Learning, Teaching and the Academic Environment

We have found from experience that people new to teaching find early observation and feedback helpful in developing their confidence and skills. If you take UN819 **TWO** teaching observations will be undertaken. **ONE** of these will normally be done by your PGCHE tutor from UELT, and **ONE** by your School mentor during the term that you are registered on UN819. Teaching observation feedback from your PGCHE tutor, plus your reflection on your teaching (both specifically for the observed sessions and more generally in terms of your development over time) should be submitted to UELT as supplementary material with your second written assignment for this module.

UN820: Critical Perspectives on Academic Practice

ONE teaching observation is undertaken by a member of your School (normally, but not necessarily, your mentor) according to the school process of peer review. **HOWEVER** – if you have gained exemption from UN819 then you will need to ensure that this teaching observation is undertaken by a member of the PGCHE Team.

Module Exemption

If you have received exemption from both UN819 and UN820, then you are required to have **ONE** teaching observation by a member of the UELT PGCHE programme team as part of your APL application (see page 44 for further details)

A Teaching Observation Form can be found on the following pages.

Please explain briefly the rationale for your chosen teaching approach in this session: why do you intend to teach this session in this way?

Please indicate particular areas on which you would like feedback from your observer

SECTION B – to be completed by the observer

Observer comments: general

Planning and organisation	
Use of learning environment and learning resources	
Teaching methods and approach	
Student activity and participation	
Content of this session, and links with previous/ future sessions	
Checking students' understanding and progress	

Key strengths

Points for development

Evaluation

You and your observer should discuss the observed session, and the comments made, as soon as possible after the session. Use the first box to record your immediate ideas about what went well and what did not. When you have had a chance to reflect on the event, use the remainder of the space to record your own evaluation of your teaching and how you wish to develop it further. Remember that your tutor can help you to work on identified points for development.

SECTION C – to be completed by student AFTER receiving feedback from the observer

Immediate responses

Reflective evaluation

A completed copy of this form should be returned to the Programme Administrator, Alison Chapman, at UELT

Signature of Observer

Signature of Observed Teacher

Date

Date

SECTION THREE: GENERAL INFORMATION

Accreditation of Prior Learning: Policy and Practice

General approach to APL

The PGCHE team recognises that participants bring to the programme a wide range of experience of education and training as learners themselves. Participants also have varied levels of prior experience as University teachers and researchers. Our general approach is to recognise this through Accreditation of Prior Certificated Learning (APCL) and/or Accreditation of Prior Experiential Learning (APEL), so that participants are able to claim exemption from elements of the PGCHE programme.

To ensure academic standards are maintained, credit is given only for activities that are the equivalent in breadth and depth of the parts of the taught programme for which credit is claimed. Within the PGCHE programme, APE/CL can be claimed for:

- Credits obtained on an appropriate assessed Higher Education course
- Evidence of learning derived from experience

Regulations

There is a limit to the amount of APL that can be claimed. At Kent you can be exempt from half the credits of a taught postgraduate programme, which means that the maximum exemption on the PGCHE is 30 credits.

APL may be claimed on the basis of accredited learning (APCL) and/or learning through experience (APEL), in any proportion or combination. The academic level of any certificated learning for which credit is claimed should normally be the same as the level at which the claim for credit is made. Certificated learning should normally have been completed within the last 5 years.

It is the individual participant's responsibility to identify the learning for which credit is claimed and to make the formal case for exemption from part of the PGCHE programme. Any claim must be made before the start of the programme or module; it is not possible to make a claim retrospectively.

Definitions and Evidence

Accreditation of Prior Certificated Learning (APCL)

Credit will be granted on the basis of the completion of a comparable programme of study elsewhere, or a discrete part of a course, for example a module or unit. The academic level (ie, Honours or Masters) of the programme should be equivalent to that part of the Kent PGCHE for which you are making the exemption case. Typical evidence of this might include:

- a copy of the certificate
- a copy of the syllabus or transcript describing the work undertaken and credits awarded
- a description of the assessment undertaken (not the assessed work itself)

Accreditation of Prior Experiential Learning (APEL)

Application for credit may also be made on the basis of prior experiential learning. The evidence should be accompanied by a written account explaining what you have learned from participating in these activities and how this has informed your development as a University teacher. Appropriate evidence to support a claim might include:

