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The basics!
You are registered as a **part-time taught postgraduate** on the Associate Fellowship Scheme (AFS), a 1-year, 30-credit programme.

What should I do first?
Make sure you have **returned your application or confirmation form** to the Programme Administrator. heprogsadmin@kent.ac.uk. **Check that you are registered for the correct route!** **Enrol online** and claim your student IT account at www.kent.ac.uk/gettingstarted and pick up your **student ID card** from Student reception in the Registry or Student Admin Office in Gillingham Building Medway – **PLEASE BRING YOUR PASSPORT**

Then what?
- **Attend the modules** you have been allocated to you/chosen.
- **Submit your coursework** by 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 **the Programme Administrator** 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** for your coursework deadline based on circumstances which could not reasonably have been foreseen, such as illness). Contact the programme administrator for guidance.

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. Join us at **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 Associate Fellowship of the HEA.

Other opportunities and events
Sign up to cshe@kent.ac.uk for lectures and seminars run by our Centre for the Study of Higher Education.
SECTION ONE: INTRODUCTION AND OVERVIEW

Introduction

Welcome to the Associate Fellowship Scheme, which is run by the Academic Practice Team. We are based in the UELT building on the Canterbury campus and all our taught postgraduate Education provision is run through our Centre for the Study of Higher Education. The Associate Fellowship Scheme is intended to support you in your work, whether you are a sessional tutor, a postgraduate or postdoctoral student with teaching responsibilities or working with students in a learning support role.

Our aim is to help you develop your knowledge and skills as a practitioner, in your role as a teacher or as someone who supports student learning. The Associate Fellowship Scheme comprises modules which aim to enhance your understanding of the principles of effective teaching and learning in higher education, applying those principles to the development of your practical teaching and learning support skills and making links between principles and practice. Taught modules draw on theories of teaching and learning, and on educational research, bringing these to bear on your own work and experience. The work which you do for the programme should therefore provide an added dimension to your own work. The Associate Fellowship Scheme is worth 30 credit points.

Who is it for?

The Associate Fellowship Scheme is intended for people who undertake teaching and/or learning support as part of their work for the university. You may, for example, be a postgraduate with some teaching responsibilities, demonstrating or making occasional contributions to taught sessions through contributing specific industry/professional technical expertise or skills development. There are two routes: one for people who are teaching and one for people whose role involves supporting academic provision.

Route (i) Associate Fellowship Scheme: Teaching route.

This is the route for you if you are engaged in direct teaching, for example leading seminars where you have some responsibility for what and how you teach.

Route (ii) Associate Fellowship Scheme: Learning Support Route.

This is the route for you if your role involves supporting academic provision. Examples include learning technologists, learning developers and learning resource/library staff, or staff who undertake roles that incorporate some or no teaching-related responsibilities.

How long does it take?

The Associate Fellowship Scheme registration period is one year.
What does it involve?

Our modules run mainly in five-week blocks, although some are offered in intensive mode and others involve taught sessions at intervals throughout the academic year.

Taught modules: Each module is convened by members of the programme team and encourages students to share their experiences 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 or supporting learning in different disciplines.

Personal study: You will be asked to undertake preparatory and follow-up reading for many 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. The Templeman and Drill Hall Libraries carry a large range of periodicals, many of which can be accessed online, and books.

How is it taught?

Most of our modules combine a lecture-style element with seminar-type discussions and in some cases workshop activity.

What support is available?

Tutorial support: Each student on the Associate Fellowship Scheme is assigned a personal tutor from the Academic Practice Team for the duration of the programme. 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

School mentor: Your School will appoint a mentor to help you relate the Associate Fellowship Scheme to your own specialist discipline. She/he is normally an experienced member of staff who can offer support and guidance on teaching and related School matters. Many mentors also give informal advice on other aspects of your work 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. It is your responsibility to arrange an early meeting with your mentor. If you are not sure who your mentor is, please contact the Programme Administrator in UELT.

It is essential that you contact your mentor as early as possible in the term in which you join the Associate Fellowship Scheme.

Teaching Observations

The Programme requires you to be observed twice.

