



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

PROGRAMME OF STUDY HANDBOOK

Postgraduate Certificate in Teaching in Higher Education

Inclusive of the stand-alone module
UNHE7005 Teaching in Higher Education

Level 7

FACULTY OF EDUCATION & COMMUNITIES

2017-18

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, in the academic year 2017-2018. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

WELCOME MESSAGE

PROGRAMMES OF STUDY AND PROGRAMME DIRECTORS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Directors are also listed below.

Programme of Study	Programme Director	Tel. No.	E-mail
PG Cert Teaching in Higher Education (English Medium)	Mark Flagg	01792 481000	mark.flagg@uwtsd.ac.uk
PG Cert Teaching in Higher Education (Welsh Medium)	Christine Jones	01267 676774	c.m.jones@uwtsd.ac.uk

PASTORAL SUPPORT

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Postgraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

ADMINISTRATIVE PROCEDURES

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet.

Contact details for the Faculty office administrative lead for the programme of study:

Lesley Morgan: lesley.morgan@uwtsd.ac.uk

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2017/18 (forename/surname)	External Examiner for 2016/17 (if different to current)
PGCert Teaching in Higher Education	Emma Roberts FHEA	Marian Sweet FHEA

Please note that students are not permitted to make direct contact with the External Examiners.

ACADEMIC YEAR 2017/2018

The academic year 2017/2018 will be divided up as follows:

Induction 25/09/17 - 29/09/17

Semester 1: 25/09/17 - 26/01/18

Semester 2: 29/01/18 - 13/07/18

Examination Boards: normally November, March and June annually

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to borrow materials from the Library and Learning Resources;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II, where applicable;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

Programme of Study (Course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework. The basic characteristics of the relevant levels of study are outlined in section 6.1.5 of Chapter 6 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website: <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Director about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the

University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the *Academic Quality Handbook*, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's *Academic Quality Handbook*, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the *Academic Quality Handbook*, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.
- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.

- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

You can access Moodle in 3 different ways:

1. **From MyDay**
Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing myday.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. **From the University Website**
Navigate to <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. **URL Input**
Open any browser on an internet-connected device and navigate to <http://moodle.uwstd.ac.uk>

Log in using your Network username and password which are the same used to access campus PC.

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

PROGRAMMES OF STUDY

(1) Postgraduate Certificate Teaching in Higher Education (PGCert tHE)

The PGCert tHE allows full and part-time academic staff, along with others with substantive teaching responsibilities, to participate in a structured programme of teaching development activity focussed on their individual needs.

It is the normal expectation that newly appointed academic staff at UWTSD or one of its collaborative partners who do not have a relevant teaching qualification and have less than two years full time teaching experience, undertake this programme or the Postgraduate Certificate in Post Compulsory Education (PCET), also offered by the Institute of Education. Support staff at UWTSD are also actively encouraged to undertake a teaching qualification to acknowledge their role in supporting teaching and learning. Graduate Teaching Assistants (GTA's) at UWTSD are required as a condition of employment to undertake the stand-alone Module UNHE7005. The Programme is available in English and Welsh and is campus-based for those based in west-Wales and an equivalent on-line version is planned for those not based near the Swansea, Carmarthen or Lampeter campus.

The PGCert tHE provides an opportunity for HE professionals to develop their pedagogical skills through reflection and analysis whilst also gaining an understanding of relevant literature in the field. Active engagement with the *UK Professional Standards Framework* (UKPSF) for teaching and supporting learning in HE is an integral part of the qualification which is accredited by the Higher Education Academy. Those staff who successfully complete the PGCert tHE, based on reflection on teaching or supporting learning at QCF Level 4 and above, are eligible to become Fellows of the Higher Education Academy. Those of you successfully completing Module UNHE7005 only, based on reflection on teaching or supporting learning at QCF Level 4 and above, are eligible to become Associate Fellows of the Higher Education Academy. Non UWTSD staff are required to pay a recognition fee of £200 or £100 respectively.

The Programme consists of two 30-credit modules which can be taken through the medium of English or Welsh, both of which are assessed by means of a portfolio based on normal teaching duties, peer observations and others CPD activities. Participants are required to undertake a minimum of 40 teaching hours per year and must complete the qualification within a maximum of two calendar years.

Programme Learning Outcomes

A. Knowledge and Understanding

On completion of this programme a successful student will have knowledge and understanding of:

- 1: How students learn effectively, both generally and in their own disciplinary context;
- 2: A wide range of appropriate methods for curriculum design, teaching, learning, assessment and student support suitable for different subject areas within HE

B. Cognitive (thinking) skills

On completion of this programme a successful student will be able to:

- 3: Critically evaluate a range of pedagogical models, analysing theory, scholarship and research evidence in relation to their own professional practice;

- 4: Analyse their own professional practice, in order to understand it more deeply and aim to improve it.

