

## Postgraduate Certificate in Academic Practice For students entering in 2010

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	24-48 months
Date of specification:	
Programme Director:	Professor David Malvern
Board of Studies:	Institute of Education
Accreditation:	Higher Education Academy (HEA)

### Summary of programme aims

The Programme is intended for new lecturers and similar staff who are relatively new to teaching in Higher Education. It is accredited by the Higher Education Academy and provides evidence of achievement at Standard Descriptor 2 of the UK PSF. The Programme recognises that much of the learning happens in the academic Department or School through actual teaching experience. It aims to build on these natural processes and in doing so to provide participants with:

- the understanding, knowledge and skills necessary to facilitate learning and teaching of their subject at undergraduate and postgraduate level.
- a framework suitable for their continuing professional development and effective performance within the UK higher education system.

### Transferable skills

The Programme is for new lecturers or other staff relatively new to teaching in Higher Education. The Programme is accredited by the Higher Education Academy which provides external confirmation that the programme is aligned with the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UK PSF) at Standard Descriptor 2.

### Programme content

The Programme consists of two pathways.

- 1 For those with no prior related study at the University there are two compulsory modules:

		<i>Credits</i>	<i>Level</i>
EDM068	<i>Developing Academic Practice</i>	30	7
EDM066	<i>Teaching and Learning in Practice</i>	30	7

- 2 For those who have passed the 20 Level 7 credit module EDM067 Supporting Student Learning, these two modules are compulsory:

		<i>Credits</i>	<i>Level</i>
EDM069	<i>TLSP Conversion 1 Developing Academic Practice</i>	20	7
EDM070	<i>TLSP Conversion 2 Teaching and Learning in Practice</i>	20	7

### Part-time/Modular arrangements

All participants on this Programme will be employed by the University and therefore the Programme is only available on a part-time basis. It will be completed between a minimum of two years and a maximum of four years. Options are available to take a large proportion of the workshop elements in Module EDM068 during the vacation period or on Wednesday afternoons. The workshop programme can be completed over a number of years to enable greater flexibility.

## **Progression requirements**

None

## **Summary of teaching and assessment**

Module EDM068 consists of a series of interactive workshops of between two and four hours. These cover key aspects of teaching, assessment, supporting students, quality assurance and policy and establishing a research profile. The assessment for Module EDM068 is through a work-based project on an aspect of teaching and learning. The project must be agreed with the participant's home School and the Programme team. The report should be between 4000-8000 words in length.

Module EDM066 provides practical experience of teaching, learning and assessment in Higher Education. Issues involved in discipline specific teaching are considered through normal teaching activities and supported by a mentor and other colleagues. Individual choice of other continuing professional development activities, totalling 15 hours contact time, enable learning to be focused on areas of particular interest or need. Six peer observations of teaching activities form an integral part of the module. The module is assessed through a work-based teaching portfolio, which must cover certain aspects of teaching and supporting learning in HE. The portfolio should be between 6000-10000 words in length (excluding evidence). Regular individual or small group tutorials are arranged throughout the module to assist in developing the portfolio.

Module EDM069 consists of a series of interactive workshops of between two and four hours. These cover key aspects of teaching, assessment, supporting students, quality assurance and policy and establishing a research profile. There is no duplication of workshops from module EDM067. The assessment for Module EDM069 is through a work-based project on an aspect of teaching and learning. The project must be agreed with the participant's home School and the Programme team. The report should be between 4000-8000 words in length.

Module EDM070 provides practical experience of teaching, learning and assessment in Higher Education. Issues involved in discipline specific teaching are considered through normal teaching activities and supported by a mentor and other colleagues. Individual choice of other continuing professional development activities, totalling 15 hours contact time, enable learning to be focused on areas of particular interest or need. Two peer observations of teaching activities form an integral part of the module. The module is assessed through a work-based teaching portfolio, begun in module EDM067, which must be broadened to include further aspects of teaching and supporting learning in HE. The portfolio should be between 6000-10000 words in length (excluding evidence). Regular individual or small group tutorials are arranged throughout the module to assist in developing the portfolio.

### Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

### Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

To pass the Postgraduate Certificate students must gain 50% or more in both relevant modules.