Observation 1 – Peer Observation

- During UN819 please buddy up with a peer and observe each other at your earliest convenience.
- The form for the observation is available here https://www.kent.ac.uk/teaching/qualifications/pgche/?tab=useful-documents
• When you are being observed please complete Section A in advance of the observation and send the form to your peer
• During the observation your peer will complete section B
• Following the observation your peer will give you some verbal feedback and then send the form to you
• Following the observation please complete section C (Reflection) and submit entire form to HEProgsadmin@kent.ac.uk
• When you are observing your peer they will send you the form with section A complete

Observation 2 – School Mentor
• Please organise this with the mentor and send them Section A in advance
• They will complete section B during the observation
• Following the observation complete section C and submit the whole form to HEProgsadmin@kent.ac.uk

Important note!
If you are registered for UN819, you need to be observed teaching twice, once by your peer and once by your mentor. If you are registered for UN828, you need only submit one mentor observation of your practice.

What about resources?

Library: 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, such as a growing collection of publications in the Education section of the Templeman and Drill Hall libraries. You will find these shelved under Education. If a publication is not available at Medway, you 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. Full details are available in our Education Subject guide, downloadable from the Library portal. Please consult Library staff in the first instance if you have any queries about where to look.

- Moodle: The University of Kent’s virtual learning environment, Moodle, is used to support face-to-face provision and to offer some modules in “blended learning” format. We use Moodle for three purposes:
- Administrative: Individual module folders include module information such as the module guide and assessment guidelines.
- Reading materials: Most 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. Although specific readings for individual classes are specified in the module guide, we add resources to the site throughout the academic year.
Assignment Hand-in: You will need to submit one copy of each piece of assessed work via Moodle. Note that this links to the Turnitin software and that many of your assignments will be marked online using Grademark.

Please note that you will need to enrol online as a student on the Associate Fellowship Scheme programme in order to access these Moodle materials; it is not possible for you to use any other login or password for this purpose. If you have not already completed your registration, please do so.
External Recognition

The Associate Fellowship Scheme is recognised nationally by the Higher Education Academy (HEA). The Associate Fellowship Scheme is underpinned by the UK Professional Standards Framework (UKPSF) which is a comprehensive set of professional standards and guidelines for HE providers and leaders.

The UKPSF clearly outlines the Dimensions of Professional Practice within HE teaching and learning support as:

- Areas of activity undertaken by teachers and support staff
- Core knowledge needed to carry out those activities at the appropriate level
- Professional values that individuals performing these activities should exemplify

We recognise that if part-time teaching or supporting learning is one element of your work, you are unlikely to be in a position to meet all aspects of each of the three Dimensions listed below. Eligibility for Associate Fellowship is based on two of the five Areas of Activity and your AFS tutor will work carefully with you to identify which ones are most appropriate for your role and responsibilities.
Demonstrating how you meet the UKPSF

Coursework assignments enable you to demonstrate your engagement with the relevant dimensions of the UKPSF. Assessed work is deliberately varied in format and scope e.g. essays, project reports, reflective logs, case studies. A common element throughout is a link between theoretical perspectives and your own practice, requiring you to include evidence from your own work, demonstrating that you have engaged with the material and used it, where appropriate, to inform your work. Further, you are required to consider how the UKPSF has been operationalised in your practice.

National Recognition

Because the programme is recognised nationally, successful completion of the Associate Fellowship Scheme means that you are eligible to be considered for Associate Fellowship of the HEA.
Programme Team

Staff profiles can be found at https://www.kent.ac.uk/cshe/about.html

Contact Details:

**Fran Beaton:** Tutor / Module Convenor/Director of Graduate Studies – Taught / Chief Examiner / Lecturer
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Telephone: 01227 824167

**Dr Julia Hope:** Tutor / Lecturer / Academic Lead for the RRES
Email: J.Hope@kent.ac.uk
Telephone: 01227 827015

**Dr Kendall Jarrett:** Tutor / Lecturer
Email: k.l.jarrett@kent.ac.uk
Telephone: 01227 816854

**Dr Jennifer Leigh:** Tutor / Module convenor
Email: J.S.Leigh@kent.ac.uk
Telephone: 01227 816279

**Dr Tom Parkinson:** PgDip & MA Programme Director/ Tutor / Module Convenor / Lecturer
Email: T.Parkinson@kent.ac.uk
Telephone: 01227 826526