- records relating to courses and/or other formalised learning/training/ development activities for which accreditation was not available. Please note that an attendance certificate is not in itself useful evidence!
- evidence of taking part in relevant work activities, such as:
 - validation and review documents (where you have been responsible for designing and/or revising or reviewing modules/courses)
 - evaluation reports and summaries (based on student feedback)
 - session plans, schemes of work, materials you have designed
 - an outline of programmes you have been responsible for leading and/or delivering and/or assessing e.g. undergraduate modules, postgraduate modules
 - examples of course design and/or innovation in practice
 - details of your involvement with other institutions, e.g. external examining, institutional audit
 - a bibliography of key texts which have informed your approach to learning and teaching

Criteria for the judgement of APL

We will use the same criteria in judging your claim for APL as we do when assessing work produced by participants in ‘taught’ modules. It is essential for participants to indicate how they have met the learning outcomes associated with each of the modules for which they are making an APL claim.

Components of an APL claim

APL claims, whether based on APCL, APEL, or a combination of the two, should include the following:

Your name and contact details (email/phone)

The module(s) your APEL claim relates to: Please check the PGCHE website for full details of the modules at:

<http://www.kent.ac.uk/uelt/academic-practice/apt-dev-prog/PGCHE/modules.html>

Brief CV

List of evidence: This document lists the items of evidence being presented in support of your claim so that items can be located easily and clear cross-references can be made in the supporting statement.

Supporting statement: for each module for which you are making a claim for exemption. This should normally be a maximum of 1,000 words for a 15-credit module. If your claim is based mainly, or entirely, on certificated evidence your supporting statement will obviously be much shorter.

Procedures for the consideration of APL

1. Intending APL applicants should inform Fran Beaton, the PGCHE Programme Director, and Alison Chapman, the PGCHE Programme Administrator, of their intention to submit an APL claim (contact details below). The completed application and supporting documents should be submitted to the PGCHE Programme Administrator in UELT
2. You are strongly encouraged to submit a claim as soon as possible, and in any case before the start of any module to which your claim relates. You should submit your claim for exemption by the Monday of the first week of term in which the module runs
3. Each claim will be assessed by a member of the PGCHE programme team.
4. We will do our best to turn round claims and let you know the result before the start of each module. Exemption from either or both of the core modules (UN819 and UN820) on the basis of prior experiential or certificated learning is conditional on a teaching observation, undertaken at a mutually convenient time by a member of the Academic Practice Team. Following the observation you will need to return the completed form to UELT to finalise your APEL claim.
5. Successful claims for APEL will be formally recorded at the PGCHE Board of Examiners.

Contact Details

Fran Beaton, Programme Director, PGCHE: F.M.Beaton@kent.ac.uk
Tel: 01227 824167

Alison Chapman, Programme Administrator: A.R.Chapman@kent.ac.uk
Tel: 01227 824013

Unit for the Enhancement of Learning and Teaching, University of Kent, Canterbury, CT2 7NQ

Time Allocation

If you are a newly appointed member of staff, your first two years are likely to be very busy and demanding, and you may be wondering how your participation in this programme can be fitted in along with everything else. The programme is designed to provide you with support, and stimulate a process of reflection on all the other things which you will be doing as aspects of your job.

Nevertheless, some of your time will be devoted to attending taught sessions, reading in preparation for – and following on from – these sessions, meeting with your school mentor and your tutor, and working on the material for assessment. For this you will need to set aside some time each week. To support you in your work for the programme, if you are a probationary member of teaching staff, your School should give you a reduced teaching load in your first two years. This is normally a reduction of one third of the normal teaching load for your school in the first year, and of a fifth of the normal load in your second year.

Important note for Probationary staff: If you are a full-time member of staff whose University Contract requires you to take the PGCHE as a condition of probation please note that neither UELT nor staff teaching on the PGCHE have any influence on Contracts of Employment including decisions about probation. If you wish to discuss this or any other aspect of your Contract please contact your Head of School or Human Resources. If you are on probation it is your responsibility to ensure that you meet contractual requirements and that you keep your Head of School informed about your progress on the programme. The Programme team will provide the University Probation Committee with a confidential copy of the results transcript generated by the Student Data System, but we will not give information about your progress on the PGCHE to any other third party without first seeking your written permission.

