Postgraduate Certificate in Academic Practice

COURSE HANDBOOK

2019-2020
Upon request to your Course Administrator this handbook can be provided in an alternative format.

This handbook was updated in June 2018 and the information presented is correct as of that date.
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1. Welcome Statement from the Course Team

We are pleased to welcome you to the Postgraduate Certificate in Academic Practice (PGCAP) at the University of Suffolk. We hope the time you spend on the PGCAP is both beneficial and enjoyable. The course is run by the Quality Assurance and Enhancement team, but involves inputs from other colleagues at the University, including from both academic and professional colleagues across the University. Periodically external colleagues from across the HE sector will also contribute to the course, including the PGCAP External Examiner.

The course offers a discursive, interdisciplinary, collaborative and reflective learning environment in which you can think seriously about academic practice, especially about teaching and the support of student learning in Higher Education. The course will encourage you to inspect, critique, develop and reflect upon your professional practice within the increasingly complex and ever-changing HE environment. The course encourages sharing experiences and reflection upon those, alongside engaging with other perspectives including of your peers, mentor and tutors.

Progression within the PGCAP is sequential and normally proceeds from success on the Learning and Teaching in Higher Education (LTHE) module; to the Curriculum Design, Assessment and Feedback (CDAF) module; and concludes with the Small-Scale Research Inquiry (SSRI) module. Successful completion of all three modules leads to the award of the PG Certificate in Academic Practice. We also offer and support more flexible patterns of engaging with the PGCAP and you are encouraged to contact the course leader as soon as possible, to discuss your own specific needs, constraints or requirements.

The PGCAP is open to both new and experienced academics, as well as other professionals including staff with a more limited teaching in HE role and staff in roles supporting learning at the University and across the partner colleges. Successful completion of all modules of the PGCAP will lead to a recognised teaching in Higher Education qualification, and gives automatic recognition in Fellowship of the Higher Education Academy.

As initial professional development, the PGCAP is set within the national context of increasing professionalisation of teaching and academic practice in HE. The basis of national standards for HE teaching and learning are set out in the UK Professional Standards Framework (UKPSF) (see www.heacademy.ac.uk/ukpsf) and the University supports the aims of the Higher Education Academy (HEA) in seeking to enhance the status and scholarly nature of learning and teaching. The UKPSF is a national flexible framework, with a descriptors-based approach for those involved in teaching and supporting learning. The UKPSF also acknowledges there is great variety in teaching, learning and assessment practices, both across the HE sector, as well as across disciplines in supporting and enabling student learning.

The PGCAP aligns and connects with the University’s continuing professional recognition scheme, known as PASSPoRT (Pathways for Academic and Support Staff to Professional Recognition of Teaching) which has been continuously accredited by the Higher Education Academy since 2015. The PASSPoRT scheme is designed to systematically enhance the quality of teaching and learning support at the University of Suffolk, and within the partner colleges offering University of Suffolk HE courses. PASSPoRT promotes to relevant staff the importance of ongoing engagement in professional development within, and beyond, engagement such as on the PGCAP. Section 7 in this Handbook provides a Guide to Associate Fellowship and Fellowship of the HEA and explains more on the overarching PASSPoRT scheme and the HEA accreditation.

The PGCAP has resonance and accords with the University of Suffolk’s strategic goals, but particularly to those outlined in the Learning Teaching and Assessment Strategy 2015-2020. The PGCAP course seeks to promote:

- The development and enhancement of professional skills of all staff who support the academic endeavours of the university
- Interdisciplinary collaboration for sharing and enhancing reflective practice
• An informed pedagogic rationale in the design of HE learning and learning environments including the integrated use and development of technology-enhanced learning and in exploring innovative models of pedagogy

• The close integration of scholarly and research activity with HE teaching and learning

Course information and documentation is presented in this PGCAP Course Handbook and there is separate, module-specific information available online in Brightspace. Module specifications and the mapping of the PGCAP against the UK Professional Standards Framework (UKPSF) are presented in the Appendices to this Handbook (in Appendix 1 and Appendix 3 respectively). The UKPSF itself is presented in Appendix 2. Access to all PGCAP course information is possible also, via the University of Suffolk’s Online Learning Environment (OLE) and on the PGCAP we use Brightspace as the OLE.

We look forward to working and learning with you.

The PGCAP Team
2. Purposes of this Handbook

This Handbook provides you with a detailed introduction to the PG Certificate in Academic Practice (PGCAP) course. You will find details of what you will study and how you will be assessed and the support that will be available to you. An updated version of this Handbook is produced for each cohort – you will be able to access the latest version electronically in the relevant area on Brightspace.

This Handbook should be read in conjunction with the online University of Suffolk Postgraduate Student Handbook, which provides more general information and guidance about:

- the University of Suffolk (including facilities, resources and key points of contact)
- making the most of the learning opportunities available to you
- managing your study
- the support services available to you
- arrangements for listening and responding to your feedback
- ways in which you can get involved in improving the student experience at the University
- University regulations, policies and procedures.

If you cannot find the information you need in this handbook, further information can be found on MySuffolk and in the online Postgraduate Student Handbook, where the most up-to-date versions of general study information are made available electronically (including access to all University policies and procedures). Alternatively, please ask a member of the PGCAP team who will be happy to help you.

Each University of Suffolk course has a definitive record that summarises its essential features. This provides a reference point for students, employers, applicants and others taking an interest in the course. You can find the Definitive Course Record on Brightspace. The definitive record provides a concise summary of your course, with more detail provided in this handbook.

If you cannot find the information you need in this handbook, further information can be found on MySuffolk and in the Postgraduate Student Handbook, where the most up-to-date versions of general information is made available electronically (including all University policies and procedures). Alternatively, please don’t hesitate to ask a member of the course team, who will be happy to help you.
3. PGCAP Course Team

The PGCAP is based within Quality Assurance and Enhancement, but with academic assessment overseen by the School of Health Sciences. Periodic inputs are also made to the programme from both academic and professional staff across the University, and beyond. The PGCAP Course Leader is Dr Christine Smith.

For advice on any academic matters or in relation to any personal matter affecting your participation in the course, please contact the Course Leader (Dr Christine Smith). Alternatively, you can contact the Course Administrator for any administrative queries about the course. Below (in Table 1) is a list of people you are likely to meet during your studies, along with their contact details:

Table 1: Contact Information

<table>
<thead>
<tr>
<th>Job Title / Name</th>
<th>Room number (optional)</th>
<th>Telephone number and University of Suffolk email address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Leader / Module Leader</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Christine Smith, SFHEA Quality Assurance and Enhancement</td>
<td>5th Floor Waterfront Building (WFB)</td>
<td>01473 338684 <a href="mailto:christine.smith@uos.ac.uk">christine.smith@uos.ac.uk</a> Twitter/social media: @chrissmith544</td>
</tr>
<tr>
<td>Dr Mark Lyne, FHEA Quality Assurance and Enhancement</td>
<td>5th Floor WFB</td>
<td>01473 338682 <a href="mailto:m.lyne@uos.ac.uk">m.lyne@uos.ac.uk</a></td>
</tr>
<tr>
<td>Professor David Gill, SFHEA Suffolk Business School</td>
<td>3rd Floor WFB</td>
<td>01473 338847 <a href="mailto:david.gill@uos.ac.uk">david.gill@uos.ac.uk</a></td>
</tr>
<tr>
<td><strong>Course Administrator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic and Student Services</td>
<td>TBC</td>
</tr>
<tr>
<td><strong>Course Administration Team</strong></td>
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<td></td>
<td></td>
<td>01473 338450</td>
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<tr>
<td><strong>Infozone</strong></td>
<td>WFB</td>
<td>01473 338833 <a href="mailto:info@uos.ac.uk">info@uos.ac.uk</a></td>
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<tr>
<td><strong>External Examiner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bridget Middlemas, PFHEA, University of Roehampton</td>
<td></td>
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<tr>
<td><strong>Head of Quality Enhancement</strong></td>
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<td></td>
</tr>
<tr>
<td>Dr Mark Lyne</td>
<td>5th Floor Waterfront Building</td>
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</tr>
<tr>
<td><strong>Chair of Assessment Board</strong></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>2nd Floor Waterfront Building</td>
<td>01473 338635 <a href="mailto:R.Strudwick@uos.ac.uk">R.Strudwick@uos.ac.uk</a></td>
</tr>
</tbody>
</table>

3.1 Roles of PGCAP Course Team Members

Some members of the course team take on particular roles and responsibilities within the PGCAP’s operation. Descriptions of how course leaders, personal tutors, module leaders and other lecturers and tutors support your studies and learning are explained in the University of Suffolk Postgraduate Student Handbook, as is the role of the External Examiner.
3.2 PGCAP Mentors

Your mentor for the PGCAP will normally be a colleague located within your School, College or professional area, and is someone who has already gained HEA Fellowship/Senior Fellowship/Principal Fellowship of the HEA. The person acting as your PGCAP mentor is determined between you, your Line Manager and/or the Dean of School, or the lead in your professional area and the PGCAP Lead. The Quality team maintain a register of approved PGCAP mentors, all of whom hold Fellowships of the HEA and who have engaged annually in the associated mentoring development activities.

Mentor support is an integral part of the PGCAP course and your PGCAP mentor is likely to:

- Provide practical information and guidance in relation to the institution and your academic role
- Discuss the teaching and learning policies, strategies and practices (both formal and informal) of the Department and/or the University
- Participate in the observations of your teaching as part of the LTHE module and will act to authenticate your practice, as required by the HEA
- Provide or direct you to teaching materials and other relevant resources, especially in relation to your subject area/discipline
- Help you to link to people, services, resources related to your HE academic professional role
- Help you to actively reflect on the links between your study and the UK Professional Standards Framework (UKPSF) especially in relation to you demonstrating your engagement and understanding for Descriptor 1 of the UKPSF (at the end of LTHE module), and in fully evidencing and demonstrating Descriptor 2 of the UKPSF (on successful completion of the PGCAP) to gain recognition as a Fellow of the HEA.

There is a PGCAP Mentoring Guide available to all mentors, to help explain the role and the benefits afforded to both you and your mentor from this role and the guidance they are able to provide. We provide a copy to your mentor when they attend the annual mentoring development event. Mentors also are encouraged to attend the PGCAP induction event. The PGCAP Mentoring Guide is found in Appendix 11 to this Handbook. We also make the Mentor Guide available in Brightspace, in the PGCAP area.

Participants who complete the PGCAP are encouraged in the future to participate in staff development and become PASSPoRT mentors themselves. We value this for strengthening links, collaboration and peer support between current and past participants. It is also valued for mentors' understanding and ongoing engagement themselves with the UKPSF and the relevant Descriptors of the Framework. While mentoring on the PGCAP is a voluntary role, we provide an induction, and an annual development event for mentors and offer support in this important role to all mentors. Mentors also maintain their active understanding of the UKPSF through their own continuing professional development activities linked to pedagogic practice. The mentor network further provides a mechanism for personal, academic and practice-based support to not only mentors but also to each PGCAP participant.
4. Your Course

In this section of the Handbook, we describe aspects of the PGCAP. Further, more specific details of the PGCAP modules along with a copy of this Handbook and other course information, are located in your course area of Brightspace.

4.1 Entrance Requirements and Potential Participants

The PG Certificate in Academic Practice course is open to all academic staff and other relevant professional staff who support HE learning at the University of Suffolk and within the partner colleges: whether new or established, full-time or part-time, and especially those colleagues who do not already hold a teaching in HE qualification, or equivalent. This includes new staff at the University who are required to complete the PGCAP to meet probationary requirements. The PGCAP is a level 7 course and to participate you will normally be expected to hold a good honours degree (i.e. 2.1 or above).

The PGCAP is open to all relevant colleagues wishing to develop their knowledge, abilities and experiences across a broad range of academic practice, in order to meet the requirements for and gather evidence to demonstrate meeting Descriptor 2 of the UKPSF. You will have experience in, and/or a willingness with opportunities to engage, develop and reflect on relevant activities relating to:

- Teaching and supporting learning
- Designing and planning learning activities
- Assessing and giving feedback to students
- Developing learning environments and involvement in student support and guidance
- Developing your CPD in subject/discipline and pedagogy, and to evaluating your practice

Complementary to these areas of academic activity, you will have knowledge of, and/or a willingness to acquire/refine appropriate knowledge across all areas of Core Knowledge (as outlined in the UKPSF) eg in subject knowledge, knowledge of teaching and of learning, methods for evaluating teaching effectiveness and in the implications of quality assurance and enhancement with a focus on teaching.