**Dr Edd Pitt:** PGCHE/AFS Programme Director / Tutor / Module Convenor / Lecturer
Email: e.pitt@kent.ac.uk
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**Kathleen M. Quinlan,** PhD PFHEA, Director CSHE / Tutor / Module Convenor / Director of Graduate Studies – Research / Lecturer
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Telephone: 01227 (82)4579

**Professor Simon Thompson:** Module Convenor / Lecturer
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Telephone: 01227 (82)3820

**Suzie Westhead:** Programme Administrator
Email: HEPprogsadmin@kent.ac.uk
Telephone: 01227 (82)4013

Programme Office
The programme team is based in the Unit for the Enhancement of Learning and Teaching (UELT) next to the Santander bank. The full address is: Unit for the Enhancement of Learning and Teaching, University of Kent, Canterbury, CT2 7NQ
Structure of the Programme

Route (i) Associate Fellowship Scheme (Teaching)

This consists of

UN819: An Introduction to Learning, Teaching and the Academic Environment
UN831: Contextualising Higher Education Teaching and Learning

Route (ii) Associate Fellowship Scheme (Learning Support)

This consists of

UN828: Supporting Learning in the Academic Environment
UN831: Contextualising Higher Education Teaching and Learning
All modules within the Associate Fellowship Scheme are mapped to the UKPSF (please see each individual module description within this handbook for details).

You are expected to attend ALL seminars. If you miss more than two seminars for an individual module you will be required to de-register from that module and take it when it is next offered.

**Timetable for Associate Fellowship Scheme modules running in 2018/2019**

**IMPORTANT NOTE:** All participants should attend the Induction Day for their cohort

Route (i) Associate Fellowship Scheme: teaching route

**These dates are subject to change, please ensure you are regularly checking your AFS email and timetable for changes**

<table>
<thead>
<tr>
<th>UN819</th>
<th>An Introduction to Learning, Teaching and the Academic Environment</th>
<th>Autumn Intensive</th>
<th>OR</th>
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<tr>
<td></td>
<td>18, 19, 20 September UELTSR</td>
<td>18, 19, 20</td>
<td>26/09/2018 to 26/10/2018</td>
<td>26/09/2018 to 24/10/2018</td>
<td>9,10,11th or 14,15,16th January 2019</td>
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<tr>
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<th>Autumn</th>
<th>OR</th>
<th>OR</th>
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|       |                                                        | Friday | 19/01/2018 to 23/02/2018 | Friday |
|       |                                                        |        | UELTS SR                   |        |

|       |                                                        | Friday | 02/03/2018 to 06/04/2018 |        |
|       |                                                        |        | UELTS SR                   |        |

|       |                                                        | Friday | Three full days on the following |
|       |                                                        |        | 17th May, 31st May, 14th June |
|       |                                                        |        | 10 – 4PM |
Route (ii): Associate Fellowship scheme (learning support route)

UN828
Supporting Learning in the Academic Environment

Please refer to UN819 as this will be incorporated in UN819

SECTION TWO: THE CONTENT OF THE PROGRAMME

Route (i): Associate Fellowship Scheme (Teaching)

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

Status: Compulsory
Level: 6
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 UN831: Contextualising Higher Education Teaching and Learning

The module is underpinned by the UK Professional Standards Framework for teaching and supporting learning in higher education 2011 and will raise your awareness of how the UKPSF can guide your professional development. Descriptor 1(D1) for Associate Fellowship of the Higher Education Academy (AFHEA) can be applied for on successful completion of this first module and UN831.

The seminars will aim to introduce participants to different principles and approaches to Higher Education learning and teaching, the range of teaching, assessment and
evaluation methods available to HE practitioners, alongside the skills required to put this knowledge into practice. You will be encouraged to develop an evaluative approach to your teaching.