**Admission requirements**

Entrants to this programme are normally required to hold a post at the University which has teaching included as a part of the role. For the second pathway participants must have a pass in EDM067 Supporting Student Learning (20 level 7 credits)

Admissions Tutor: Jackie Ward will advise staff on the appropriateness of the programme in their individual circumstances.

**Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Online Student Handbook, which will be available on the student website([www.reading.ac.uk/student](http://www.reading.ac.uk/student))

Participants also have access to a resource library of materials related to teaching and learning held in the Centre for Staff Training and Development. The Higher Education Academy Subject Centres provide valuable subject specific information and resources. The Programme is supported by a Blackboard website giving additional materials and links to University policy and procedures. One to one or small group tutorials are available to support any aspect of the programme. Tutorial sessions on portfolio and project writing are offered regularly and can be arranged at any time on request.

**Career prospects**

The Programme is for staff already in employment at the University. For those not holding a permanent academic post and who aspire to do so, completion of such a Programme is now expected at the majority of UK universities. This qualification and the credits accumulated through the completion of each module are transferable.

**Opportunities for study abroad or for placements**

N/A

## Programme Outcomes

### *Knowledge and Understanding*

<b>A. Knowledge and understanding of:</b> <ul style="list-style-type: none"><li>• National policies and strategies relating to HE.</li><li>• University quality assurance and student support procedures and policies.</li><li>• The theories of student learning.</li><li>• Conceptual frameworks of pedagogic practice.</li><li>• Good practice in teaching and supporting learning.</li><li>• Resources to support academic practice.</li></ul>	<b>Teaching/learning methods and strategies</b> <p>Interactive workshops including discussions, group work, sharing good practice, problem solving and case studies.</p> <p>Work in Schools with mentors and other colleagues on discipline specific issues.</p> <p>Individually tailored tutorials</p> <p><i>Assessment</i></p> <p>Reflective portfolio to describe teaching development supported by evidence from academic practice.</p> <p>Work based project on an aspect of teaching or supporting learning.</p>
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### *Skills and other attributes*

<b>B. Intellectual skills – able to:</b> <ul style="list-style-type: none"><li>• Describe the personal philosophy which underpins the approach taken to teaching in HE.</li><li>• Justify decisions relating to course design, assessment and teaching and learning methods from a pedagogical standpoint.</li><li>• Evaluate good practice and make decisions on its relevance and application to discipline specific situations.</li><li>• Analyse factors contributing to successful or problematic learning situations.</li></ul>	<b>Teaching/learning methods and strategies</b> <p>Interactive workshops including discussions, group work, sharing good practice, problem solving and case studies.</p> <p>Work in Schools with mentors and other colleagues on discipline specific issues.</p> <p>Individually tailored tutorials</p> <p><i>Assessment</i></p> <p>Reflective portfolio to describe teaching development supported by evidence from academic practice.</p> <p>Work based project on an aspect of teaching or supporting learning.</p>
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**C. Professional and Practical skills – able to:**

- Translate theories of teaching and learning into practice.
- Provide an effective learning environment for undergraduate and postgraduate students.
- Reflect on own practice.
- Plan continuing professional development.
- Establish a research profile.
- Work to University expectations, guidelines and policies.

**Teaching/learning methods and strategies**

Interactive workshops including discussions, group work, sharing good practice, problem solving and case studies.

Work in Schools with mentors and other colleagues on discipline specific issues.

Peer observation/review of teaching

*Assessment*

Reflective portfolio to describe teaching development supported by evidence from academic practice.

Work based project on an aspect of teaching or supporting learning.

**D. Transferable skills – able to:**

- Participate effectively in the peer review process.
- Discuss and explain teaching your specific subject to others from different disciplines.
- Compose a portfolio of teaching practice.
- Identify good practices in mentoring.
- Disseminate good practice to colleagues.
- Network with both academic and administrative colleagues from across the University.

**Teaching/learning methods and strategies**

Interactive workshops including discussions, group work, sharing good practice, problem solving and case studies.

Work in Schools with mentors and other colleagues on discipline specific issues.

Peer observation/review of teaching

*Assessment*

Reflective portfolio to describe teaching development supported by evidence from academic practice.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**