Furthermore, you will have a commitment to engage with, and develop your professional values, as outlined in the Professional Values of the UKPSF eg in respecting individual learners, promoting equality and participation in HE, utilising evidence-based approaches and research outcomes, and in acknowledging the wider context within which higher education operates.

To undertake the PGCAP, you are normally required to have a teaching in higher education workload of at least 5 hours per week, notably (but not exclusively) for undertaking the first module: Learning and Teaching in HE (LTHE). We will assist colleagues in discussion eg with their line manager, on determining a relevant portfolio of teaching and/or support of students’ learning: to participate in the LTHE module including for the observations; and to be able to participate in the full PGCAP.

The second module is Curriculum Design, Assessment and Feedback (CDAF) and the third module is entitled Small-Scale Research Inquiry (SSRI). All of the PGCAP modules are available as stand-alone modules, subject to demand, relevancy to your role, and the perceived potential benefit afforded to a participant from participation. We encourage potential participants to contact the Course Leader, to discuss your own specific interests, constraints and goals.

The Learning and Teaching in Higher Education (LTHE) module is available as a standalone module to staff involved in supporting student learning in HE eg in student-facing roles in relevant Professional Services. It will also be open to relevant staff with more limited teaching in HE roles, including any staff employed eg as Graduate Teaching Assistants. The LTHE module is aligned with Descriptor 1 of UKPSF (UK Professional Standards Framework) and successful completion of all LTHE assessment components provides the required demonstration of meeting the requirements of Descriptor 1 (D1-i-vi). Therefore, at the end of the LTHE module, recognition in Associate Fellowship of the Higher Education Academy can be awarded for any participant gaining the 20 credits of the LTHE module but not continuing further on the PGCAP.

Successful completion of all three PGCAP modules (i.e. all assessment components for modules LTHE, CDAF and SSRI) leads to the award of the Postgraduate Certificate in Academic Practice.
based on 60 credits at Level 7. Such participants will be able to demonstrate engagement, understanding and full alignment of their practice against Descriptor 2 (D2i-vi) of the UKPSF and to gain professional recognition in the award of Fellowship of the Higher Education Academy. Please also refer to Section 7 of this Handbook: A Guide to Associate Fellowship and Fellowship of the HEA.

4.2 Patterns for Participation on the PGCAP

This section of the Handbook gives an outline explanation of the patterns of participation or modes of study, available to you on the PGCAP. We do this recognising that sometimes the timing of sessions for the PGCAP can conflict with participants’ other commitments, including with (say) your teaching load. We also recognise there might be a participant who wishes or needs to undertake a module(s) at times different to the normal sequencing of the programme. If you need further advice and wish to discuss the options open to you, please contact the course leader as soon as possible.

There are two main modes of study on the PGCAP and these are:

Option 1: Registered and attending a module, modules, or the full PGCAP in order to receive relevant credits on successful completion and if applicable, to gain recognition with the HEA. This is the norm and involves regular attending sessions and undertaking the set activities (both face-to-face and online), including the peer and mentor observations as part of the LTHE module. It also involves submitting work in a timely manner, as required for formative and summative assessments (and for gaining credits). Participants registered and attending, will have access to all relevant course and module resources online and the support of a trained PGCAP mentor. Please see Appendix 4 for the schedule of sessions in 2019/2020.

Option 2: Registered in independent study mode, for undertaking a module(s), or for the full PGCAP. This mode of study is offered where a participant who is not able to attend as in Option 1, through negotiation and agreement in advance with the course lead on timeframes, requirements and assessment deadlines (including arrangements for the observations on LTHE module), is able to follow a module in independent study mode. Independent study may be at different times to the cohort, but is always a form of study with tutorial support and with the support of an approved PGCAP mentor located in a cognate or relevant professional area. You will be given tutorial support for an agreed period of time and access to the relevant online resources. Any participant registering on module(s)/PGCAP by independent study, will be expected to complete all set module activities (eg the observations on LTHE module, any formative assessments) as well as the set summative, formal assessments to gain credits, and as applicable, to gain recognition with the HEA.

4.3 Equipment Requirements

To fully engage in the PGCAP as a registered participant, you will need access to a networked personal computer and to social media. You will need a headset (or speakers and microphone) and digital webcam to engage in the webinars and online sessions organised through the course. Additional personal digital devices, such as a smartphone, iPad or tablet, digital camera, etc that you might access or own, will also be useful during the course.

4.4 Course Aims

The rationale for the Postgraduate Certificate in Academic Practice (PGCAP) is to provide a supportive and challenging framework within which you can acquire, develop and critically reflect upon the knowledge, understanding, practice, skills and values of an engaged Higher Education academic professional practitioner (aligned to the UK Professional Standards Framework (UKPSF)). The PGCAP course aims are fully aligned to the UKPSF and are to:

- Explore and advance an informed and critical understanding of different approaches to and conceptions of learning, teaching and assessment practice, within the contemporary and changing Higher Education environment
• Encourage focused and critical reflection on the support of learning, teaching, academic management and scholarly practice with a view to its ongoing and continual improvement

• Provide you with opportunities to evaluate specialised discipline requirements through your work-based practice

• Provide an environment in which to advance innovative and creative approaches to academic practice, with a view to enhancing the student experience

• Develop your ability to critically evaluate academic practice and your independent learning ability for undertaking continuing professional development

• Promote communities of practice in educational enquiry and academic practice within and beyond the institutional context

4.5 PGCAP Intended Learning Outcomes and Professional Values

The intended learning outcomes for the Postgraduate Certificate in Academic Practice (PGCAP) are presented below in terms of learning outcomes relating to: (i) knowledge and understanding (KU); (ii) subject-specific cognitive skills (SSCS); and (iii) practical/transferable skills (PTS).

In addition, we outline the professional values in academic practice that we would seek to promote through engagement with, and participation in the PGCAP.

The Intended Learning Outcomes and Professional Values have been mapped against the UKPSF and are presented in Appendix 3 to this Handbook, alongside specific mappings for each of the PGCAP modules (LTHE, CDAF and SSRI) including in each of the modules’ assessments.

4.5.1 Knowledge and Understanding (KU) Outcomes

On successful completion of the PGCAP and to fully meet Descriptor 2 (D2i-vi) of the UKPSF, you will be expected to be able to:

• KU1: Critically evaluate different theoretical perspectives on, and approaches to teaching, student learning and motivation within different educational contexts

• KU2: Demonstrate a systematic understanding of curriculum content and design appropriate for the subject and the level of study

• KU3: Evaluate student learning needs and formulate relevant and inclusive learning support and guidance strategies

• KU4: Demonstrate a critical understanding of the complex and changing HE environment and the implications for professional academic practice

• KU5: Critically evaluate the principles and alternative models of curriculum design and development

• KU6: Critically evaluate the key features of quality assurance, enhancement and evaluation within an Higher Education context

• KU7: Evaluate scholarly activity, educational research and/or work-based learning to enhance academic practice

• KU8: Act autonomously in the role and responsibilities of an HE professional practitioner within the wider social context

4.5.2 Subject-Specific Cognitive (SSC) Skills Outcomes

On successful completion of the PGCAP and to fully meet Descriptor 2 (D2i-vi) of the UKPSF, you will be expected to be able to:

• SSC1: Demonstrate a range of effective teaching, learning and assessment practices

• SSC2: Critically apply digital learning technologies within relevant educational contexts based on an informed pedagogic rationale
SSC3: Design inclusive learning environments for a diverse student population
SSC4: Demonstrate a scholarly and ongoing professional approach to enhancing academic practice both within and beyond the institutional context

4.5.3 Practical Transferable Skills (PTS) Outcomes
On successful completion of the PGCAP and to meet Descriptor 2 (D2i-vi) of the UKPSF, you will have had the opportunity to:

- PTS1: Employ effective management, communication, or facilitation skills in a variety of learning situations
- PTS2: Apply problem-solving skills in complex and unpredictable HE practice settings
- PTS3: Develop group working and project management skills
- PTS4: Engage in systematic critical reflection of your own and others’ academic practice with a view to its continuing enhancement
- PTS5: Demonstrate strategies and actions for change and improvement, with regard to your future professional development
- PTS6: Actively seek feedback and constructive appraisal from peers and provide supportive feedback to colleagues, within and beyond your own discipline area
- PTS7: Advance innovative and creative approaches to teaching, support of learning and assessment practice, including in the potential uses of resources and digital or technology enhanced learning, pertinent to the learning context
- PTS8: Develop strategies for improvement of your professional practice and for implementing and disseminating enhancement

4.5.4 Academic Professional Values
The PGCAP course has also identified five important values for a professional approach to academic practice that it would seek to promote to you, through all aspects of the course ie in its design, content, delivery and support mechanisms. These values fully align to the Professional Values of the UKPSF and concern:

1. The importance of HE professional practices which respect and enable the progression and empowerment of individual learners
2. The promotion and implementation of equal opportunity practices to facilitate full participation by all learners, students and colleagues
3. A commitment to incorporating the processes and outcomes of relevant research, scholarship and/or professional practice
4. A commitment to engaging in and supporting communities of practice amongst learners or students and colleagues for mutual support and learning
5. A commitment to continuing professional development and the critical evaluation of one's practice

4.6 Course Structure
The table below (Table 2) is used to present an outline of the whole course structure, with indicative periods of duration across the year. The PGCAP runs over 15 months, commencing in January of each academic year (eg January 2019 – March 2020). Each of the modules is live for approximately 5 months, commencing with LTHE running from January-May each academic year; CDAF from June-October; and SSRI from November-March.

Please also see Appendix 4 for the schedule and location of timed sessions for the induction event and modules running across 2019-2020.
Table 2: Outline of the PGCAP Structure, 2019-2020 with Assessment Deadlines

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Period</th>
<th>Credits &amp; Module Type</th>
<th>Core or Non-Core</th>
<th>Assessments, Weighting and Submission</th>
<th>Tutors</th>
<th>Assessment Deadlines 2019-2020 TBC</th>
</tr>
</thead>
</table>
| Learning and Teaching in Higher Education | January-May 2018       | 20 M                  | (i) Non-Core     | (i) An outline lesson plan and rationale ideally for an observed teaching session (1000 words or equivalent; 25% weighting) 
(ii) A self-reflective account of observed sessions presented in writing, or as a podcast, or vodcast (2000 words or equivalent; 50% weighting) 
(iii) A reflective summary linked to a scholarly reading on teaching and learning, peer-reviewed (2000 word; 25% weighting) 
(iv) Descriptor 1 (D1i-vi) Critical Review Summary evidencing and assessed against D1i-vi of UKPSF (1000 words; not weighted – pass/fail) | Christine Smith, Mark Lyne | (i)                              |
| Curriculum Design, Assessment & Feedback (CDAF) | June-Oct 2018         | 20 M                  | (i) Core         | (i) A poster presentation on principles for assessment and/or feedback, linked to the participant’s subject area and relevant learners (2000 word equivalent; 40% weighting) 
(ii) A written, video- and/or audio-based reflective piece on a contemporary CDAF topic aligned to participant’s professional role, derived from review of journal paper (3000 words or equivalent; 60% weighting) | Christine Smith, Mark Lyne | (i)                              |

1 M= Mandatory modules are ones that you must take and pass in order to meet the requirements for your award
2 Core assessments are ones you must pass in order to succeed on a module
5. Your Study

5.1 Learning and Teaching Approaches Across the PGCAP

The PGCAP deliberately employs a variety of teaching, learning and assessment strategies, including face-to-face, online and blended learning approaches, employed as appropriate to the module or learning activities, and in order to provide an engaging learning experience for you. We do this to model good practice in HE teaching, learning and assessment approaches and to ensure our practices fully align with, and engage you in developing your understanding of the UKPSF and to enable you to meet Descriptor 2 (D2i-vi). We also offer flexibility in undertaking the assessments around aspects of your ongoing professional practice. The variety of teaching, learning and assessment approaches used across the PGCAP helps to model both scholarly approaches to practice and to create a highly immersive learning experience.

The timed sessions are both face-to-face and online, to provide unique and valued opportunities for cross-disciplinary sharing of practice and perspectives. The online learning environment (OLE) will be used to encourage an enduring learning community of practice (and its resources), around educational enquiry and HE professional practice. We will be using our OLE, Brightspace from the outset of the PGCAP. This will enable you to experience, at first hand, the system and become familiar with its features and functionality, as well as using it on your own courses or modules.