**Learning Outcomes:**
At the end of the module, you will have:

- A sound understanding of a range of approaches to learning and teaching in Higher Education (UKPSF A2, A3, A4, K1, K2, K3, V1,V2)
- An understanding of these approaches relate to HE practice (UKPSF K4)
- An ability to make informed decisions about appropriate methods, such as the use of relevant technology (UKPSF A1, A2, A3)
- An understanding of the principles of assessment and evaluation and how these relate to their own immediate practice (UKPSF A2, A3)
- The development of practical skills in a teaching role (UKPSF K5)

**Assessment:**
Assessment is via two written assignments totalling 3,000 words, including a portfolio of supporting evidence, not exceeding 1500 words. The structure is individually negotiated, but such a portfolio would typically include teaching observations, teaching materials, use of learning technology, appropriately anonymised feedback to students including student work for assessment, a reflective commentary and a case study. The portfolio may be submitted as an e-portfolio or in hard copy. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to learning and teaching (including possible uses of technology) and an ability to evaluate the application of these to their own Higher Education practice. You must also submit two teaching observations to pass (or be exempt from) this module.

**Assignment 1 - 1500 words**
Title: “Identify and critically evaluate key principles that influence learning, teaching and assessment in Higher Education.”
This essay will typically include:

- An understanding of the principles of learning and teaching theory in Higher Education
- How theory informs your values and beliefs as an educator in Higher Education
- An understanding of the principles of assessment and how these either relate to your own practice (if you assess students’ work) or how you would apply them if you had the opportunity to do so
- You **must** include a bibliography. The bibliography should, at minimum, include both the recommended module readings and other materials, for example books and journals in the Templeman Library or web-based resources held by Subject Centres.

Please note the deadlines for submitting assignments. When you submit each piece of work you must update the relevant sections of the Fellowship/Associate Fellowship Evidence Record to assist the examiners in assessing your eligibility.
Assignment 2 - Portfolio

This is a 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format. The word count does not include bibliography or appendices. This piece of narrative writing should be your reflections on yourself as a learner and the teaching you have already experienced. It is about the first stages of your development as a teacher, the values and beliefs which inform the way in which you plan and evaluate your teaching.

You **must** include

- Evidence of two teaching observations (as appendices)
- A 500-word reflection on own learning and educational philosophy statement
- A 500-word reflective and critical commentary on your teaching observations, your materials, your assessments and feedback of students, and your use of appropriate learning technologies.
- A 500-word case study demonstrating how you have engaged with a specific group of students or individual student. This will demonstrate how you have applied your values and beliefs to the planning and execution of your teaching sessions, including an awareness of the differing needs of students, and evaluation of the student learning that has taken place, how your teaching has worked in practice.

You may also want to include, for example,

- materials you have prepared and used for learning, teaching and assessment of students, including use of learning technologies, such as session plans, feedback from or given to students
- a consideration of who or what inspired you as a learner, and your own consideration of how you learn
- Any ‘critical incidents’ that changed how you learnt
- Qualities that you wish to incorporate into your own teaching

**Indicative content**

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<td>Learning from experience: What is good learning?</td>
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<td>• Discussion of Assignment tasks 1 and 2</td>
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<tr>
<td><strong>The Wider Context of Higher Education</strong></td>
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<tr>
<td>• Respecting individual learners</td>
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<tr>
<td>• Participation in Higher Education</td>
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<tr>
<td>• Student centred learning</td>
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</tbody>
</table>
An introduction to Learning and Teaching Theory

- How students learn
- The language of learning in specific subject areas
- Appropriate methods for learning and teaching

Being an Academic

- Developing your presence
- Evaluating your teaching practice
- Evidence based research and scholarship

What is Assessment?

- Key principles
- Evaluating student learning
- Planning assessment tasks
- Marking assignments and giving feedback

Preparing for Practice

- Designing and planning learning activities
- Developing effective learning environments
- The use and value of learning technologies

UN831: Contextualising Higher Education Teaching and Learning

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<th>Status</th>
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<tr>
<td>Level:</td>
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<td>Credits:</td>
<td>15</td>
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<tr>
<td>Convenor:</td>
<td>Dr Kathleen M Quinlan</td>
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Numbers are capped at 30 for each intake to ensure a quality learning experience for each student. If numbers are below 10 for any offering, then this will be cancelled and offered at a later date instead.