C. Practical skills

On completion of the programme a successful student will be able to:

- 5: Demonstrate effective practice in supporting student learning – including designing curriculum, teaching, assessing and giving feedback to learners;
- 6: Use a range of self, peer and student monitoring and evaluation techniques to review their teaching and learning and to aid course review.

D. Key skills:

On completion of the programme a successful student will be able to:

- 7: Exercise initiative and personal responsibility;
- 8: Effectively communicate results of research to research participants and peers;
- 9: Reflect in an informed way on their own personal and professional practice and assess their own future development needs to secure ongoing improvement in their professional activity.

(2) Teaching in Higher Education 1 (UNHE7005)

At the interview stage, the Programme Director will discuss with you whether the full postgraduate certificate is the right option for you or Module 1 only, namely UNHE7005, depending on your work circumstances, that is, if you do not participate in the full spectrum of activities that might define academic or academic-related practice but rather have a specific role in teaching and supporting HE learning. The typical role/career stage illustrations show that teaching and supporting learning at this level is often not a 'formal' activity and can take the form of more informal, facilitative approaches, such as that undertaken by individuals working in Student Support or the Learning Resources Centre.

Individuals taking Module 1 as a stand-alone module therefore must be able to demonstrate engagement and competency in at least two of the five Areas of Activity above as defined by the Framework. In consultation with the Programme Team in your first tutorial, you should choose areas that are relevant to your work and/or which will develop your skills for future roles and activities. For example; if you are a GTA you may not be required to design or plan learning activities and/or programmes of study (A1) but may well be teaching small seminar groups or more formal lectures (A2). You should also demonstrate Core Knowledge relevant to the two Areas of Activity along with an awareness and commitment to appropriate Professional Values.

PROGRAMME STRUCTURE

The PGCert tHE can be taken over one to two calendar years depending on your teaching opportunities and requirements. It is recognised that some of you may not have a sufficient range of varied teaching opportunities to complete the whole Certificate within one calendar year, but others maybe are keen to do so. Equally so the developmental nature of the Certificate means that two years is more appropriate in the case of some individuals and also can allow for greater scope with regard to the teaching interventions which form the basis of the portfolios. For example one of the teaching interventions for portfolio 2 may be a comparative account looking at the way a particular module was taught over two consecutive years. Alternative example structures are noted below. The Programme Director will discuss with you the various options available to you.

The table below shows the current composition of the programme:

Completion in One Year

Semester 1 (2017-18)

Module Code	Title	Module type (core, compulsory or optional)	Credits
UNHE7005	Teaching in Higher Education 1	core	30

Semester 2 (2017-18)

Module Code	Title	Module type (core, compulsory or optional)	Credits
UNHE7006	Teaching in Higher Education 2	core	30

Completion in Two Years

Semesters 1 and 2 (2017-18)

Module Code	Title	Module type (core, compulsory or optional)	Credits
UNHE7005	Teaching in Higher Education 1	core	30

Semesters 1 and 2 (2018-19)

Module Code	Title	Module type (core, compulsory or optional)	Credits
UNHE7006	Teaching in Higher Education 2	core	30

Each Module consists of the following:

- An induction session focusing on aspects of module content
- Group seminars focusing on aspects of module content
- Regular on-line or face-to-face tutorials focusing on individual developmental needs
- Three peer observations
- Attendance at three CPD events

The seminars will be spaced out over two semesters or condensed into one according to the requirements of the cohorts and will be based on the Carmarthen and Swansea campuses for staff working in Swansea, Carmarthen or Lampeter. For staff based at one of the collaborative partners outside west Wales and staff on the UWTSO London campus, these sessions will be held via skype group calls. Whilst there will naturally be variation in teaching approaches between the groups, the learning outcomes and summative assessment are the same for both modes of delivery.

Module details are correct on 1 September 2016, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these

details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

ASSESSMENT and the UK Professional Standards Framework (UKPSF)

The University of Wales Trinity Saint David's (UWTSD) PGCert tHE Programme is situated within the University's Continuing Professional Development (CPD) Framework, which is overseen by the Pro Vice Chancellor (International and Enhancement) and managed by the Head of Enhancement Unit (See Appendix 3). The PGCert tHE Programme is therefore aligned with the UK Professional Standards Framework (UKPSF) and, as such, supports you in aligning your practice as teachers in the higher education sector, with a recognised and valued set of professional standards. In addition, alignment of your professional practice to the UKPSF will contribute to your Continuing Professional Development by enhancing your professional standing. For those of you who reflect on teaching or supporting learning at QCF Level 4 or above, this means that you are able to gain recognition from the Higher Education Academy (HEA) on successful completion of the programme.