An awareness of the need for equality of opportunity and to accommodate diversity is integral to the programme design and in the teaching and learning approaches we use. This includes offering flexibility to you in terms of the range of learning activities and in the format/focus for your assessments: so that wherever possible, assessments can be tailored to your specific learning needs, subject focus and/or interests.

Each of the main kinds of learning activities on the PGCAP is briefly outlined below:

- **The Induction Event**
  The PGCAP commences with an induction event, introducing key concepts and ideas relating to academic practice at the University of Suffolk, including the arena within which you are working...
i.e. in exploring aspects of the HE context and some of the current drivers and issues being addressed or faced in HE. We introduce you fully to the UKPSF in its Dimensions of Practice and all the Descriptors (D1-D4). You will be able to meet tutors and your peers on the course. The Induction is normally made up of two parts:

1. A first, open section of the induction focuses on raising awareness and understanding of teaching and learning practices at the University of Suffolk including in:
   a. Raising awareness of learning and teaching practices at the University, in relation to relevant policies and processes
   b. Outlining the range and scope of Professional Services support available in relation to learning, teaching and assessment
   c. Promoting inclusive practices across all learning, teaching and assessment
   d. Exploring conceptions around being a critically reflective academic practitioner
   e. An introduction to the UKPSF: in its Dimensions of Practice and Descriptors (D1-D4) as the sector-wide HE standards for teaching and learning.

2. The second section explores the following themes to shape the discussion and activities:
   a. Active approaches to engaging in all parts of the PGCAP programme eg: face-to-face and online; group and collaborative activities; peer-supported and self-directed approaches to learning and assessment
   b. An outline of the programme structure, the pedagogical approach and kinds of learning activities; the assessment strategy; key dates and deadlines; contact information resources and readings; alignment of the modules and the programme with the UKPSF descriptors and the dimensions of practice; attending CPD events
   c. An introduction to Brightspace as used on the PGCAP, our online learning system
   d. Mechanisms of support and guidance available to PGCAP participants, eg tutors, mentors and academic skills advisors; peers; and from resources online
   e. Creating a personal blog and maintaining it as your online resource for critical reflection

- **Timed sessions (face-to-face or online)**
  These will be interactive, discursive and participatory - drawing upon your experiences and understanding. Timed sessions will often require you to critique key readings in preparation for participation in the session, as well as to bring evidence from your own practice, as relevant. A variety of teaching approaches will be employed to provide a rich and diverse, immersive and flexible, experiential learning environment. The online timed sessions will include Brightspace webinars and use of Skype.

- **Learning blogs**
  You are strongly encouraged to start and maintain a reflective blog as an online diary throughout your participation in modules or the PGCAP. It can be used to collate evidence, ideas and reflections as statements/resources including audio/video that can feed into your assessments and that will enable you to demonstrate fully meeting Descriptor 1 (D1i-vi) at the end of the LTHE module, and progressing to demonstrate fully meeting Descriptor 2 (D2i-vi) on successful completion of the PGCAP.

- **Observations of teaching and/or support of learning**
  These are an integral element of the LTHE module and contribute towards both summative assessments and importantly, in authenticating your practice. There are 3 observations:
  o reciprocal with a PGCAP peer (i.e. you observe a peer and they observe you = 2); plus
  o you are observed by your PGCAP mentor – including as a means to confirm your practice as authentic and in alignment with the UKPSF
  You will use these observations and debriefings from them, to develop Assessments (i) and (ii) for the LTHE module (see Table 2 above). The proforma to use for LTHE observations is included in the appendices to this Handbook (Appendix 5).

- **Online learning**
  The University’s Online Learning Environment (OLE), Brightspace is used for access to all course and module documentation, for interactive and flexible discussions, for collaborative work and for sharing resources. It is also used on the PGCAP for enabling peer-supported learning outside face-to-face contact times. The use of Brightspace is integral to the PGCAP programme: not only
to enable flexible and distributed, online collaborative working; but also for timed sessions (eg webinars) and non-time dependent, flexible (asynchronous) discussions. We use Brightspace for you to access digital resources and tools for independent study. The course tutors share any video recordings of presentations made in timed face-to-face sessions in Brightspace, so that you can visit and/or revisit these. Tutors will also alert you to online quizzes and podcasts, as relevant to the module. You will be strongly encouraged to share resources that you have found or created yourself among the PGCAP learning community eg in podcasts, your own or YouTube videos – within the PGCAP area of Brightspace. In addition to use of Brightspace, social media can be used throughout the course.

- **Guided reading and individual scholarly activity**
  Reading from relevant, academic literature sources will be expected on all modules, for example in you preparing for set activities, undertaking preparatory reading for timed sessions, and in engaging in individual reading for your own development and for personal reflection. This includes especially, within your own subject-based or signature pedagogical field. You will find the PGCAP reading list of essential and recommended readings in the course area on Brightspace, but this is not an exhaustive list and we will also be regularly sharing and exchanging sources, as the course progresses.

- **Work-based and broader HE/subject engagement activities**
  There will be opportunity within modules for you to undertake enquiry or development work within your School, College or professional work area, and/or with cognate colleagues within your discipline area or (say) through your personal learning networks - such as in pursuit of producing materials, as relevant to you and the module. The SSRI module provides a particular opportunity for you to undertake a more in-depth, small research project that can be linked eg to an area you wish to pursue more deeply, to a theme of interest in relation to your own teaching, or to a specific teaching/learning priority of your School/College or area of work.

- **Variety in forms of feedback**
  Tutors on the PGCAP will make use of podcasts and vodcasts in sharing feedback with you, in addition to both verbal informal and formal, and annotated and/or written feedback. We also encourage you to be reflecting upon the potential pedagogic affordance in benefit and uses of these within your own practice.

- **Attending CPD open events**
  We expect all participants registered for the PGCAP to engage in at least three CPD events during your participation on the PGCAP. You will be expected to comment/write about your learning from attending these events in the Assessment 3 of the SSRI module (see Table 2, p11 above) and fully evidencing Descriptor 2 (D2i-vi) for HEA recognition. We also encourage any module-only participant as a committed academic practitioner, to attend at least one CPD event during the time they are active on the module. The Quality Assurance and Enhancement team offer an annual programme of open free events for CPD in relation to teaching, learning and assessment that are each aligned to certain aspects of the UKPSF. The programme for 2019/2020 will be found in Appendix 12 of this Handbook. Alternatively, you might choose to attend a relevant event at another institution to meet this expectation in part. The PGCAP course leader regularly shares news of upcoming pedagogically-focused events via the announcements area on Brightspace, including ones occurring at other institutions including inter alia: HEA; SRHE (Society for Research in HE); JISC (Joint Information Systems Committee); ALT (Association for Learning Technology); and SEDA (Staff and Educational Development Association) events.

5.2 Learning and Teaching in Higher Education (LTHE) Module

Learning and Teaching in Higher Education (LTHE) is the first module in the Academic Practice (PGCAP) course. The module provides a broad introduction to teaching and learning practice. It is aimed especially at those members of staff who are new (or relatively new) to teaching in Higher Education and provides a strong foundation for progression to the succeeding modules (CDAF and SSRI).

The module seeks to encompass and progress the underpinning knowledge required for HE teaching
and supporting (student) learning at the University of Suffolk, including as relevant within the partner colleges. It is designed to advance your confidence and critical awareness to effectively undertake your teaching and/or support of learning duties, in your professional role. The module will engage you in key educational processes underpinning good practice in teaching and learning development, such as: critical enquiry, analysis and reflection; action planning and evaluation; and collaborative learning.

The module will provide opportunities to advance models of good practice in teaching and learning support eg through collaborative, face-to-face and online learning in structured activities and through peer, tutor and mentor support. This module also involves you in three observations of teaching, reciprocally with a peer, and with your PGCAP mentor. Your reflections from planning and undertaking these observations feed into both Assessment 1 and 2 for this module, thus also providing a mechanism to confirm and authenticate your practice as aligned to the UKPSF. This is a requirement in the programme design to meet the HEA accreditation requirements. The proforma for LTHE observations is included in Appendix 5 of this Handbook.

The module will also promote you to critically engage with innovative methods and creative approaches to teaching and support of learning, including in the use of flexible, digital tools and technology-enhanced learning. The online resources accessible in Brightspace, for example, provide you with specific information on the content and structure of the LTHE module, including on its schedule of timed activities, location of face-to-face sessions and dates/times for any specific online meetings and webinars, etc.

The LTHE module and its assessments map precisely to Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF) including to certain of the areas of activity, relevant core knowledge and relevant professional values of the Dimensions of Practice in the Framework (see also Appendix 3, in Table 2, for the mapping of learning outcomes and the assessments to the UKPSF). To enable you to record all your achievements, you will complete a PGCAP Assignment Cover Sheet for every formal assessment, on which you record a self-audit of learning achievements linked to the UKPSF, as a required but non-assessed activity (see Appendix 7). This enables you to demonstrate relevant engagement and understanding of the UKPSF linked to your role and professional area.

Assessment 4 is explicitly linked for you to demonstrate meeting Descriptor 1 (D1i-vi) of the UKPSF at the end of this LTHE module. For anyone successfully taking LTHE as a standalone module and gaining the 20 credits, it will therefore become possible to gain recognition as an Associate Fellow of the HE Academy, but only if NOT continuing on the PGCAP i.e. towards completing the PGCAP, gaining 60 credits and being recognised in the award of Fellowship of the HEA. Please also refer to Section 7 of this Handbook: A Guide to Associate Fellowship and Fellowship of the HEA (and see Appendix 8 and Appendix 10).

However, most participants will be continuing to complete the full PGCAP and so we take this point in time, on not only demonstrating your evidence and engagement for Descriptor 1 (in a D1.i-vi Critical Review Summary – Appendix 8) but to also get you to undertake a gap analysis against Descriptor 2 (D2i-vi). This acts as a means to help foreground foci for your close attention and helps to shape your ongoing progress towards full achievement of Descriptor 2 (D2i-vi) at the successful completion of the PGCAP.

The LTHE module is explicitly linked for HEA recognition to Descriptor 1 of the UKPSF for recognition in Associate Fellowship of the HE Academy but this is only awarded for those participants successfully completing the LTHE module but not progressing further on the PGCAP. We will also require a statement from your Line Manager to confirm your teaching and/or support of students’ learning is satisfactory before either the credits for LTHE are gained and before the Associate Fellowship can be awarded. The line manager may call upon the mentor to confirm and authenticate your practice as aligned to the UKPSF, i.e. from their observation conducted during the LTHE module. Line managers are invited to attend both the PGCAP Induction event and to attend the PASSPoRT annual development event as well as being regularly provided with relevant guidance on the UKPSF and HEA policy and guidance – as part of the ongoing current awareness-raising activities of the PGCAP course team.
The specific components of assessment on the LTHE module are outlined in Table 2 above (p10). Please also refer to the LTHE Module Specification for further information (in Appendix 1) and to Appendix 4 for the schedule of sessions in 2019-2020.

5.3 Curriculum Design, Assessment and Feedback Module

Curriculum Design, Assessment and Feedback (CDAF) is the second module in the Academic Practice (PGCAP) course. The module provides a broad introduction to contemporary models of curriculum design and critically considers approaches to assessment and feedback. It is designed to advance your confidence and critical awareness around both curriculum design, and assessment and feedback, in order to effectively undertake your professional role.

The module will engage you in key educational processes underpinning good practice in curriculum design, such as: models of design, learning outcomes, threshold concepts and constructive alignment. It will look at diversity and innovation in approaches to assessment and principles for quality in feedback to learners.

The module will provide opportunities to advance models of good practice in curriculum design, assessment and feedback through structured, discursive activities (both face-to-face and online) and through peer, tutor and mentor support. It will also promote you to critically engage with innovative methods and creative approaches to assessment and feedback, including in the use of digital and open educational resources.

The online resources accessible in Brightspace will provide you with specific information on the content and structure of the CDAF module, including its schedule of timed activities, location of face-to-face sessions and dates/times for any specific online meetings and webinars, etc.