**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 is intended to help participants situate their teaching within the discipline they teach and within national and institutional higher education policies. The overall aim is to help participants clarify their own values related to their teaching through critical examination of the values embedded in those contexts and
the UK Professional Standards Framework for University Teaching (UKPSF). To that end, we will start with dilemmas participants encounter in their teaching practice and analyse them in relation to the responsibilities of and accountabilities on academics in the current context. With support, participants will also individually investigate issues particular to teaching in their own subject area.

Learning Outcomes:

1. **The intended subject specific learning outcomes.**
   On successfully completing the module students (called “participants” here) will be able to:
   - Adapt your teaching to the particular challenges students have with learning your subject (e.g. discipline/field). (PGCHE 1, 2, 4)
   - Articulate and justify your own purposes/values/aims in teaching. (PGCHE 4, 6)
   - Critically analyse the impact of key policy and technology developments in UK higher education on students, academics and universities. (PGCHE 3, 5)
   - Critically engage with ethical issues and values in teaching and evaluate various resolutions to dilemmas you face. (PGCHE 1, 4, 5)

2. **The intended generic learning outcomes.**
   On successfully completing the module, students (called “participants”) will be able to:
   - Exercise initiative and personal responsibility in identifying ways to better support student learning. (PGCHE 1, 2, 6)
   - Make decisions in complex and unpredictable teaching and learning situations that take into account the demands of your context and your own goals and values. (PGCHE 1, 4)
   - Independently continue their professional development and learning related to teaching in your own discipline. (PGCHE 6)

Module Assessment

**Assignment 1** (due approximately 3 weeks after the end of the taught module)

Write a 1,000 word report (excluding references) that analyses a dilemma of practice by considering values (yours and/or those stated in the UKPSF), ethical issues in higher education, and the policy environment at national and/or institutional level. Be sure to reference key, relevant policies (institutional or national). Start by identifying and describing the dilemma, identifying any competing values that make it a dilemma. This may be a dilemma you have faced and already acted on or one that continues to plague you. Discuss potential (re)solutions and the context in which this dilemma arises (e.g. policies that are the source of the values or that affect the range of solutions). What seems to be the best course of action? Why?

**Assignment 2** (due approximately 12 weeks after the end of the taught module).
Write a 2,000 word report (excluding references) that:

a) identifies (at least) one key challenge your students face in learning your particular subject, drawing on at least two of the following:
   i) subject-specific pedagogical literature. For an indicative list of discipline-specific journals, see: https://nau.edu/uploadedFiles/Administrative/Provost/Faculty_Development/Resources/Discipline%20Specific%20Journals%20in%20Teaching[1].pdf
   ii) conversations with experienced teachers of your subject (e.g. informal interviews, naming individuals you have consulted and the number of years of teaching experience they have in your subject) or;
   iii) your own systematic observations of students’ performance (e.g. informal interviews, close observations of their behaviour/questions/contributions in class, analysis of exam scripts or assignments) to justify your choice of this difficulty and pinpoint the student difficulty.

b) Your assignment must also consider how you can overcome this difficulty through your teaching (i.e. how one might teach differently to address a misconception or alter the usual teaching methods in your discipline.)

Assessment guidance

- ALL assignments MUST include a list of texts referenced in the bibliography will be cited elsewhere in the essay. You may use whatever referencing style is familiar to your discipline. If in doubt, please use

- The structure and style of your account are largely up to you although all assignments should be written according to standard academic conventions.

- You are strongly urged to consult with the module convenor or with your tutor if you would like advice on an outline structure or on a draft of the final essay.