By aligning your professional practice with the UKPSF, you are able to demonstrate your efforts and commitment to the delivery of high quality teaching, learning and assessment and your contribution to effective and valuable learning experiences. Alignment will also allow you to showcase creativity and innovation and to demonstrate, through continuing professional development activities, the professionalism and excellence in your academic and scholarly practices.

Sustained engagement with the UKPSF is a key aspect of the PGCert tHE and you should study carefully the handbook appendices which map the outcomes as outlined in the Programme Specification, against the Framework. The Framework, revised in 2011, has been developed by the Higher Education Academy with the sector and is written from the perspective of the practitioner. It provides a set of agreed values, an expected basis of expertise and indicative areas of activity, appropriate to the different levels of engagement with student learning in higher education. The alignment of practice to the UKPSF is discussed in detail in the seminar sessions for module UNHE7005.

The PGCert tHE is assessed by means of two portfolios, one for UNHE7005 Teaching in Higher Education 1 and one for UNHE7006 Teaching in Higher Education 2.

Staff seeking Associate Fellow status only should undertake UNHE7005 Teaching in Higher Education 1 as a stand-alone Module.

The UK Professional Standards Framework consists of two components:

1. The Dimensions of Practice

These are a set of statements which outline areas of activity, core knowledge and professional values expected of those teaching and supporting learning in higher education:

Areas of Activity

- Design and planning of learning activities and/or programmes of study.
- Teach and/or support student learning.
- Assess and give feedback to others.

- Developing effective learning environments and approaches to student support and guidance.
- Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research/scholarship and the evaluation of professional practices.

Core Knowledge

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

Professional Values

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

2. The Descriptors

This second element of the Framework is a set of statements outlining the key characteristics of someone performing four broad categories of typical learning and teaching support roles within higher education.

Individuals undertaking the PGCert tHE must be able to demonstrate engagement and competency in the areas noted above at a level relevant to early career teachers who have a substantive learning and teaching role as defined by Descriptor 2. The descriptor recognises and acknowledges good practice within the learning contexts of higher education, wherever this takes place, and however teaching and the support of learning is approached. Furthermore, it recognises the diversity of staff who, in different ways, provide such teaching and support.

Assessment of Module 1 (Descriptor 1)

For Module 1 of the PGCert tHE programme, you need to demonstrate engagement with a **minimum of two of the Areas of Activity**. You should choose areas that are relevant to your work and/or which will develop your skills for future development and activities. In addition, you must integrate the alignment of your practice relevant to the **Core Knowledge (at least K1 and K2)** and **all of the Professional Values**.

Descriptor 1 (Associate Fellowship) allows you to interpret and apply the dimensions of the framework in a way that is meaningful to your practice whilst ensuring that the expectations of a restricted teaching and supporting learning role are addressed.

NB: In addition to the selected Areas of Activity and Core Knowledge and the Professional Values, and in keeping with the requirements of the PGCert tHE

Programme, **evidence of incorporating relevant subject and pedagogic research and/or scholarship within the activities chosen is expected.**

The portfolio for UNHE7005 Teaching in Higher Education 1 is assessed as follows:

- A general statement on how you view teaching and learning (approx 750 words)
- A micro teaching session consisting of a 10 minute oral presentation presented to colleagues together with a short reflection of 250 words based on feedback received from peers, **mapped against the UKPSF.**
- A reflective report of a teaching intervention cycle (3,250 words), with **alignment of practice with the UKPSF throughout, including all lesson plans and critically reflective evaluations, where at least two areas of activity must be fully met and inclusive of reference to the Core Knowledge (at least K1 and K2) and all of the Professional Values.**
- Reports of three teaching observations (500 words x 3) – one by you, two of you by colleagues, **showing clearly how your practice is aligned with the UKPSF**
- Reflective evaluations of three CPD events attended (500 words x 3), **including explanation as to how these have contributed to your development relevant to the UKPSF**

CPD Events

The Programme Director will keep you updated on relevant CPD events which are taking place within the University, including those offered by the Enhancement Unit and those offered centrally through the Staff Development Unit. In addition, you may identify external CPD opportunities that are appropriate to your subject area, for example. In such circumstances you will have to obtain permission and funding from your line manager to support your attendance. You should discuss the suitability and value of any CPD events identified with your Teaching Advisor and/or the Programme Director, so that clear links can be made between the event and your engagement with the UKPSF.