Academic Management of the Programme

Academic management of the programme is exercised by:

- **Staff/Student Liaison Committee:** chaired by a member of the Academic Practice Team and comprises ATAP and PGCHE student representatives. A copy of the Committee's Constitution and past Minutes can be found at <http://www.kent.ac.uk/uelt/academic-practice/apt-dev-prog/PGCHE/committees/sslc/membership.html>
- **Graduate Studies Committee for PGCHE and Academic Practice Programmes:** chaired by UELT's Director of Graduate Studies and includes representatives of all three Faculties, the programme team, student representatives, and the Head of UELT. A copy of the Committee's Constitution and past Minutes can be found at <http://www.kent.ac.uk/uelt/academic-practice/apt-dev-prog/PGCHE/committees/ltc/membership.html>
- **PGCHE Board of Examiners:** consists of the External Examiner, all internal examiners and is chaired by the Chief Examiner. The Board of Examiners meet in November and June to confirm the award of certificates and credits, and to review the progress of all students on the PGCHE. A letter will be sent to you if you have been awarded a certificate or credits, or are required to resubmit coursework. A copy of your transcript will be enclosed.
- **Concessions Committee** meets throughout the year as necessary and shortly before each Board of Examiners to review cases where a request for further time to complete assessed work has been made.

Support and Resources

You will find many resources such as journal articles and book chapters on Moodle. However, there are obviously many more resources available that may be relevant to your work. Copies of the main books included in the reading lists for each module are housed in the Templeman Library. You will find these shelved either under Education or, in the case of publications which relate to an aspect of learning and teaching in specific disciplines, in your subject area. Please consult Templeman Library staff in the first instance if you have any queries about where to look. Copies of core texts are also available in the Drill Hall Library; colleagues based at Medway can arrange for books to be delivered from the Canterbury campus.

The University subscribes to a number of Education journals, such as *Teaching in Higher Education*, which can be consulted in the Library or accessed through the Library website.

You may also find useful resources through the relevant Higher Education Academy Subject Centre for your discipline. Go to www.heacademy.ac.uk for further details.

Submission of Coursework Policy

It is your responsibility to ensure all coursework deadlines are met in order to fulfil the requirements of your Programme of Study.

Each piece of coursework has a word limit; we will accept work which is within 10% (under or over) the word count. We recommend that, when printing, you duplex your submission in order to save paper.

Once you have submitted your work, we aim to mark and return it to you with feedback within three working (term-time) weeks. However, you should note that this does not necessarily apply to work handed in during vacations, before the deadline, or late – even when a concessionary case has been approved by the Concessions Committee.

Each piece of coursework should be submitted as follows:

- **One hard copy** to the Programme Administrator in the UELT General Office
- One electronic copy via Moodle at <http://moodle.kent.ac.uk>

If you feel that you will be unable to meet a coursework deadline due to circumstances which could not reasonably have been foreseen, you should contact the Programme Administrator for an *Extension Form* **before the deadline**. You should complete the form and return it to the Programme Administrator who will ask your tutor and the module convenor to comment on your progress to date, and make a decision. It is, therefore, essential that you maintain contact with your tutor so that they are aware of your situation. You will be informed of the outcome by the Programme Administrator via email.

If you fail to submit by the required deadline without prior agreement for an extension by the Module Convenor, then you will need to submit a *Concessions Form* explaining the reasons for the late submission. Supporting documentation (if available) should be attached. Your concessions case will be considered by your tutor, the Module Convenor and the Programme Director.

In general, cases for concessions or extensions should be based on circumstances which could not reasonably have been foreseen, such as illness. If you are unable to submit assessed work by the due date it is your responsibility to seek a formal extension. Please note:

- a) that a request for an extension is not automatically granted
- b) that a request for a further extension is only considered in wholly exceptional circumstances which have arisen since the original extension was granted

If your case is accepted then the coursework will be passed on for marking as soon as practicable.

If you have medical or other factors preventing you from fulfilling the obligations of your Programme of Study you should inform your tutor or Programme Director as early as possible so that appropriate support and guidance can be offered.

You are welcome to submit your coursework earlier than the set deadlines. However, work will still be processed by us to the usual timeframe.

The Programme is run in the same way as any other University of Kent Programme of Study. You are therefore strongly recommended to meet the academic requirements of the programme. We recognise that some students are registered as part of a probationary contract. We have no influence over probationary decisions and these issues should be raised with your School or Human Resources.