Indicative Content:

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<td>• Historical Context</td>
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<td>• Policy Directions</td>
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<td>2</td>
<td>Current issues in Higher Education</td>
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<td>• HE as a public or private good</td>
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<td>• The vocational/academic divide</td>
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<td>• Students as consumers or participants</td>
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<thead>
<tr>
<th></th>
<th>Teaching, learning and assessment in HE</th>
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<td>• Lecturing, teaching or training</td>
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<td>• Teaching, learning and assessment in the disciplines</td>
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<td>• Learning Technologies</td>
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<td>4</td>
<td>Universities and research</td>
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<td>• Making links between teaching and research</td>
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<td>• Knowledge and disciplinary boundaries</td>
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<td>• Research and scholarship</td>
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<td>5</td>
<td>Academic careers</td>
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<td>• Professionalism and professional development</td>
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<td>• Disciplinary career structures</td>
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<td>• Accountability and bureaucracy</td>
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<td></td>
<td>• The HEA &amp; UKPSF</td>
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Route (ii) Associate Fellowship Scheme (Learning Support)

UN828: Supporting Learning in the Academic Environment

INCORPORATED IN UN819

The module is intended to support professional development through a process of critical reflection, and to meet the particular needs of staff engaged in a range of learning support roles. For this reason it is designed to be flexible and adaptable to practice in different specialist fields. It aims to provide an introduction to different approaches to learning, the assumptions on which they are founded and their implications for practice. The curriculum focuses chiefly on student-centred approaches to learning: how students learn, both generally and within subject/disciplinary/practice areas; effective approaches to student support and guidance; the role of feedback in supporting learning; and strategies for evaluating the effectiveness of professional practice. The module seeks to make explicit links between principles and the application of these to participants’ own practice and development. Participants are encouraged to reflect on personal practices, evaluate them and identify how they can be developed. A further central component of the module is the role of observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one’s own practice are central to the development of the skills of a reflective practitioner and to career development.

Participants completing the module should be able to demonstrate the learning outcomes:

NB to attain Associate Fellowship of the HEA, participants should demonstrate successful engagement with at least 2 areas of activity (A), appropriate core knowledge and understanding (at least K1 and K2), and a commitment to appropriate professional values (V). This module, taken in conjunction with UN820, enables participants to attain Associate Fellowship.

- A sound understanding of a range of approaches to supporting learning in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF (depending on field of practice) A1, A2, A3, and/or A4,K1; K2, K3, V1, V2
- An understanding of how these approaches are implemented in Higher Education, evaluating personal practices in the light of relevant theory (contributing to PGCHE Intellectual Skills 1 and subject-specific skills 2, UKPSF K4 and V2
- An ability to make informed decisions about appropriate methods, s (contributing to PGCHE Knowledge and Understanding 3;UKPSF (depending on field of practice) A1, A2, A3, and/or A4; K2, K3 and/or K4
- An understanding of the principles of evaluating learning and understanding and how these relate to their own immediate practice (contributing to PGCHE Subject-specific skills 5 and 6 and UKPSF A2, A3
- The development of practical skills as a reflective practitioner in a learning support role, contributing to PGCHE Knowledge and Understanding 1 and 4;
Intellectual Skills 1; Subject-specific skills 2; UKPSF (depending on field of practice) A2, A3, A4; K1, K2, K3, K5; V1, V3.

The intended generic learning outcomes are:

- Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a facilitator of student learning using appropriate demonstration and communication techniques and to plan for continuing professional development (contributing to PGCHE Knowledge and Understanding 4, Subject-specific Skills 3, Transferable Skills 1; UKPSF A5, K6, V3)
- Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (contributing to PGCHE Transferable Skills 2 and UKPSF K5)
- Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and practice/ research. (contributing to PGCHE Transferable Skills 3, and UKPSF K6)

Indicative content

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<td>Getting started</td>
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<td>Module Introduction</td>
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<td>Learning from experience: What is good learning?</td>
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<td>Preparing for a learning support situation</td>
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<td>The language of learning in specific subject areas</td>
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<td>Arranging an observation</td>
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<td>Discussion of assessment task 1</td>
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Module assessment

Assessment is designed to reflect the emphasis on the development of practical skills as a reflective practitioner and application of theory to practice. Assessment is via two written assignments totaling 3,000 words:

- Assignment 1: 1,500 word essay (11c,11d,11e,12b)

- Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement (12.a). Such a portfolio would typically include examples of ways in which student learning is supported, a consideration of the rationale for the approach taken and a reflection on what has been learned from the processes of observing others. It must include an observation with their school mentor. The portfolio will be assessed on the extent to which you critically engage with the UKPSF, provide evidence of a learning and teaching perspective on professional issues in your own practice, and a critical reflection on the learning and teaching process, supported by reference to a current and relevant research base. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to supporting learning (including, where appropriate, possible uses of technology) and an ability to evaluate the application of these to their own practice. The portfolio may be submitted as an e-portfolio or in hard copy.