The Diagram overleaf summarises the requirements for recognition of Associate Fellow (Descriptor 1) status:

Descriptor 1	Typical individual role/career stage	Related HEA recognition
Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of: i. Successful engagement with at least two of the five Areas of Activity ii. Successful engagement in appropriate teaching and practices related to these Areas of Activity iii. Appropriate Core Knowledge and understanding of at least KI and K2 iv. A commitment to appropriate Professional Values in facilitating others' learning v. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities vi. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Individuals able to provide evidence of effectiveness in relation to their professional roles(s) which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include: a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral students, etc.) b. Staff new to teaching (including those with part-time academic responsibilities) c. Staff who support academic provision (e.g. learning technologists, learning developers, and learning resource/library staff) d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio	Associate Fellow

Assessment of Module 2 (Descriptor 2)

For Module 2 of the PGCert tHE Programme you need to meet all of the Areas of Activity, and integrate all aspects of the Core Knowledge and all Professional Values.

Descriptor 2 reflects main grade teaching responsibilities and is the expected descriptor for all those who undertake substantive teaching as part of their role. The descriptor recognises and acknowledges good practice within the learning contexts of higher education, wherever this takes place, and however teaching and the support of learning is approached. Further, it recognises the diversity of those who, in different ways, provide such teaching and support.

NB: As before, in addition to the Areas of Activity and Core Knowledge and the Professional Values, and in keeping with the requirements of the PGCert tHE Programme, **evidence of incorporating relevant subject and pedagogic research and/or scholarship within the activities chosen is expected.**

The portfolio for UNHE7006 Teaching in Higher Education 2 is assessed as follows:

- 1 reflective report of a teaching intervention cycle (4,000 words), with **alignment of practice with the UKPSF throughout, including all lesson plans and the critically reflective evaluation.**
- 1 reflective teaching intervention cycle in the form of a poster (approx 500 words + graphics), **with the UKPSF being clearly identified**
- Reports of three teaching observations (500 words x 3), **showing clearly how your practice is aligned with the UKPSF**
- Reflective evaluations of three CPD events (500 words x 3), **including explanation as to how these have contributed to your development relevant to the UKPSF**
- A brief assessment of the your development as a reflective practioner throughout the programme together with an analysis of future developmental needs (500 words in total), **mapped to the UKPSF**

All elements of both portfolios focus on reflective practice. Reflective practice is a process by which individuals stop and think about their practice, analyse their decision-making and draw on theory and relate it to what they do in practice. This can be seen particularly in the three teaching intervention cycles, which form the basis of this PG Certificate. The reports and the poster will follow a format such as that noted below:

- A rationale for a proposed change in teaching practice including reference to appropriate literature on teaching and learning in HE.
- A plan highlighting how this will be undertaken and evaluated.
- Analysis of results when undertaken and an evaluation of the student learning experience.
- Comments on implications for professional development of teaching practice.

The first teaching cycle in UNHE7006 is somewhat longer than that undertaken in UNHE7005 to enable those of you undertaking the full certificate to undertake a slightly more ambitious action research reflective project to show your developing knowledge and skills with regard to teaching and learning as well as your ability to evaluate practice and develop professionally in line with Descriptor 2 of the UKPSF. The poster on the other hand focuses on developing the ability to ensure transfer of the key points in a succinct and highly visual manner.

The different forms of assessment which make up the PGCert tHE help aid inclusivity and also ensure that you align your practice to the UKPSF:

- i. The three teaching intervention cycles should be sufficiently varied to enable you to evidence all Dimensions of the Framework. Do remember to underpin your cycles with pedagogical theory.
- ii. The reflective reports of CPD sessions should be a critical assessment of the sessions you attended noting how the knowledge gained could be integrated in your teaching practice.
- iii. The peer observation sessions offer an important opportunity for you to demonstrate how your professional skills have developed and how you are able to make use of teaching observations (whether as observer or as the one being observed) to improve your teaching and inform your professional development in relation to the UKPSF

A copy of the peer observation form to be used is provided as an appendix to this handbook. A copy will also be available on Moodle.

Assessment of the PGCert tHE can be summarised as follows:

Module Code	Module Title	Level	Credits	Assessment details
UNHE7005	Teaching in Higher Education 1	7	30	Portfolio (9 elements equivalent to 8,000 words)
UNHE7006	Teaching in Higher Education 2	7	30	Portfolio (9 elements equivalent to 8,000 words)

Further information regarding the UKPSF can be found on the Higher Education Academy's website www.heacademy.ac.uk

CPD Events

The Programme Director will keep you updated on relevant CPD events which are taking place within the University, including those offered by the Enhancement Unit and those offered centrally through the Staff Development Unit. In addition, you may identify external CPD opportunities that are appropriate to your subject area, for example. In such circumstances you will have to obtain permission and funding from your line manager to support your attendance. You should discuss the suitability and value of any CPD events identified with your Teaching Advisor and/or the Programme Director, so that clear links can be made between the event and your engagement with the UKPSF.