CDAF assessments map to certain of the areas of activity, core knowledge and professional values of the Dimensions of Practice in the UK’s Professional Standards Framework (see Appendix 3, Table 3 for the mapping with the UKPSF). This enables you to demonstrate relevant engagement and understanding of the UKPSF, as pertinent to your role and professional area, while continuing to build on from your demonstration of meeting D1 (D1i-vi) at the end of LTHE, and in progressing further towards demonstrable evidence for Descriptor 2 (D2i-vi) of the UKPSF. To enable you to record all achievements, you will complete a PGCAP Assignment Cover Sheet for every formal assessment, on which you record a self-audit of learning achievements linked to the UKPSF, as a required but non-assessed activity (see Appendix 7).

The specific components of assessment on the CDAF module are outlined in Table 2 above. Please also refer to the CDAF Module Specification for further information (in Appendix 1) and to Appendix 4 for the schedule of sessions in 2019.

5.4 Small-Scale Research Inquiry Module

The Small-Scale Research Inquiry (SSRI) module aims to enable you to design and commence an innovative and informed small-scale investigation and evaluation of your own professional practice within Higher Education, as relevant to your own goals, teaching and subject area and/or School or College objectives.

The module emphasises the importance of a focused, critical and reflective engagement with contemporary learning theories as relevant to the theme of your small-scale research investigation. The module seeks to encourage your critical awareness of your own existing practice with the potential to explore and enhance it through engaging in research. A focus on development of one’s own professional capability is pivotal in this module, as is a duty to reflect, critique and enhance your pedagogic knowledge and skills.

SSRI’s structure is based on three key activities and experiences. Firstly, you will study with peers as a collaborative and supportive community, in which you can exchange experiences, share viewpoints and perspectives and support each other’s learning through dialogue and constructive critique.
Secondly, during the module, you will commence the design and planning for an individual, small research project of relevance to your own interests and your discipline, School/College or professional practice area. Thirdly, you will be able to bring together and synthesise your knowledge and developing understanding around academic practice from across the PGCAP, in order to fully demonstrate your ability to meet Descriptor 2 (D2i-vi) of the UKPSF and to be recognised as a Fellow of the HEA (see also Appendix 10).

The SSRI module commences in October 2019 and will run through to March 2020 of the same academic year, in order to allow you time to focus on the practical steps and actions of the small-scale research project. In the latter part of the module (i.e. November-March) you will be working primarily independently on your own research inquiry, but with access to tutors eg for tutorials (online and/or face-to-face).

The focus for your project might be aligned to a personal or specific objective within your School/College such as eg: on assessment and feedback for learning. Other projects might focus on (say):

- The application Technology-Enhanced Learning (TEL) within a module you teach
- An exploration of potential ways to promote student engagement
- The benefits of working with students as partners.
- Ways of enhancing your feedback to students

As part of the design of your project we ask you to prepare for ethical approval and you will need to complete the ethical approval form and secure approval prior to commencing the project, especially if students or external participants are involved. You will be able to discuss ethical considerations with peers, as well as on an individual basis with the module tutor.

The SSRI module’s assessments (Assessments 1 and 2) map to certain areas of activity, core knowledge and professional values of the UK’s Professional Standards Framework (UKPSF) as shown in the mapping document in Appendix 3 (see Table 4). Depending on the nature of the research project you undertake, additional learning outcomes in terms of knowledge and understanding and practical skills development will likely be achieved, enabling further mapping against the UKPSF Dimensions of Practice. To enable you to record all achievements, you will complete a PGCAP Assignment Cover Sheet for every formal assessment, on which you record a self-audit of learning achievements linked to the UKPSF, as a required but non-assessed activity (see Appendix 7).

Assessment 3 is part of the SSRI module but is a synoptic assessment for the PGCAP, explicitly designed to enable you to demonstrate fully your meeting of Descriptor 2 (D2i-vi) of the UKPSF. You might also want to refer to Section 7: A Guide to Associate Fellowship and Fellowship of the HEA, in this PGCAP Handbook, where we outline precisely all that is involved in enabling you to be recognised for HEA Fellowships (and see Appendix 10).

The assessments for the SSRI module are shown in Table 2 above (p11). Please also refer to the SSRI Module Specification in Appendix 1 for further information, and to Appendix 4 for the schedule of sessions in 2019/2020.

By the end of this module, if you have also successfully completed the LTHE and the CDAF modules and successfully completed all assessment components of this module, you will have demonstrated full alignment with Descriptor 2 of the UKPSF and will be able to claim recognition in Fellowship of the Higher Education Academy. We will also require a statement from your Line Manager confirming your teaching and/or support of students’ learning is satisfactory before the HEA Fellowship can be awarded.

5.5 Reflective Practice and Engaging in CPD activities

The Postgraduate Certificate in Academic Practice is based on the belief that good academic practice including teaching, can be achieved not only by improving teaching skills, but also by increasing awareness of your own practice and awareness of your students’ experiences of learning.
The course team believes that one of the most productive ways to develop effective teaching and learning strategies is for you to reflect critically on your own approaches. However, reflection alone is insufficient for professional development to occur. To prevent reflection from simply becoming self-indulgent ‘navel-gazing’, it needs to involve engagement with developing your academic and teaching practice proactively. Change should follow any period of reflection on your practice and needs also to include evaluation of the impact of such change. Through critical, reflective practice, action and evaluation, we are confident you can create an improved academic environment appropriate to your own discipline context and your learners.

Our aim on the PGCAP is to help you to develop a self-critical, reflective and problem-solving approach to your teaching or support of learning role, whereby you will seek to improve your practice, improve your understanding of your practice and help lead to the improvement of the context within which your practice takes place.

As a participant on the PGCAP, you will complete a final short synoptic and cumulative assessment on the SSRI module (Assessment 3) in either presenting or writing a personal reflection on your academic practice and ongoing action plan for enhancement (see Table 2, p11 and Appendix 10). We include this assessment as an important opportunity for reflection on your learning across the PGCAP and for encouraging your planning forward in academic practice, as a critical reflective practitioner. We foreground this particular assessment as an opportunity for you to critically reflect on your learning across the PGCAP, especially in relation to the UKPSF and in fully demonstrating evidence for Descriptor 2 (D2i-vi). This includes also, from your engagement in at least three CPD events during your time of participation on the programme.
6. Assessment

In this section of the Handbook, we outline how you will be assessed through your study on the PGCAP and the frameworks and regulations that control all assessment processes. The Assessment Matters area of the My Course area on MySuffolk should be your first point of call for more detailed explanations and for generic guides to the processes and regulations associated with assessment.

6.1 The PGCAP Assessment Strategy

The assessment strategy for the PGCAP recognises assessment as one of the most important things we do in universities. It has been designed to accommodate the flexible structure offered to you in the programme: in terms of meeting your particular needs and offering variable patterns of participation. The assessment strategy has also been designed to create coherence between and parity across the module assessments. For example, although there is diversity in assessment form and focus in the different modules, there is equivalence in weighting in the formal assessments.

The course assessment strategy is intended to support your acquisition and refinement of relevant skills and knowledge around HE teaching, learning and assessment but also to encompass assessment relating to the wider, but equally critical aspects of academic practice, such as: linking teaching and research activity (the research-teaching nexus); and in academic management in course design and validation. The strategy supports this firstly through the first and second modules (LTHE and CDAF, respectively) in which assessments include ones centred on your own teaching and support of students’ learning and on your approaches to assessment and feedback. This enables you to evidence scholarly and critical understanding and skills across the practice field of learning, teaching and assessment, and aligned to the areas of activity within the Dimensions of Practice in the UK Professional Standards Framework (UKPSF) as well as to Descriptor 1 (see also Appendix 8).

The third module (SSRI) enables you to undertake a more in-depth development, focused in on a specific key area of your academic practice, and chosen for study as relevant to your interests and (say) any relevant priorities within your practice area. The final assessment for SSRI (Assessment 3 – see Appendix 10) enables you to synthesise across your learning and development throughout study on the PGCAP and in order for you to demonstrate evidence of engagement and understanding in fully meeting Descriptor 2 (D2i-vi) of the UKPSF.

The assessment strategy therefore offers flexibility and progression from a focus on “you” in the LTHE module assessments: in considering yourself and your own values, as a teacher in the learning environment that you inhabit. In the CDAF module assessments, the focus broadens to the “we” to encourage you to consider the broader perspectives of value as you reconsider and conceptualise your place in the learning environment. Finally, the SSRI module assessments encourage you to consider and re-visit certain questions and areas for further development that have arisen in the LTHE module (i.e. in undertaking the D1 Critical Review Summary and D2 gap analysis) but also from engagement in the CDAF module.

The PGCAP assessment strategy is premised on the value of formative feedback and feed forward in providing opportunities for you to reflect on your learning and the development of your understanding. Opportunities for in-module feedback, a “feedback loop”, to help improve performance have therefore been deliberately built into the schedules for all modules and the assessment components. You will be encouraged to collate evidence, such as in statements and resources for the assessment components within a personal blog throughout the PGCAP course. This can be a developing evidential base of your engagement in critical, reflective professional practice.

All modules are assessed in line with the Framework and Regulations for Taught Postgraduate Awards, including using moderation processes in accord with University policy. Descriptors of level of attainment are used in the formal feedback given on all summative assessments and an illustrative example is included of the Assessment Feedback proforma for SSRI Assessment 2 (see Appendix 9).

The intended learning outcomes for each of the PGCAP modules have prescribed diversity in our assessment practice. You will be expected to demonstrate relevant capabilities and achievement within each module but, where possible and appropriate, you will be encouraged to make links from your own learning and experiences across the course. Diverse assessment approaches are used to
model good practice. For example, the assessments include peer-based elements, posters and presentations, and engaging in online thematic discussions.

A staged approach to the timing of each assessment is also foregrounded. This staging aims to help you to manage study with your ongoing work and other professional commitments. The use of these staged components provides opportunity for dialogue and collaborative exchanges among the learning community i.e. for peers and the course team to provide feedback, as well as giving time for you to critically reflect and review your own progress.

All pieces of assessed coursework must be submitted with the accompanying cover sheet containing a signed declaration of academic good conduct. This is the PGCAP Assessment Cover Sheet and includes you completing a Declaration of Academic Good Conduct (see Appendix 7). We will explain precisely how to make your submissions in advance of each submission deadline.

The cover sheet also requires you to conduct a self-audit between that specific assessment in terms of its mapping to the relevant Dimensions of Practice in the UKPSF and in meeting the relevant Descriptor of the Framework. This is a required part of your reflection on your learning from undertaking modules tasks and activities, and the formal assessments. A copy of the PGCAP Assessment Cover Sheet is included in Appendix 7 to this Handbook, and is also available within the PGCAP learning materials area of Brightspace.

6.2 Assessment Designed to Support Effective Learning

In accordance with the QAA Quality Code, Chapter B6\(^3\) on the assessment of students and recognition of prior learning (QAA, 2013), the PGCAP assessment plan has been designed to contribute directly to your learning. Indeed, the team believe assessments can act as the key drivers for effective learning. In this section, we identify some of the features of the PGCAP assessments to substantiate this claim.

Peer assessment and collaborative activities occur especially in the LTHE and CDAF modules. For example, you and other participants as your peers will share and critique each other’s perspectives and work together on collaborative tasks. The teaching observations, in the LTHE module, include engaging in reciprocal peer observations, followed by discursive engagement in a reflective evaluation. These experiences feed directly into producing assessment 2 on the LTHE module.

Critical, self-reflective accounts are regarded as important on the programme. They are used to promote you to engage in self-review of your practice, as well as to evidence your learning from undertaking assignments. Critical reflection is therefore a central focus in assessments on modules. Assessment variety in content, focus and formats is offered in order to meet individual learning needs, determined in negotiation with the module tutors. Variety and creativity in the format is offered by the use of reports, presentations, blog postings, videos and podcasts all being possible.

All modules have been designed to make formative feedback highly integrated. You will have the opportunity to engage in presentations and tutorials for formative feedback as well as having opportunities to make draft versions of assessments available for specific feedback.

The PGCAP design is also mindful to promote synthesis within and across the three modules. The reflective element in all assessment criteria is designed to encourage you to evaluate your own learning from undertaking the specific assessment, also from studying on the module and, where possible, to consider connections to other and wider aspects of your academic practice.