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical skills and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a practitioner in higher education.
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 participants on our programmes 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 providing informal feedback is especially valuable.

**Assessment by your tutor and your mentor:** This is slightly different depending on which version of the Associate Fellowship Scheme you are taking.

Route (i): Teaching. A Peer and your School mentor will observe you teaching and give you comments on it. You should also make full use of these opportunities to raise problems with, and ask for advice from, your peers and your School mentor. Don’t wait to be invited. It is your responsibility to make early contact with your peers and your School mentor to arrange dates for your teaching observations. It is also your responsibility to ensure that a copy of each teaching observation is submitted with your UN819 coursework.

Route (ii): Learning Support. You need only submit one mentor observation of your practice with your UN828 coursework.

**Summative assessment** is the process of determining whether you have successfully completed the Associate Fellowship Scheme. In order to do so, you will need to have

**Route (i): Teaching**

- Passed *UN819 An Introduction to Learning, Teaching and the Academic Environment* and *UN820 Critical Perspectives on Academic Practice*. These together comprise 30 credits and support your claim for Associate Fellowship

OR

- Been given partial exemption under APE/CL guidelines

AND

- Provided evidence that you have been observed teaching twice, once by a peer and once by your School mentor
Route (ii): Learning Support

- Passed UN828 Supporting Learning in the Academic Environment and UN820 Critical Perspectives on Academic Practice. These together comprise 30 credits and support your claim for Associate Fellowship

AND

- submitted one mentor observation of your practice with your UN828 coursework.

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 within the normal one-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.

We hold two exam boards a year, normally in June and November. If you pass an individual module or modules, you will receive a results transcript confirming the award of credit after each Board. Full details and further advice on assessment for each module will be provided by the module convenor. The Recognition Subcommittee, a sub-committee of the Exam Board, meets shortly before each Board and makes recommendations about the award of Associate Fellowship/Fellowship to the Board.
SECTION THREE: GENERAL INFORMATION

Time Allocation

Your time at Kent as a part-time member of staff, combining teaching or learning support work with, for example, PhD study is likely to be very busy and demanding, and you may be wondering how your participation in the Associate Fellowship Scheme can be fitted in along with everything else. The Scheme 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 work.

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.

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.

Important note. If your University contract requires you to take the Associate Fellowship Scheme, please note that neither UELT nor staff teaching on the Scheme have any influence on Contracts of Employment. If you wish to discuss this or any other aspect of your contract please contact your Head of School or Human Resources.

Academic Management of the Programme

The programme is managed through the administrative structures of the Faculty of Social Sciences. Academic management of the programme is exercised by:

**Staff/Student Liaison Committee:** Chaired by a member of the Academic Practice Team and includes Associate Fellowship Scheme and PGCHE student representatives.

There will also be an open invitation to all registered students on our programmes to a face-to-face Summer SSLC. Your views matter.
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 Director of UELT.

Board of Examiners: Consists of the External Examiner, all internal examiners and is chaired by the Chief Examiner. The Board of Examiners meets in November and June to confirm the award of certificates and credits, and to review the progress of all students on the AFS. 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. Eligibility for HEA Associate Fellowship is assessed by the Recognition Sub-Committee, a sub-committee of the Board of Examiners, which meets before each BoE and makes recommendations to the Board.

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.

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.

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

Submission of Coursework: Procedure

Each piece of coursework should be submitted electronically via Moodle at http://moodle.kent.ac.uk by 4.30pm on the day of each deadline.

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 within the usual timeframe.