The Diagram overleaf summarises the requirements for recognition of Fellow (Descriptor 2) status:

Descriptor 2	Typical individual role/career stage	Related HEA recognition
Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:	Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:	
I. Successful engagement across all five Areas of Activity	a. Early career academics	
II. Appropriate knowledge and understanding across all aspects of Core Knowledge	b. Academic-related and/or support staff holding substantive teaching and learning responsibilities	
III. A commitment to all the Professional Values	c. Experienced academics relatively new to UK higher education	Fellow
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings	
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice		
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices		

JUDGEMENT AND AWARD OF FELLOWSHIP

The Award of Fellowship will only be made to those learners who successfully complete both Modules of the PGCert tHE. In such circumstances, the learner will receive the academic award of Postgraduate Certificate in Teaching in Higher Education (PGCert tHE), where they have completed 60 credits at level 7.

The Award of Associate Fellowship will only be made to those learners who choose only to complete Module 1 of the programme. In such circumstances, the learner will receive a statement to show that they have completed 30 credits at level 7.

Judgement of Evidence

As the evidence relevant to Associate Fellowship and/or Fellowship is so tightly integrated within the summative assessment tasks, it is not possible to achieve Associate Fellowship (to proceed to Module 2 of the programme) or Fellowship (Full Award), without having to rework or redo any summative assessment tasks that have not been successfully completed.

Moderation

All summative assessments are second-marked internally, with cross moderation taking place with the External Examiner. The work of any learner who reflects on teaching or supporting learning at QCF Level 4 or above and, who is therefore eligible to claim recognition for fellowship from the HEA, is assessed by the Programme Director, who is a Senior Fellow of the HEA, and moderated by the PGCE/PCE (PCET) External Examiner, who is also a Senior Fellow of the HEA. Any awards of fellowship to be made are then presented to the next meeting of the University's HEA Recognition Panel which checks the authenticity of the evidence presented and that the learner is operating at QCF Level 4 or above before ratifying the claim. Where a claim for Associate Fellow or Fellow is successful, the Programme Director enters the learner's details on to the HEA portal to request certification.

Referrals / Resubmissions

Any referrals relating to academic assessment are dealt with by the respective Examination Board and Resit Examination Board – See the *University Regulations – Postgraduate Student Guide*. Where you are asked to rework or redo work related to evidencing the alignment of your practice with the UKPSF, this will be dealt with by the HEA Recognition Panel where you will be asked to resubmit your evidence to a later panel or, where possible, to resubmit for reassessment and Chair's Action.

It should be noted that, although members of UWTSD staff do not have to pay a fee, if you are employed at one of UWTSD's collaborative partners and your institution is not a HEA subscribing institution, then an additional recognition fee, payable to the HEA, is required at this stage. This is currently £100 in the case of individuals obtaining Associate status and £200 in the case of those obtaining Fellow status. Your Programme Director will be able to advise you further regarding this.

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Learning Student Guide*.

Distance Learning students will be allocated a contact who they will be able to assist planning their studies and assessment. Learning and assessment resources for the programme will be made available through Moodle, and students will be supported throughout with web-based tutorial sessions, podcasts which will be tailored to the needs of the students learning plan.

ASSESSMENT PROCEDURES

At the start of each module the module tutor will provide you with full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work. Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole together with the relevant Descriptor of the UKPSF.

Details of assignments will also be on Moodle together with the following link <https://www.heacademy.ac.uk/recognition-accreditation/fellowships/experienced-route-hea-fellowship>, The information available via this link will help you ensure that you have evidenced through the various portfolio elements, appropriate practice to meet the requirements of the category of Fellowship to which the module in question is aligned.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, participants following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

Participants have up to one calendar year from the date of registration to complete UNHE7005 and UNHE7006 if undertaking both modules in one academic year. For example, those of you commencing in September 2016 have up to 30 September 2017 to submit.

Participants have up to two calendar years from the date of registration to complete UNHE7005 and UNHE7006 if undertaking one module per academic year. For example, those of you commencing in September 2016 have until 30 September 2018 to submit.

Participants undertaking UNHE7005 only as a stand-alone module can choose to take the module over one semester or two.

Individuals obtaining additional teaching opportunities at a later date and who are able to demonstrate engagement with all five of the areas of activity as defined in the UKPSF have the opportunity to apply to complete the whole PGCert tHE through the RPL process outlined later in this handbook.