In particular, Assessment 3 on the SSRI module provides a formal, cumulative and synoptic opportunity for you to consider and demonstrate how your learning has progressed, synthesising your development across the PGCAP, and fully demonstrating evidence for Descriptor 2 (D2i-vi). You will

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be also asked to identify your ongoing plans in continuing to enhance your practice beyond the PGCAP. This assignment is complemented by the other assignment for SSRI (Assignment 2- see also Appendix 9) which is based on you researching and critically evaluating an identified small and focused HE topic more deeply, i.e. in your small-scale research inquiry.

6.3 Intended Learning Outcomes and Assessment Criteria

The intended learning outcomes (ILOs) specified for each module have been used to create the learning tasks as well as to create the assessments and assessment criteria, in accordance with the principles of constructive alignment (Biggs, 1999)⁴. The ILOs are indicative of the range of experiences open to you to experience, acquire, develop and/or to critique, as appropriate. We have also indicated within each module, against each ILO and in the assessment criteria the connections or mappings to relevant aspects of the UKPSF (see Module Specifications in Appendix 1).

Active participation in all module learning activities (including the assessments) ensures you are provided with the opportunities to meet the intended learning outcomes and to demonstrate meeting the Descriptors (D1i-vi and then D2i-vi) of the UKPSF. Assessments directly evidence meeting the intended learning outcomes.

A sound theoretical frame, drawn from relevant and contemporary literature, will shape acceptable PGCAP assignments and we will always expect you to reference to relevant scholarly literature. You will be able to use literature other than the essential and recommended readings suggested for the module, including drawn from your own discipline and subject-base. We expect all references cited to be relevant and contribute purposefully.

Critical and reflective writing is a key feature of work at postgraduate level (i.e. at level 7 or above). For this reason, reflection is an important part of assignments across the PGCAP. We anticipate some participants will find this harder to do as it represents a different approach to academic writing than they might be used to, but PGCAP tutors will offer advice and support to you, as you develop your own ‘reflective stance’.

Assessment criteria for module assessment components are outlined in the Module Specifications (See Appendix 1). We also use levels of attainment descriptors and these are provided alongside the details of the assessments (with an example shown in Appendix 9), apart from for Assessment 4 on LTHE which is a pass/fail assessment. The attainment descriptors are used in feedback against the assessment criteria, to indicate the level achieved within a set of possible bands. These bands are:

- An excellent passing (distinctive) assignment (70% or above);
- A good passing (merit) assignment (60-69%);
- A passing assignment (50-59%); and
- A failing or referred assignment (below 50%)

Each descriptor is used to describe the characteristic features within that level of attainment. For example, a passing assignment would present a well-balanced perspective and describe other relevant research, whereas a passing, good assignment would draw critically upon relevant research, presenting a carefully developed and coherent argument. A passing, distinctive assignment would present a carefully crafted and critically articulated argument, synthesising experience with understanding and using relevant scholarly literature to augment and amplify the discussion.

Your involvement in assessments is a central goal in the PGCAP, drawn from our belief assessments act as ‘drivers for learning’ on modules and therefore it is critical for you also to be involved and engaged in the assessment process and procedures. This includes for example, negotiating the focus of your small research project from which assignment 2 on the SSRI module is drawn (and see Appendix 9).

6.4 Referencing
All assignments on the PGCAP will require you to reference sources using the University of Suffolk Harvard Referencing Style, unless within your School you have an approved alternative reference style. Guidance on Harvard Referencing can be found on MySuffolk through the Library link.

6.5 Confidentiality
In the course of your study and assessments, you may be asked to consider personal or sensitive information. This might include case studies, examples of real-life situations used to illustrate ideas or concepts, or examples from students’ experiences. Whenever personal or sensitive information is made available, you must treat it in confidence and ensure you do not identify people or organisations by name or in such a way, that even if you do not explicitly name them, they are identifiable. Should you want to include personal or sensitive information or data within an assessment submission, you must seek and gain explicit written authorisation for such disclosure, unless the information has already been officially published, in which case you should reference it using the normal protocols. If you are in any doubt regarding material you plan to use, do seek advice from the course leader.

6.6 Assessment Schedule and Grid
Table 2 above (Table 2: p10-11) outlines all summative assessments on the PGCAP i.e. for the LTHE, CDAF and SSRI modules, indicating for each assessment the size in word count/equivalence and weighting. The grid also depicts the spread of assessments across the year.

All assessments on the PGCAP are classed as core components, apart from Assessment 1 for LTHE module, which is classed as a non-core component (and Assessment 1 on the SSRI module is a formative but required assignment). Core components of assessment are central to the assessment of the module and must be passed at the full pass mark (i.e. at 50%) in order for you to pass the module overall and to gain the relevant credits.

All module assessments must also be passed in order to also gain the relevant HEA recognition against the UKPSF. All LTHE module assessments must be passed for Associate Fellowship of the HEA recognition against Descriptor 1 (D1i-vi). All PGCAP module assessments (LTHE, CDAF and SSRI) must be passed for Fellowship of the HEA recognition against Descriptor 2 (D2i-vi) of the UKPSF.

6.7 Recognition of Prior Learning (RPL)
Some participants will be able to use previous study and credits gained at a similar level, or experience gained through work or other settings, for recognition (and exemption from study) against the LTHE module on this course. For example, some academic members of staff may join the University having already gained Associate Fellowship of the HEA by virtue of completing a module on a comparable, cognate programme at another UK HE provider. In such cases we will require evidence to examine for comparability, such as the learning outcomes achieved on the cognate module/course.

It should be noted for anyone seeking RPL for the LTHE module, that evidence to authenticate your academic practice is required, in order to meet the requirements for HEA fellowship. Formal observation of a participant’s professional practice can provide authentication (i.e. as is undertaken as part of the LTHE module). If necessary, we will arrange an observation of your practice by one of the PGCAP tutors prior to you commencing on the PGCAP with RPL for LTHE module. The course lead will also discuss your practice in line with the requirements of Descriptor 1(D1i-vi) of the UKPSF (see Appendix 2).

A detailed guide to the RPL processes is available on MySuffolk – you are advised to look at this if you think that you could make use of RPL as credit against the LTHE module on this course. Following consultation of this guide, if you wish to explore this further, you should contact the Course Leader, especially in relation to the authentication of practice element when seeking RPL for the LTHE module.
6.8 Assessment Regulations

The Framework and Regulations for Taught Postgraduate Awards and other policies relating to assessment can be found on MySuffolk. You should ensure you read and understand these regulations. The Course Team strictly adheres to these regulations and it is advisable for you to become familiar with the terms used. Please ask tutors for clarification if you are unsure of any policy or regulation. A more detailed exploration of the assessment processes is provided in the University of Suffolk Postgraduate Student Handbook and you are strongly advised to familiarise yourself with these early on in your studies.

6.9 Progress Monitoring

The course leader and tutors on the PGCAP are keen to offer support to all participants in monitoring progress on the PGCAP. We are aware that finding time for independent study and assignment work, in addition to time for attending sessions, can be difficult for some participants. Yet we also know sufficient, dedicated time is needed in order for you to make progress and achieve successfully from engagement in this Level 7 programme. You might also talk to your PGCAP Mentor and/or line manager if you have any specific concerns in relation to finding time and making progress.

6.10 Submitting Your Assessments

Assignments should be submitted no later than the assignment deadline, normally online using the assignment tool in the VLE, as the submission portal. We will explain precisely how to do this in advance of any submission deadline. We do accept late written/submitted work up to three working days from the deadline, but such work will be capped as a pass (50%). If you think you may need to submit an assignment late, we strongly advise that you contact the module tutor asap to discuss, as for example, it may be that applying for extenuating circumstances is more appropriate (see 6.11 below).

We require all assessments to be accompanied by a completed PGCAP Assignment Cover Sheet (see Appendix 7), including your declaration of academic good conduct and self-audit of learning achievements associated with undertaking the assessment task(s), mapped against the UK Professional Standards Framework (UKPSF). Tutors will explain precisely during the modules on all aspects for each assessment eg on deadlines, requirements and submission processes, given we are using the new OLE, Brightspace.

6.11 Extenuating Circumstances

If you are in the position of knowing you will be unable to submit an assignment due to personal difficulties (as defined in the University’s Extenuating Circumstances Policy), then you should approach the Course Leader as soon as you are aware that there might be a problem. (Work submitted for an assignment up to three working days late, will be subject to being capped at 50%.)

The Course Leader will be able to advise you on the best course of action to take. Depending on the situation, you may be able to apply for an extension to the submission deadline (this would normally be no longer than 10 working days) or to defer the submission of your work to a later date if an extension would not be appropriate. Only specific changes in your workload and as supported by eg your Head of Department, are likely to be approved by the Extenuating Circumstances panel for non-submission of coursework.

Requests for extensions or deferrals should be made using the Extenuating Circumstances form on MySuffolk / O.A.S.I.S / Manage Course and should be submitted, along with supporting evidence, as soon as possible and at least five working days before the submission deadline. Requests submitted after this will only be considered in the most exceptional situations. All requests will be
considered by an independent panel – your Course Leader cannot grant you an extension or deferral. Further guidance on extenuating circumstances is available on MySuffolk.

Work that is not submitted on time without approved extenuating circumstances will not be graded and will result in a Refer NWS (Refer - No Work Submitted) being awarded. This would mean that the best grade you could be awarded for the assessment component would be a Pass (50%). Therefore, you should ensure you take clear note of assessment deadlines and schedule your work to enable you to meet those deadlines.

6.12 Assessment Regulations and the Assessment Board

The Framework and Regulations for Taught Postgraduate Awards and other policies relating to assessment can be found on MySuffolk. You should ensure you read and understand these regulations. The course team strictly adheres to these regulations and you should become familiar with the terms used. Please ask for clarification if you are unsure of any policy or regulation. A more detailed exploration of the assessment processes is provided in the University of Suffolk’s Postgraduate Student Handbook and you are strongly advised to familiarise yourself with these early on in your studies.

Equally, it is important that you are aware, that the HEA recognition in Associate Fellowship (achieved at the end of LTHE module if you are not continuing); or in Fellowship (achieved at the end of PGCAP) are both entirely tied into your successful achievement in all module assessment components respectively on the LTHE module, or all PGCAP modules. This includes if you have to resubmit any assessment component(s) for any PGCAP module(s).

6.13 Academic Misconduct

As a student of the University of Suffolk you are expected to follow appropriate academic practice:

- your conduct is expected to be honest and fair
- all work you submit for assessment is your own work, without falsification of any kind
- your presentation of assessment is expected in accordance with appropriate academic conventions and standards
- your behaviour in assessed activities should be in accord with University of Suffolk regulations.

It is your responsibility to familiarise yourself with the University’s regulations governing assessment, including the correct academic conventions for referencing and acknowledging the work of others. The University is committed to taking action against any student who contravenes the regulations (either inadvertently or through deliberate intent) and gains an unfair advantage over other students.

Academic misconduct refers to the actions of students which fall outside of the regulations governing assessment. Academic misconduct typically falls under one of the following headings:

- Plagiarism: the presentation of another person’s work or ideas as your own, without proper acknowledgement. This could be in direct copy or close paraphrase. The reproduction of your own previously submitted work, without acknowledgement, is regarded as self-plagiarism and will be treated in the same way as any other form of plagiarism.
- Collusion: the unauthorised cooperation between at least two people, with the intent to deceive.
- Fabrication: the invention, alteration or falsification of data and evidence that contributes towards assessment.
- Cheating: any behaviour which you would reasonably know would interfere with the fair operation of the assessment process and could gain unfair advantage.
- Failure to have ethical approval: embarking on research activities which require ethical approval without that approval being formally granted.

The University of Suffolk Academic Misconduct Policy and the accompanying student guide to academic misconduct provide more information on the University’s expectations regarding academic
conduct and how suspected misconduct is dealt with. These are available in the forms, policies and guides area of MySuffolk.

6.13.1 Plagiarism
Plagiarism means claiming someone else’s idea or work as your own. Plagiarism at its most innocent might be forgetting to put a reference to work in your text, but this is plagiarism nevertheless. Plagiarism at its most overt might be copying text from the internet or from a book without referencing. All HE institutions take plagiarism seriously and also take steps to punish those who plagiarise work. At the University of Suffolk, we have software that is routinely used to detect plagiarised work.

The PGCAP is a programme of study for relevant members of University of Suffolk and partner colleges staff, and as such we expect the very highest standards of practice in your academic writing, and this applies to all formally submitted work. Self-referencing and/or recycling essays or practical work of your own is self-plagiarism. Self-plagiarism is an offence of academic misconduct, occurring when a previously assessed work is re-presented again for a different piece of coursework without being properly self-referenced.