Classification

Your result will be classified as Distinction, Pass or Fail. You will be required to achieve a Pass in all your assessments (written assignments, observation requirements) and completed Associate Fellowship Evidence Record in order to be awarded academic credits and make a successful claim for Associate Fellowship. Candidates whose work is judged not to have met the requirements of all or part of the Associate Fellowship Scheme 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.
Two Boards of Examiners are held during each academic year for the Associate Fellowship Scheme and PGCHE.

Coursework is submitted and marked by 1st internal marker.

10% or 6 (whichever is greater) pieces of coursework are moderated by 2nd internal marker.
All FAILS and DISTINCTIONS are moderated.

Coursework and feedback returned to students.

10% or 6 (whichever is greater) pieces of coursework are moderated by the External Examiner.
All FAILS and DISTINCTIONS are moderated.

All marks are PROVISIONAL until confirmed at the Board of Examiners.

Marks CONFIRMED at Board of Examiners.

PASS

Credits awarded

FAIL

Board of Examiners grants 2nd opportunity to submit coursework.

Repeat process from box 1 to 4.

Board of Examiners may offer a 3rd opportunity to submit coursework after a second FAIL but this is discretionary.

Flowchart to show coursework assessment process.
Teaching Observation Record

This pro forma is designed to structure feedback on teaching observation and may be used in a variety of learning contexts.

Before the observation
Ideally you and your observer should meet before the observation to discuss the aims of the session and any particular points for feedback, which should be recorded here. Even if a meeting cannot be arranged, please complete section A and hand the form to your observer before the session.

<table>
<thead>
<tr>
<th>SECTION A – to be completed by student BEFORE the observation</th>
</tr>
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<tbody>
<tr>
<td>Aims of the session</td>
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<td></td>
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<tr>
<td>Relationship of this session to the students’ programme</td>
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<td></td>
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<tr>
<td>Teacher</td>
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<table>
<thead>
<tr>
<th>Level/Year/mode</th>
<th>Length of Session</th>
<th>Date, time and place of session</th>
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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

<p>| Planning and organisation (A1, K1, K4, V3) |  |
| Use of learning environment and learning resources (A2, A4, K2, K3, K4) |  |
| Teaching methods and approach (A2, K2, K3, V3) |  |</p>
<table>
<thead>
<tr>
<th>Student activity and participation (A4, K2, K3, V1, V2)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Content of this session, and links with previous/ future sessions (A5, K1, K6, V2, V3, V4)</td>
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<tr>
<td>Checking students' understanding and progress (A2, K3, K4)</td>
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<tr>
<td>Key strengths</td>
<td>Points for development</td>
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**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.

<table>
<thead>
<tr>
<th>SECTION C – to be completed by student AFTER receiving feedback from the observer</th>
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<tbody>
<tr>
<td><strong>Immediate responses</strong></td>
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<tr>
<td><strong>Reflective evaluation</strong></td>
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</table>

Signature of observed teacher
Date

Please return the completed form to heprogsadmin@kent.ac.uk
**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 discipline.

**Referencing**

The most common referencing system in Social Sciences disciplines, of which Education is one, is the Harvard Referencing System.

We advocate its use in your PGCHE work. If there is a different system in general use in your own academic discipline which you would prefer to continue using, that is also acceptable. 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: For example, if you are quoting from: Roger J (2002) *Adults Learning* Open University Press, the text reference is ‘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.

Registration Procedure for Taught Postgraduate Students

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

1. Please go online and enrol (at www.kent.ac.uk/gettingstarted) following the form. A photo is
   required, which can be taken at the Registry if you wish.

2. 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
   AFS 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.

3. Then collect your Student ID card from the Registry. If you do not collect your student card,
   you will not be fully registered on the programme and risk being de-registered.

4. Further information can be found at http://www.kent.ac.uk/newstudent/

5. 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 update this via CMSDS.
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 tkp13)
- Enter your password

Using your account for the first time:

Please note that some students have found it difficult to access their accounts off campus. The first time you use your account, please login on campus using one of the university’s computers. This allows access anywhere else.

Any problems?

If you need to reset your password, or have your student email forwarded onto another email account that you use more often, please contact the IT Helpdesk in the Templeman Library on 4888.