Completed portfolios can be submitted for assessment on any of the following dates next year:

30 January 2018

30 April 2018

30 September 2018

The Programme Director will advise you further regarding the submission procedures nearer the time. Both an electronic and paper copy is required. Normally, a representative sample will be moderated by a second staff member within the period agreed by the University which is 20 working days during the term to return assessed course work. The Programme Director will contact you if this is not possible. The pass mark for each portfolio is 50%. Feedback will be provided by the Programme Director either face-to-face or for those of you undertaking the course online, via Skype. Marks

will be released prior to the Progression / Award Examination Board, but note that these marks, prior to receiving the formal approval of this Board, will be provisional. In line with all other awards in the institution, merit will be awarded to those who achieve an average mark between 60% and 69% while a mark of 70% and above will receive distinction. You will receive a transcript of your assessment marks following the Exam Board and an invitation to the Graduation Ceremony.

Participants who fail a module or modules will normally be re-assessed during the next appropriate assessment period as determined by the relevant Examining Board. The maximum number of re-assessment attempts that can be allowed for a particular module will be one and the mark normally capped at 50%. You will be supported by the Programme Director during the resubmission period, through fortnightly tutorials focussing on the creation of an action plan and the resubmission of the elements of the portfolio which need strengthening. It is the expectation that individual pieces of work will be submitted for formative feedback during this period.

Teaching Advisors are not involved with the assessment process.

After the PGCert tHE

Further information regarding the University's Professional Recognition Scheme which provides staff with the opportunity for all staff who teach or support learning to develop their practice further in alignment with the UKPSF on completion of the PGCert tHE is available through the University's Enhancement Unit.
<http://www.uwtsd.ac.uk/enhancement-unit/professional-recognition/>

Applications for Associate Fellow, Fellow and Senior Fellow are considered by termly Panels and all staff with over two year's full time service are eligible to apply. Your tutor for module UNHE7006 will outline the scheme and future relevant CPD opportunities during a specific seminar session which is part of this module.

RPL PROCEDURES

Recognition of Prior Certified Learning

Staff at UWTSd or one of its collaborative partners who have completed UNHE7005 as a stand-alone module and at a later date wish to undertake UNHE7006 should complete PL3 RPL Certified Learning Application Form to be found under <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms> together with their course application form and submit this along with a copy of their transcript and Associate Fellow Certificate to the Registry at the time of application. Applications will be considered on a case-by-case basis by the Programme Director.

Recognition/ Accreditation of Prior Experiential Learning

Alternatively, staff with more than two years full time teaching or support experience who have not taken UNHE7005 and wish not only to obtain Fellow status, but also to gain an academic qualification in teaching and learning, can consider R/APEL as an alternative means of evidencing the alignment of their existing practice to the UKPSF and of demonstrating that they have achieved the learning outcomes of module UNHE7005. In consultation with the Programme Director, in the role of Academic Mentor, an application focused on the two aspects above can be made directly to the RPL Board prior to registration on the course, using claim form PL3B RPL Experiential Learning Application Form <http://www.uwtsd.ac.uk/academic-office/appendices-and-forms>

In relation to the narrative required for this form, the mapping of the learning outcomes of UNHE7005 to the UKPSF to be found in Appendix 2 of this handbook should be of benefit. If their application is approved by the Board, staff can undertake module 2 only.

Full procedures are outlined in detail in Chapter 10 of the Academic Quality Handbook: <http://www.uwtsd.ac.uk/academic-office/>

UNIVERSITY ATTENDANCE POLICY

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor, London Student Services or Faculty Office, as appropriate, immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors, London Student Services or Faculty Office in advance of any absence, completing the appropriate forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on each student's record.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and/or final Attendance Warning Letters, and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students who require a 'Tier 4' visa for their studies in the UK.

Each student's **cumulative attendance** (%) will be reviewed during and at the end of each academic Term. The required level of attendance will be defined by the Faculty/campus taking into account the level of study, structure of the programme, and scheduled timetable. Initial and Final Warning letters will be issued for low levels of attendance to advise her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme. Very low levels of attendance for an academic Term will lead to immediate withdrawal.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible

appeals cannot be processed (<http://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>).

If travelling within or outside of the UK during term-time or vacation periods, students should provide contact details and/or a travel itinerary to the Faculty Office or London Student Services to assure immediate contact in the case of an emergency.

Students must always request permission from the University prior to their departure, for authorisation to travel away from their campus during term-time. They must also inform their Tutor, London Student Services or Faculty Office of the date on which they plan to leave the University at the end of each Term, once all teaching and examination requirements have been completed.