Where previously assessed work is used, the in-text citation should take the form:
This issue was discussed in an assignment (Student surname, 2015) which addressed… The full reference should take the format: Student Surname, INITIALS. (Year of submission) Title of original coursework. Module Code: Module Title. Institution. Unpublished essay/assignment.

It is, perfectly acceptable to re-use references/information sources you have used in an earlier piece of work so long as you re-phrase the information, evidencing growing understanding and critical engagement with the ideas presented, and referencing fully.
As initial professional development, the PGCAP is set within the national context of increasing professionalisation of teaching and academic practice in Higher Education. The basis of national professional standards for UK Higher Education teaching and learning are set out in the UK Professional Standards Framework (UKPSF) (see heacademy.ac.uk/ukpsf and Appendix 2 of this Handbook). The University of Suffolk supports the aims of the Higher Education Academy in seeking to enhance the status and scholarly nature of HE learning and teaching.

The four categories of HEA Fellowship (Associate, Fellow, Senior Fellow and Principal Fellow) are awarded on the basis of evidence of personal professional practice which meets the requirements of one of the four Descriptors of the UK Professional Standards Framework (UKPSF). The UKPSF has been developed as a standards framework for the higher education sector that sets out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting higher education learning.

As stated on the HEA website: 
Higher Education Academy Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across the four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning.

According to the HEA, Fellowship offers you a range of benefits:
- **Consolidates personal development and evidence of professional practice in your higher education career;**
- **Provides a valuable measure of success and is increasingly recognised by international institutions;**
- **Demonstrates commitment to teaching, learning and the student experience, through engagement in a practical process that encourages research, reflection and development;**
- **Fellowship is increasingly sought by employers across the education sector as a condition of appointment and promotion;**
- **For individuals, to identify their expertise with the entitlement to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA);**
- **Provides institutional assurance that Fellowships are an important indicator that your institution is fully aligned with UKPSF practice and a badge of assured quality throughout your institution.** See [https://www.heacademy.ac.uk/individuals/fellowship#section-1](https://www.heacademy.ac.uk/individuals/fellowship#section-1)

The PGCAP is an HEA-accredited pathway to professional recognition of your knowledge, understanding and abilities as a critically reflective academic practitioner in higher education and in you being able to demonstrate effectively both engagement and understanding of your practice against the UK Professional Standards Framework (UKPSF). The processes for the PGCAP fully comply with University regulations and with HEA requirements (HEA policy and guidance), supported by clear and transparent documentation.

Tutors and Mentors for the PGCAP, and the PGCAP External Examiner each have their own Fellowships of the HEA and are actively engaged in CPD to ensure they can demonstrate their own understanding of the UKPSF and of HEA Fellowship policy and guidance as fully up-to-date and current. This understanding includes of the requirements for the relevant category of Fellowship (ie AFHEA/FHEA in regard to the PGCAP). Tutors and Mentors do this also, to be able to effectively support you in your study and in your own engagement with the relevant Dimensions of Practice and Descriptors (D1/D2) of the UKPSF as you work towards your own Fellowship. Tutors and the External Examiner are suitably trained to make Fellowship judgements for the relevant categories of HEA Fellowship. PGCAP Tutors and Mentors are required also to participate in an annual development event (normally held in November).

Within the PGCAP pathway, we have two specific lines of accreditation from the HEA:
1. Descriptor 1 for LTHE module as a standalone module for HEA Associate Fellowship (D1i-vi)
2. Descriptor 2 for the PGCAP for HEA Fellowship (D2i-vi)
7.1 The basis for Achieving Associate Fellowship (D1) of the HEA

This is based on the LTHE module, against Descriptor 1 of the UKPSF. This recognition is for anyone not continuing to the full PGCAP, in Associate Fellowship, which can (only) be achieved on successful completion of the LTHE module if:

- Your mentor, from observing you, has been able to authenticate your practice in teaching and/or support of students’ learning is in alignment with the UKPSF
- Your line manager has been able to confirm your practice in teaching and support of students’ learning is satisfactory and aligned to the UKPSF
- All LTHE assessments (Assessment 1-3) have been completed and successfully passed, including completing the self-audits against relevant aspects of the UKPSF (see Appendix 7)
- The D1i-vi Critical Review Summary (with D2i-vi Gap Analysis) has been successfully completed and passed at the end of the module (see Appendix 8)

Additionally, we encourage you to have engaged in at least one additional CPD event(s) related to academic practice during your study on the LTHE module

However, it is recognised that most participants will be continuing on the PGCAP course in order to gain the PGCAP qualification and to be recognised in Fellowship of the HEA, against Descriptor 2 of the UKPSF.

7.2 The basis for Achieving Fellowship (D2) of the HEA

In this case, the PGCAP qualification will be awarded and Fellowship of the HEA gained when on successful completion of all PGCAP modules, if:

- Your mentor, from observing you, has been able to authenticate that your practice in teaching and/or support of students’ learning demonstrates alignment to the UKPSF (see Appendix 5)
- Your line manager has been able to confirm your practice in teaching and support of students’ learning is satisfactory and aligned to the UKPSF in meeting D2i-vi of the UKPSF
- You have engaged in at least three additional CPD events related to academic practice during your study on the PGCAP (eg see Appendix 12)
- All PGCAP assessments for all modules (LTHE, CDAF and SSRI), have been completed and successfully passed including completing the self-audits against all aspects of the UKPSF (see Appendix 7)
- This includes Assessment 3 for the SSRI module, in which you have produced a synoptic personal reflection across your academic practice with action plan for ongoing enhancement. This will fully demonstrate meeting Descriptor 2 (D2i-vi) of the UKPSF and will include reflection on the relevant CPD events you have attended (see also Appendix 10).

7.3 University of Suffolk PASSPoRT Scheme: PGCAP pathway and e-PASSPoRT pathway

The PASSPoRT (Pathways for Academic and Support Staff to Professional Recognition of Teaching) Scheme is the overarching HEA-accredited framework to recognise and enhance HE teaching and the support of learning at the University of Suffolk. We gained re-accreditation of the PASSPoRT Scheme (in May 2018) with the Higher Education Academy (HEA) against the UK Professional Standards Framework (UKPSF) giving a new, reaccreditation period for all parts of the PASSPoRT scheme provision, from 2018/19.

The re-accredited PASSPoRT Scheme consists of the following three aspects of HEA-accredited provision:

1. Descriptor 1 (Di-vi) for the LTHE module of the PGCAP, as a standalone module for Associate Fellowship of the HEA;
2. Descriptor 2 (D2i-vi) for the full PGCAP, for Fellowship of the HEA; and separately,
3. Descriptors 1, 2 and 3 for the e-PASSPoRT CPD pathway for Associate Fellowship, Fellowship and Senior Fellowship of the HEA
Aspects 1 and 2 of HEA accredited provision come together as the PGCAP pathway within the internal University of Suffolk PASSPoRT Scheme, and are distinct from, but complementary to the e-PASSPoRT CPD pathway (aspect 3 of HEA accredited provision).

The PGCAP pathway fully accords with the overarching PASSPoRT Scheme’s guiding principles, that:

- Teaching and support of students’ learning are fundamental core missions for the University of Suffolk
- Academic staff at the University or its partner Colleges, are not just employed to teach in HE, but to teach well to a high professional standard aligned to the UKPSF
- It is a key responsibility of the University of Suffolk to ensure its academic staff are well trained and qualified as critically reflective professional HE teachers, and not just qualified in a particular academic subject
- This responsibility extends to ensuring new staff at the University have a teaching in HE qualification or equivalent on entry, or have access to credible teaching courses in the early years of their career
- It is also a key personal responsibility of both University of Suffolk and partner College academic staff, to ensure they are qualified to teach and able to teach well
- This personal responsibility extends over the entire career from start to finish, so that all relevant University of Suffolk and partner College staff remain up-to-date and proficient in the very best pedagogical practice and all that excellence in teaching requires, and are supported and encouraged to advance and extend their achievements

The PGCAP is complementary to the University of Suffolk’s e-PASSPoRT continuing professional development (CPD) pathway for recognising and enhancing HE teaching and the support of learning across the University and within our partner Colleges. This includes external oversight across the PASSPoRT Scheme, by Bridget Middlemas, who acts as both the External Examiner for PGCAP and as the External Reviewer for e-PASSPoRT.

This Postgraduate Certificate in Academic Practice (PGCAP) is primarily a taught-based course on HE teaching and support of student learning, providing a credit-based framework within which academic and related members of staff, including in support of learning roles, can engage with the Dimensions of Practice of the UKPSF and precisely demonstrate engagement with and understanding of the standards for Descriptor 1 (D1) or Descriptor 2 (D2) of the UKPSF.

Please note for staff within our current partner Colleges, participating in either the PGCAP, or the e-PASSPoRT CPD pathway, there are additional fees to be paid for HEA Fellowships, as staff employed in a non-subscribing (to the HEA) institution. However, it should be noted these fees are 50% less via the PASSPoRT scheme or the PGCAP, than if you were to apply directly to the HEA for recognition.

If a collaborative partner institution subscribes to the HEA (including HEA Access partner subscription), successful participants will receive HEA Fellowship without an additional fee. If the collaborative partner institution does not subscribe to the HEA, successful participants will be charged an additional fee for HEA Fellowship, which is 50% of the current direct application fee. Our current partner institutions eg West Suffolk College, East Coast College and Suffolk New College are all non-subscribing institutions.

Further information on the UKPSF can be found in Appendix 2 as well on the HE Academy’s website at http://www.heacademy.ac.uk/ukpsf

7.4 Progression on the PGCAP and Beyond

Progression for a registered participant on the PGCAP proceeds from successful undertaking of the LTHE module, to undertaking the CDAF module, followed by the SSR1 module. Successful completion of all three modules leads to the award of the PG Certificate in Academic Practice and recognition in Fellowship of the HEA as detailed above (in 7.2). Progression beyond the PGCAP is
potentially possible for HEA recognition within the e-PASSPoRT CPD pathway, eg to Senior Fellowship (D3); and potentially to Principal Fellowship (D4) via a direct application to the HEA.
8. Learning Resources

Study on the PGCAP requires and will be greatly enhanced and augmented by your own engagement with relevant readings in both the general HE pedagogical literature, as well as reading within your own subject/disciplinary-specific pedagogical literature. You will find references to resources and useful sources of information including to essential readings and additional readings relevant to each module within each module’s online study guide. We also encourage you to make use of Open Educational Resources (OERs).

A growing range of digital resources and learning materials will be made available within the PGCAP space in Brightspace, including essential and recommended readings for particular modules. Learning Services also offer a set of libguides accessible via MySuffolk. The guides include self-study resources in a variety of formats to enhance your study skills, eg on:

- academic writing and referencing
- organising your time more effectively etc.
- learning more about portfolio building

We strongly recommend you access and review these resources as soon as possible and that you continue to revisit them throughout the programme, as relevant to your own learning needs. As active academics and professional practitioners, we also encourage online, collaborative sharing and critiquing of resources and learning materials within the PGCAP learning community in Brightspace.
Appendices

Appendix 1: Module Specifications:
- Learning and Teaching in Higher Education (LTHE) – 20 credits
- Curriculum Design, Assessment and Feedback (CDAF) – 20 credits
- Small-Scale Research Inquiry (SSRI) – 20 credits

Appendix 2: The UK Professional Standards Framework (UKPSF)

Appendix 3: Mappings of the PGCAP to the UKPSF
- PGCAP Intended Learning Outcomes
- LTHE Learning Outcomes, Assessment Criteria and Assessments
- CDAF Learning Outcomes, Assessment Criteria and Assessments
- SSRI Learning Outcomes, Assessment Criteria and Assessments

Appendix 4: Schedule of Sessions in 2019-2020

Appendix 5: LTHE Proforma for Observations

Appendix 6: LTHE Module Lesson Plan Template

Appendix 7: PGCAP Assessment Cover Sheet Proforma

Appendix 8: Descriptor 1 Critical Review Summary Template

Appendix 9: Example Assessment Feedback Proforma: Level of Attainment Descriptors and Assessment Criteria for SSRI Module Assessment 2

Appendix 10: SSRI Module Assessment 3 Proforma: Evidencing Descriptor 2 of the UKPSF

Appendix 11: PGCAP Mentoring Guide

Appendix 12: CPD Open Events at the University of Suffolk, 2019 (TBC)
Appendix 1: Module Specifications

LTHE Module Specification

MODULE TITLE: Learning and Teaching in Higher Education (LTHE)

MODULE CODE:

LEVEL: 7

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:
- 20 hours of face-to-face or online timed sessions
- 15 hours of small group activities
- 10 hours of online non-timed activities
- 55 hours of work-based activities
- 100 hours of guided independent activity

PRE-REQUISITES: N/A

EXCLUDED COMBINATIONS: N/A

MODULE LEADER: Dr Christine Smith

MODULE CONTRIBUTOR(S): We invite academic and professional service colleagues from across the University and occasionally external colleagues to give guest lectures and to lead/contribute to online discussions or activities

RATIONALE

Learning and Teaching in Higher Education (LTHE) is the first module in the Postgraduate Certificate in Academic Practice (PGCAP) programme. The LTHE module provides a broad introduction to areas of teaching and learning. It is aimed at those members of staff who are new (or relatively new) to teaching in Higher Education. It is open to full- or part-time academic staff as well as to any University or partner College staff who have teaching, student supervision and/or support of students’ learning commitments. It has been designed to map directly to certain areas of activity (AAs), to relevant core knowledge (CK) and to the professional values (PVs) of the Dimensions of Practice in the UK Professional Standards Framework (UKPSF) as specified for Descriptor 1 (and for recognition in Associate Fellowship of the HEA for anyone not continuing on the PGCAP).