Style Guide

Bibliography

Each PGCHE module guide includes references to preparatory readings and a bibliography for further reading on each topic covered. The preparatory readings are normally tailored to specific taught sessions, and you should ensure you have read these in advance of each session, as indicated in the module guide. These readings comprise **the minimum** you will be expected to refer to when you are writing up assessed work for any given module. The PGCHE is a Masters-level programme, so you should show that you have read more extensively and provide evidence of this through direct quotations in your text and a bibliography. This bibliography normally includes some books or articles from the module guide, but you are **strongly encouraged** to include other reference sources, for example ones relating to your own subject area or discipline.

Referencing

The system we use throughout the programme is the Harvard Referencing System. This is the system in most common use in Social Sciences (the Faculty to which the PGCHE is attached) and Humanities, and we advocate its use. An example of this is:

Roger J (2002) *Adults Learning* Open University Press

If there is a different system in general use in your own academic discipline which you would prefer to continue using, that is perfectly possible. However, we would like to draw all participants' attention to the following important points.

1. Whichever referencing system you are using, please make sure your citations are consistent
2. If you are quoting directly from a published piece of work, all quotations should be clearly placed between quotation marks in the text: 'I learnt more in five days on an archaeological dig than I had in two terms of academic study.' (Rogers 2002:6)

You should then cite the source in full in the bibliography.

3. If you are synthesising a number of sources without directly quoting from any of them, then you should still indicate the sources you have drawn on in the text

"Hayes and Ecclestone's work over the last decade has explored the developments in the Further Education sector over the last 30 years, and the implications of major policy changes on that sector's traditional constituency and purpose. Indeed, Hayes (2007: 2) contends that the language of current policy documents presents' A negative and diminished vision of young people [which is] by its very nature, difficult to express in policy documents except in terms of 'caring', 'protection' and 'safety'."

4. Please be aware that failure to indicate your sources is considered poor academic practice and may result in you being penalised for plagiarism. If you are uncertain about this, or any other aspect of academic writing, we encourage you to consult the Academic Integrity website at <http://www.kent.ac.uk/uelt/ai/>. If you are still uncertain please contact your PGCHE tutor or module convenor.

Quality Assurance Agency Descriptors for Masters Level Work

(<http://www.qaa.ac.uk/academicinfrastructure/fheq/EWNI/default.asp#annex1>)

Masters degrees are awarded to students who have demonstrated:

- i. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- iv. conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline; and
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- a. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- b. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- c. continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

- d. the qualities and transferable skills necessary for employment requiring:
- e. the exercise of initiative and personal responsibility;
- f. decision-making in complex and unpredictable situations; and
- g. the independent learning ability required for continuing professional development.

Registration Procedure for Taught Postgraduate Students

You will be registered as a **part-time taught postgraduate student** for both the PGCHE and ATAP programmes. In order to register correctly for the programme, please ensure the following steps have been taken:

1. The Admissions Office will send you an offer letter and “Getting Started at Kent” booklet.
2. Please go on-line and enrol (at www.kent.ac.uk/gettingstarted) following the instructions in the Getting Started booklet. A photo is required which can be taken at the Registry if you wish.
3. After enrolment, please claim your student email account. This can be forwarded to your staff account if you wish. However, please note that ***all group email correspondences from the PGCHE office will be sent to your student email account***, not your staff account so it is ***essential*** that you claim your account to avoid missing vital messages and information about your modules, etc.
4. You may collect your Student ID card from the Registry.
5. As the PGCHE is a two-year Programme you will be required to re-register for your second year – you will be sent an automated email to your student email account by the Admissions Office.
6. Further information can be found at <http://www.kent.ac.uk/newstudent/>
7. Please make sure you keep your personal details, especially your address, up-to-date so that you receive any correspondence that we send – you can either update this via CMSDS or by letting the Programme Administrator know.

Course Management Student Data System

As a registered student you will have access to the Course Management Student Data System (CMSDS). This system allows you to access your student record at any time of day, on and off campus.

You will be able to find information about:

- Timetable
- Deadlines
- Board of Examiner Results
- Attendance

To access CMSDS:

- Go to <https://records.kent.ac.uk/account/>
- Enter your student ID login (eg, tkp12)
- Enter your password