It is a requirement of UK Visas & Immigration (UKVI) and a condition of all Tier 4 visas that missing 10 consecutive contact points without any form of authorisation will result in the student being reported to Registry. Registry will then withdraw the student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

All international students holding a Tier 4 visa are also required to attend one (for the London campus) or three (for the Wales-based campuses) compulsory, University re-registration events in each academic year. Students will receive a notification of the timing and location of each event. If an international student fails to attend a re-registration event the student will be reported to Registry. Registry will then withdraw that student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must provide evidence to their Tutor, London Student Services or Faculty Office immediately following their return, to request that it be noted as authorised leave. If approved, the confirmation of authorised absence will be lodged on the student's record.

SCHOOL AND FACULTY POLICIES

Your School or Faculty have additional policies in a range of areas. Your Programme Director will provide you with relevant details.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Postgraduate Student Guide* which is published on the Academic Office section on the University’s website: <http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives. There are seven libraries across the Carmarthen, Lampeter, London and Swansea campuses.

The library provides different loan periods so that the changing needs of students can be accommodated and prioritises the purchase of e-books over print wherever possible. Loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. The LLR recently launched a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a new *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

Online Library

The LLR offers a wide range of printed and electronic resources. including an extensive collection of online e-journals and e-books that are available 24/7. Users may access an extensive collection of online e-journals and e-books that are available 24/7 including scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

Information and Digital Literacy Skills

All students take part in general induction tours of the Library in their first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered and organised to teach students how to use e-resources, journals/e-journals, e-books and useful websites as well as support for referencing, ethical use of information and accessing a wide range of information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, School Board meetings and also attend other relevant Faculty meetings where invited, including Faculty Board. For further information on Digital and Information Literacy Skills provision go to: <http://www.uwtsd.ac.uk/library/digital-and-information-literacy/>

Services for Researchers

The LLR also provides advanced support for Research Students including support for the Researcher Development Framework such as Research Data Management, Data Plans, Open Access and measuring the impact of research through use of bibliometric and altmetrics. Access to other libraries is also available via the SCONUL scheme as well as access to scanning and postal loans services via the *Need More?* service.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new services and resources.

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

GRADUATE SKILLS FOR EMPLOYMENT

Students are encouraged to use the Careers Service from the first year so that they can begin to plan their professional development in preparation for future employment.

Time at University should be seen as preparing for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which one is able to reflect upon and analyse, personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities to acquire and develop personal skills and plan professional development in readiness for graduation. Further details are available from your Programme Director.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the *Academic Quality Handbook* and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

APPENDICES

Appendix 1.

MAPPING OF THE LEARNING OUTCOMES OF THE PGCERT AGAINST THE UK PROFESSIONAL STANDARDS FRAMEWORK, 2011

Areas of Activity Learning Outcomes of the PGCert tHE	Design and plan learning activities and/or programmes of study	Teach and/or support learners	Assess and give feedback to learners	Develop effective learning environments and approaches to student support and guidance	Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices
By the end of the programme, participants should:					
Have knowledge and understanding of how students learn effectively, both generally and in their own disciplinary context	X	X	X	X	X
Have knowledge and understanding of a wide range of appropriate methods for curriculum design, teaching, learning, assessment and student support suitable for different subject areas within HE	X	X	X	X	X
Be able to critically evaluate a range of pedagogical models, analysing theory, scholarship and research evidence in relation to their own professional practice		X		X	X
Be able to analyse their own professional practice, in order to understand it more deeply and aim to improve it.		X		X	X
Be able to demonstrate effective practice in supporting student learning – including designing curriculum, teaching, assessing and giving feedback to learners.	X	X	X	X	
Be able to use a range of self, peer and student monitoring and evaluation techniques to review their teaching and learning and to aid course review.	X	X		X	
Exercise initiative and personal responsibility.	X	X	X	X	X
Be able to effectively communicate results of research to research participants and peers.				X	X

Areas of Activity Learning Outcomes of the PGCert tHE	Design and plan learning activities and/or programmes of study	Teach and/or support learners	Assess and give feedback to learners	Develop effective learning environments and approaches to student support and guidance	Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices
By the end of the programme, participants should:					
Be able to reflect in an informed way on their own personal and professional practice and assess their own future development needs to secure ongoing improvement in their professional activity.		X		X	X