The module seeks to encompass and progress the underpinning knowledge required for HE teaching and supporting learning at University of Suffolk, including across the partner Colleges. It is designed to advance participants’ critical confidence in order to effectively undertake the range of teaching and/or support of learning duties required of them in their professional role(s).

The module will engage participants in key educational processes underpinning good practice in academic development and action, such as: critical enquiry, analysis and reflection; action planning and evaluation; and collaborative learning.

The module will provide opportunities to advance models of good practice in teaching and learning eg
through collaborative learning in structured activities online and face-to-face, and through peer, tutor and mentor support. It will also promote participants to critically engage with innovative methods and creative approaches to teaching and support of learning, including in the integration use of digital tools and social media.

The LTHE module’s assessments map to certain, relevant of the areas of activity, core knowledge and professional values in the UK Professional Standards Framework (UKPSF) as described for Descriptor 1 of the UKPSF.

AIMS

The aims of the LTHE module are:

1. To introduce effective, innovative and inclusive teaching and learning practices within Higher Education including in cross-cultural contexts eg through critical engagement with contemporary learning theories, collaborative learning in structured activities and through peer, tutor and mentor support and technology-enhanced learning.

2. To provide opportunities to develop reflective skills and engage participants in critical reflection and aligning teaching and learning practices with the UKPSF standards, as relevant.

LEARNING OUTCOMES

Learning Outcomes (LOs) for the LTHE are expressed in terms of: knowledge and understanding (KU); subject-specific cognitive skills (SSC); and practice and transferable skills (PS). We also cross-reference below to indicate the key, most relevant aspects of the UKPSF for each of the LOs (in red). We do this to help you evidence your growing engagement and understanding for meeting Descriptor 1 of the UKPSF; and for gaining HEA recognition in Associate Fellowship, if you are not continuing to the full PGCAP.

In terms of Knowledge and Understanding (KU), on successful completion of the LTHE module, participants will be able to:

1. Examine effective and inclusive teaching and learning practices in a variety of educational, disciplinary and cross-cultural contexts and aligned with the UKPSF as relevant (A1-3, K1-5)
2. Identify student learning needs in order to formulate relevant and inclusive learning support and guidance strategies (A1-2, K2-3, V1-2)
3. Discuss how learning technologies and other resources can be deployed within different educational contexts, based on an informed pedagogic rationale (A4, K4, V1-3)
4. Critically evaluate theoretical perspectives on, and approaches to, student learning and motivation within different educational contexts (A5, K3)

In terms of Practice and Transferable Skills (PTS), on successful completion of the LTHE module, participants will be able to:

5. Critically employ effective and inclusive communication skills (A1-2, A5, V1)
6. Develop a scholarly and ongoing professional, critical and reflective approach to enhancing academic practice and to demonstrate their practice is effective (A5, V2)
7. Advance a moral and ethical purpose with regard to professional Higher Education practice within a cross-cultural world (K6, V3-4)
8. Identify and define the information required on learning and teaching in Higher Education and use research skills to identify relevant information resources (A5, K5, V3)
9. Manage and critically evaluate information found around learning and teaching in Higher Education and reference appropriately (A5, K5, V3)
INDICATIVE CONTENT

The module will incorporate the following themes:

- Theories of learning and teaching in HE (K2-3)
- Large group teaching and interactivity (A1-2, K2, V2)
- Small group teaching including online collaborative learning (K2, K4)
- The student experience: including Equality and Diversity and inclusive approaches to student engagement, support and guidance in a cross-cultural context (A4, V1-2)
- Technology-enhanced and digital learning, online learning and social media within learning and teaching (A1-2, K4)
- The UKPSF for teaching and supporting learning across the UK HE sector (A1-5, K1-6, V1-4; D1 and D2)

LEARNING AND TEACHING STRATEGIES

**Timed Sessions:** these will be interactive, discursive and participatory and both face-to-face and online in Brightspace – continuously drawing upon participants’ experiences and understanding, as well as requiring them to critique key readings in preparation for participation and bringing evidence from their own practice, as relevant. A variety of teaching approaches will be employed for modelling including individual tasks, paired and small group-based activities and will include use of digital, technological tools to provide a rich and diverse, immersive and experiential learning environment.

**Mentor support:** each participant has a mentor who has their own HEA Fellowship, and will normally be based in the participant’s School/College or professional area, who will offer subject-based support and guidance to the participant. The mentor will be involved in the observation of participants’ teaching.

**Personal tutor support:** each participant will be allocated a personal tutor for the duration of their participation on the PGCAP programme. The role of the personal tutor will be to work closely with the participant throughout the programme, including to offer pastoral support if needed.

**Peer review of teaching/support of learning:** will be an integral element in the module. Participants will participate in at least 3 observations: a mentor observation, and reciprocal peer observations with a fellow participant on the module.

**Online learning:** Participants will engage in both timed and flexible, online activities throughout the module outside the timed face-to-face sessions using primarily Brightspace. Other digital resources will also be used and made available eg podcasts and use of blogs.

**Guided reading and individual scholarly activity:** these will be used in preparing for activities, including the peer reviews, preparatory reading for seminars, individual reading for development, and in personal reflection. There is an expectation that participants will engage with scholarly literature and resources beyond the course materials, including those related to subject-specific pedagogy and aspects of academic practice apposite to their own discipline.

**Work-based activities:** participants will undertake enquiry or development work in their School/College or professional work area in pursuit of producing the necessary elements of work especially for the formal assessments.

**Blogs:** participants will be encouraged to commence and maintain a reflective learning blog to capture their learning and reflections, for collaborative work and to assemble components for the formal assessments throughout their engagement in the PGCAP.

ASSESSMENT

The LTHe module is oriented around participants gathering, collating and critiquing evidence eg as
ideas/statements and resources to take forward for the three assessments. Ideas can be captured in different formats (for example, using text, audio, digital storytelling, and video will all be encouraged). This design ensures the assessment is undertaken in manageable chunks – helping to ensure progression and ongoing participation; and helping participants to prioritise and work to deadlines. The focus, type and forms of the assessments also offer variety to accommodate participants’ interests, offer opportunities to use new tools as relevant to eg their subject, learners and context.

Participants will draw upon and critically analyse the contextual evidence emerging from their academic and professional practice as well as from their background understanding and personal experiences, especially as germane to their discipline/subject area. They will also be able to draw upon their scholarly reading and enquiry activities and from undertaking and reflecting upon the peer/mentor observations and review activities, as well as from other learning activities undertaken during the module.

There are three assessments required for the LTHE module, as outlined in the table below. Participants are also required to complete and submit a satisfactory Descriptor 1 (D1i-vi) Critical Review Summary (with Descriptor 2 (D2i-vi) Gap Analysis) assessed against the D2 criteria, as shown at 4 below. The D1 Review Summary is submitted at the same time as Assessment 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Form of assessment</th>
<th>Assessment size</th>
<th>Weight (%)</th>
<th>Learning Outcomes assessed</th>
<th>Core or Non-Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An outline lesson plan and rationale for a teaching session, ideally one observed by a peer or by the mentor.</td>
<td>1000 words, or equivalent</td>
<td>25%</td>
<td>KU 1-4 PTS 5,7,8</td>
<td>Non-Core</td>
</tr>
<tr>
<td>2</td>
<td>A self-reflective account of observed sessions, observed by peer and/or mentor and with the account presented in writing, as a podcast or as a vodcast. All proformas appended (see Appendix 5)</td>
<td>2000 words or equivalent</td>
<td>50%</td>
<td>KU 1-4 PTS 5-7</td>
<td>Core</td>
</tr>
<tr>
<td>3</td>
<td>A reflective summary linked to scholarly reading on teaching and learning. Participants will engage in online peer-review of entries on a select peer-reviewed paper on learning and teaching, before submitting their own critically reflective summary.</td>
<td>2000 words or equivalent</td>
<td>25%</td>
<td>KU 1-4 PTS 5-9</td>
<td>Core</td>
</tr>
<tr>
<td>4</td>
<td>A Descriptor 1 (D1i-vi) of the UKPSF critical review summary (with D2i-vi gap analysis) Participants will use the D1 Review template (Appendix 8) to evidence relevant engagement and understanding in fully meeting Descriptor 1 of the UKPSF. Participants will also undertake a gap analysis for D2 (D2i-vi).</td>
<td>1000 words</td>
<td>N/A Pass/fail</td>
<td>Assessed for fully meeting Descriptor 1 (D1i-vi) of the UKPSF</td>
<td>Core</td>
</tr>
</tbody>
</table>

**ASSESSMENT CRITERIA**

In assessing participants’ achievements across the LTHE module assessments (1-3) we will be looking for:
1. Evidence of effective and inclusive teaching and learning practices, aligned to the UKPSF (A1-2, A4, K1-3, K5, V1-2, V3)
2. Evidence of student learning needs explored to formulate relevant learning support and/or guidance (A4, K3, V1)
3. Articulation of an informed rationale for the deployment of digital learning and/or other resources (K4, V3)
4. A critical evaluation of theoretical perspectives and scholarly approaches to student learning, as relevant to the participant’s educational context (A5, K1, K3, V3)
5. The participants’ effective communication skills (A5, K2)
6. The participant’s application of research skills to identify and reference to relevant information resources (A5, K5, V3)

Please note: Assessment 4 is a non-weighted but core, required assessment, marked as pass/fail against the criteria of Descriptor 1i-vi of the UKPSF.

AUTHENTIC AND FORMATIVE ASSESSMENTS

All assessments on the LTHE module are authentic and linked directly to the participant’s ongoing practice. Assessment can therefore be interpreted as communicative practice and a sense-making process which develops progressively throughout this module.

Formative assessments occur in a variety of ways, including regular individual/collaborative activities during face-to-face and online sessions, as ongoing opportunities for self, peer and tutor feedback.

The module’s assessment plan is premised on the value of feed forward in providing opportunities for participants to reflect on their learning and the development of their understanding throughout the module. Opportunities for formative feedback, by peers and tutors, as well as in self-evaluation, help improve performance and can help to motivate participants. Feedback on the modular final assessment will also have an intended formative purpose to help the participant in going forward, whether within the programme or in relation to their own continuing professional development.

ESSENTIAL READINGS


RECOMMENDED READINGS


CDAF Module Specification

MODULE TITLE: Curriculum Design, Assessment and Feedback (CDAF)

MODULE CODE:

LEVEL: 7
CREDITS: 20
TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN
- 20 hours of face-to-face or online timed sessions
- 15 hours of tutorial or small group activities
- 10 hours of online non-timed activities
- 55 of work-based activities
- 100 of guided independent study

PRE-REQUISITES: None

EXCLUDED COMBINATIONS: N/A

MODULE LEADER: Dr Christine Smith

MODULE CONTRIBUTOR(S): TBC
We will also be inviting both academic and professional service colleagues from across the University to give guest lectures and to lead online discussions eg in webinars

RATIONALE

Curriculum Design, Assessment and Feedback (CDAF) is the second module in the Academic Practice (PGCAP) programme. The CDAF module concerns design for learning, models of curriculum design and approaches to assessment practice. It is aimed at members of staff who are new (or relatively new) to teaching in Higher Education. It is open to academic staff for continuing professional development, as well as to any University or Learning Network staff who have a teaching, student supervision or support of learning commitment. It has been designed to map directly to certain areas of activity, relevant core knowledge and professional values as set out in the Dimensions of Practice in the UK Professional Standards Framework (UKPSF).