**MAPPING OF THE LEARNING OUTCOMES OF THE PGCERT AGAINST THE UK
PROFESSIONAL STANDARDS FRAMEWORK, 2011**

Core Knowledge Learning Outcomes of the PGCert tHE						
By the end of the programme, participants should:	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and within their subject/disciplinary area(s)	The use and value of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	The implications of quality assurance and enhancement for professional practice with a particular focus on teaching
Have knowledge and understanding of how students learn effectively, both generally and in their own disciplinary context	X	X	X	X		X
Have knowledge and understanding of a wide range of appropriate methods for curriculum design, teaching, learning, assessment and student support suitable for different subject areas within HE	X	X	X	X		X
Be able to critically evaluate a range of pedagogical models, analysing theory, scholarship and research evidence in relation to their own professional practice	X	X	X	X	X	X
Be able to analyse their own professional practice, in order to understand it more deeply and aim to improve it.	X	X	X		X	X
Be able to demonstrate effective practice in supporting student learning – including designing curriculum, teaching, assessing and giving feedback to learners.	X	X	X	X		
Be able to use a range of self, peer and student monitoring and evaluation techniques to review their teaching and learning and to aid course review.	X	X	X	X	X	X
Be able to exercise initiative and personal responsibility.	X	X	X	X	X	X
Be able to effectively communicate results of research to research participants and peers.					X	X

Core Knowledge Learning Outcomes of the PGCert tHE	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and within their subject/disciplinary area(s)	The use and value of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	The implications of quality assurance and enhancement for professional practice with a particular focus on teaching
By the end of the programme, participants should:						
Be able to reflect in an informed way on their own personal and professional practice and assess their own future development needs to secure ongoing improvement in their professional activity.		X			X	X

**MAPPING OF THE LEARNING OUTCOMES OF THE PGCERT AGAINST THE UK
PROFESSIONAL STANDARDS FRAMEWORK, 2011**

Professional Values Learning Outcomes of the PGCert tHE				
By the end of the programme, participants should:	Respect individual learners and diverse learning communities	Promote participation in HE and equality of opportunity for learners	Use evidence-informed approaches and the outcomes from research, scholarship and CPD	Acknowledge the wider context in which HE operates recognising implications for professional practice
Have knowledge and understanding of how students learn effectively, both generally and in their own disciplinary context	X	X	X	
Have knowledge and understanding of a wide range of appropriate methods for curriculum design, teaching, learning, assessment and student support suitable for different subject areas within HE	X	X	X	X
Be able to critically evaluate a range of pedagogical models, analysing theory, scholarship and research evidence in relation to their own professional practice	X	X	X	
Be able to analyse their own professional practice, in order to understand it more deeply and aim to improve it.	X	X	X	X
Be able to demonstrate effective practice in supporting student learning – including designing curriculum, teaching, assessing and giving feedback to learners.	X	X	X	X
Be able to use a range of self, peer and student monitoring and evaluation techniques to review their teaching and learning and to aid course review.	X	X	X	
Be able to exercise initiative and personal responsibility.	X	X	X	X
Effectively communicate results of research to research participants and peers.	X	X	X	X
Be able to reflect in an informed way on their own personal and professional practice and assess their own future development needs to secure ongoing improvement in their professional activity.	X	X	X	X

Appendix 2.

MAPPING OF THE LEARNING OUTCOMES OF MODULE 1 OF THE PGCERT AGAINST THE UK PROFESSIONAL STANDARDS FRAMEWORK, 2011

Learning Outcomes of UNHE7005	induction tasks – statement on teaching & learning and micro-teaching session	Teaching intervention Cycle	CPD workshops and reflections	Teaching Observation records	UKPSF D1
Through observed activity and/or through the submission of relevant documentation participants should be able to:					
display an awareness and critical appreciation of the scholarly background to theories of educational development UKPSF Dimensions A5 K3, K4, K6 V1, V2, V3, V4		X	X		All
critically apply an appropriate range of teaching and learning methods effectively and efficiently using a number of self, peer and student monitoring and evaluation techniques to improve practice UKPSF Dimensions A1, A2, A3, A4, A5 K1, K2, K3, K4, K5, K6 V1, V2, V3, V4	X	X	X	X	All
critically apply a variety of assessment techniques and provide constructive feedback to students UKPSF Dimensions A1, A2, A3, A4, A5 K1, K2, K3, K4, K5 V1, V2, V3		X		X	All
reflect analytically on their own personal and professional development UKPSF Dimensions A4, A5 K2, K5, K6 V3, V4	X	X	X	X	All

Appendix 3



PGCert tHE STAFF OBSERVATION FORM

Name of Staff member:

Date:

Name of Observer:

Number in class:

Student level:

Location:

Topic/s:

Start Time:

Finish Time:

Teaching Characteristics: Preparation, selection and organisation of content. Choice of teaching/learning methods.

Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.

Technique and Aids: General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

Student Responses: General class atmosphere, level of participation, attention and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

Examples of good practice:

Action points:

Observer

Date

Oberservee

Date

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences.

UWTSD UKPSF CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