The module seeks to encompass and progress the underpinning knowledge required for HE design of curricula, as well as exploring approaches to assessment and feedback for learning. It is designed to advance participants’ critical confidence in order to effectively undertake the design of programmes and curricula, and assessments as required in their professional role(s).

The module will engage participants in key educational processes underpinning good practice in academic development and action, such as: critical enquiry, analysis and reflection; action planning and evaluation; and collaborative learning.

The module will provide opportunities to advance models of good practice in assessment and feedback eg through structured activities both face-to-face and online in Brightspace, use of other innovative and digital tools, and through peer, tutor and mentor support. It will promote participants to critically engage with innovative methods and creative approaches to learning design, assessment and feedback, including the use of social media.

The CDAF module’s assessments map to certain of the areas of activity, relevant core knowledge and professional values of the UK Professional Standards Framework (UKPSF).
AIMS
The aims of the CDAF module are:
1. To explore effective, innovative and inclusive curricula, assessment and feedback practices within Higher Education aligned to the UKPSF
2. To raise participants’ critical awareness for the changing HE context including current drivers and issues in Higher Education.
3. To provide opportunities to develop reflective skills and engage participants in critical reflection and aligning with the UKPSF standards where relevant.

LEARNING OUTCOMES
Learning Outcomes (LOs) for the CDAF module are expressed in terms of: knowledge and understanding (KU); subject-specific cognitive skills (SSC); and practice and transferable skills (PS). We have also cross-referenced below to indicate the key, most relevant aspects of the UKPSF for each of the LOs (in red). We do this to help you evidence your growing engagement and understanding beyond Descriptor 1 and towards Descriptor 2 of the UKPSF.

In terms of Knowledge and Understanding (KU), on successful completion of the CDAF module, a participant will be able to:
1. Examine and assess effective and inclusive curriculum design and assessment practices as pertinent to their own educational, disciplinary or cross-cultural contexts, and aligned with the UKPSF (A1, A3, K-3, K5, V1-3)
2. Critically discuss how learning and digital technologies or other resources might be deployed within their educational context(s) in the design of the learning environment (A4, K4)
3. Critically engage with the key features of quality assurance, enhancement and evaluation in relation to curriculum design and assessment practices within the UK Higher Education context (K6, V4)

In terms of Practice and Transferable Skills (PTS), on successful completion of the CDAF module a participant will be able to:
4. Critically employ effective and inclusive communication skills (A1, A3, A5, V1)
5. Develop a scholarly and ongoing professional, critical and reflective approach to enhancing academic practice and to demonstrate their practice is effective (K5, V3)
6. Advance a moral and ethical purpose with regard to professional Higher Education practice within a cross-cultural world (V1-V4)
7. Use research skills to identify relevant information resources (A5, V3)
8. Manage and critically evaluate information found around curriculum design, assessment and feedback, and reference appropriately (A1, A3, K2, V3)

INDICATIVE CONTENT
The module will incorporate the following themes:
- Models of curriculum design (A1, K6)
- Approaches to, and innovation in, the design of learning environments (A4, K4)
- Inclusive assessment and feedback: summative and formative approaches (A3, V2)
- The HE context and contemporary challenges and drivers, including the UKPSF (K6, V4)
- Intended Learning Outcomes and constructive alignment in pedagogical/curriculum design (A1, A3, K1-2)
- Technology-enhanced learning, online learning and social media within assessment models and feedback (A3, K4)
LEARNING AND TEACHING STRATEGIES

Timed Sessions: these will be interactive, discursive and participatory, occurring face-to-face and online using Brightspace - drawing upon the participants’ experience and understanding as well as requiring them to critique key readings in preparation for participation in the sessions and bringing evidence from their own practice as relevant. A variety of approaches will be employed including individual tasks, paired and small group-based activities and will include use of digital, technological tools to provide a rich and diverse, immersive and experiential learning environment.

Personal tutor support: each participant is allocated a personal tutor for the duration of their participation on the PGCAP programme. The role of the personal tutor will be to work closely with the participant throughout the programme, including to offer pastoral support if needed.

Online learning: Participants will engage in both timed and flexible online collaborative activities throughout this module outside the face-to-face sessions using eg Brightspace and have access to a range of digital resources and tools, including online quizzes, video recordings, podcasts, webapps.

Guided reading and individual scholarly activity: will be expected in preparing for activities including preparatory for seminars, for development, and for personal reflection. There is an expectation that participants will engage with scholarly literature and digital resources beyond the course materials, including those from subject-specific pedagogy within their own discipline.

Work-based activities: participants will undertake enquiry or development work in their School/College or professional work area in pursuit of producing the necessary elements of work for the formal assessments.

ASSESSMENT

The CDAF module is oriented around participants gathering, collating and critiquing evidence and resources to take forward for the two assessments. The evidence might be captured in different formats (for example, using text, audio, digital storytelling, and video will all be encouraged).

Assessment is undertaken in manageable chunks, helping to ensure progression and ongoing participation. It is also designed to help participants to prioritise and work to deadlines. The focus, type and form of assessment also offers flexibility and variety to meet the specific needs of each participant and their context – and these can be determined in negotiation with programme tutors.

Participants will draw upon and critically analyse the contextual evidence emerging from their academic and professional practice as well as from their background understanding and experiences, especially from their own discipline/subject area.

There are two formal assessments for CDAF, as outlined in the table below:

<table>
<thead>
<tr>
<th>Form of assessment</th>
<th>Assessment size</th>
<th>Weight (%)</th>
<th>Learning Outcomes assessed</th>
<th>Core or Non-Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of a poster on principles for assessment and/or feedback, linked to the participant’s subject area and relevant learners.</td>
<td>2000 words or equivalent</td>
<td>40%</td>
<td>KU 1-3 PTS 4, 5, 7, 8</td>
<td>Core</td>
</tr>
<tr>
<td>Written, video- and/or audio-based reflective piece on a contemporary CDAF-related topic aligned to the participant’s professional role, and derived from critical review of a recent journal paper.</td>
<td>3000 words or equivalent</td>
<td>60%</td>
<td>KU 1-3 PTS 4-8</td>
<td>Core</td>
</tr>
</tbody>
</table>
ASSESSMENT CRITERIA
In assessing a participant’s achievements on the CDAF module we will be looking for:

1. Evidence of effective and inclusive curriculum design, assessment and feedback practices aligned to the UKPSF (A1, A3, K5-6, V1-4)
2. Articulation of an informed rationale for the deployment of learning technologies and/or other resources (A4, K1, K4, V3)
3. An awareness of quality assurance, enhancement and evaluation in relation to curriculum design and assessment practices within the UK Higher Education context (K6, V4)
4. Employment of effective and inclusive research and communication skills, and to reference appropriately (A5, K5, V3)

ESSENTIAL READINGS

RECOMMENDED READINGS
Small-Scale Research Inquiry (SSRI)

<table>
<thead>
<tr>
<th>MODULE TITLE:</th>
<th>Small-Scale Research Inquiry (SSRI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE CODE:</td>
<td></td>
</tr>
<tr>
<td>LEVEL:</td>
<td>7</td>
</tr>
<tr>
<td>CREDITS:</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL STUDY HOURS:</td>
<td>200</td>
</tr>
<tr>
<td>STUDY HOURS BREAKDOWN</td>
<td>20 hours of face-to-face or online timed sessions</td>
</tr>
<tr>
<td></td>
<td>10 hours of tutorial or small group activities</td>
</tr>
<tr>
<td></td>
<td>20 hours of online non-timed activities</td>
</tr>
<tr>
<td></td>
<td>50 hours of work-based activities</td>
</tr>
<tr>
<td></td>
<td>100 hours of guided independent study</td>
</tr>
<tr>
<td>PRE-REQUISITES:</td>
<td>None</td>
</tr>
<tr>
<td>EXCLUDED COMBINATIONS:</td>
<td>N/A</td>
</tr>
<tr>
<td>MODULE LEADER:</td>
<td>Dr Christine Smith</td>
</tr>
<tr>
<td>MODULE CONTRIBUTOR(S):</td>
<td>Professor David Gill</td>
</tr>
</tbody>
</table>

RATIONALE

The SSRI module aims to enable participants to design and commence an informed investigation and evaluation of an aspect of their own professional practice within Higher Education, as relevant to their own teaching and subject area and/or School/College or institutional objectives. The module will also involve participants in critically considering the potential relationships between research and teaching and learning: both for themselves and for their students. The module supports opportunities for collaborative learning in online activities and through self-, peer and tutor support.

The purpose of the SSRI module is to encourage participants’ critical awareness of their existing practice with the potential to explore and enhance it, through engaging in a small research enquiry. Through independent study, participants will commence a specialist study of an aspect of their professional practice and through reflective critiques in the research study, participants will actively engage in an analysis of their own practice and their own learning. A focus on development of one’s own professional capability is therefore pivotal for participants in this module, as is their duty to review, critique and enhance their knowledge and skills.

As part of the design of their project, participants will need to consider whether ethical approval is required and all participants will complete an ethical approval form and secure ethical approval as needed, prior to commencing the project. Participants will be able to discuss ethical considerations with peers and tutors in the online discussions, as well as on an individual basis with the module tutor.

Participants are encouraged to select a particular aspect of their practice to explore deeply and develop through this advanced study, in critical reflection and research, with the aim of improving their own practice. With the support of tutors and peers, participants are encouraged to reflect upon their own strengths and identify an area for development and enhancement.

The SSRI module assessments (Assessment 1 and 2) map to certain areas of activity, core knowledge and professional values of the UK’s Professional Standards Framework (UKPSF). These are contingent upon the focus of the small-scale research project undertaken, as the participant will achieve additional, specific learning outcomes in terms of knowledge and understanding, and in practical skills through the project and its reporting.

Assessment 3 for the SSRI module is a final, reflective and synoptically, cumulative assessment: in
which a participant will be able to synthesise from their learning and development across all of the PGCAP and in demonstrating effective engagement with, and understanding of all aspects of Descriptor 2 (D2i-vi of the UKPSF: see Appendix 10). Assessment 3 uses Descriptor 2 (D2i-vi) for the assessment criteria. Assessment 3 also requires you to draw upon engagement in at least 3 additional CPD events during your time of study on the PGCAP, as well as to consider your ongoing CPD activity: in an action plan for continuing enhancement of your practice.

AIMS

The aims of the SSRI module are to:

- Develop a practitioner’s own critical pedagogy
- Promote a participant's critical analysis of and reflection on their current practice, in an area of their choice but linked to the UKPSF
- Enable synthesis from learning and development across the PGCAP in order to fully demonstrate meeting Descriptor 2 of the UKPSF

LEARNING OUTCOMES

Learning Outcomes (LOs) for the SSRI module are expressed in terms of: knowledge and understanding (KU); subject-specific cognitive skills (SSC); and practice and transferable skills (PS). We have also cross-referenced below to indicate the key, most relevant aspects of the UKPSF for each of the LOs (in red). We do this to help you evidence your growing engagement and understanding for meeting Descriptor 2 of the UKPSF and gaining HEA recognition in Fellowship, upon successful completion of the module.

In terms of Knowledge and Understanding (KU), on successful completion of the SSRI module, participants will be able to:

1. Critically evaluate the integration of concepts and theoretical perspectives of research and reflective practice, aligned to the UKPSF, within their own professional context (A5, K1, V3)
2. Critically review and evaluate outcomes achieved from designing, planning and undertaking a small-scale research investigation process (A5, V3)

In terms of Practice and Transferable Skills (PTS), on successful completion of the SSRI module participants, will be able to:

3. Engage effectively and demonstrate advanced skills in reflective practice, through development activities and demonstrating self-direction in analysing, tackling and implementing solutions to problems in practice (A5, V3)
4. Draw upon sound knowledge and judgment, personal initiative and responsibility in complex and unpredictable environments to design and explore potential solutions (A5, V3-4)
5. Demonstrate skills of independent learning and self-direction, to work on problems of professional practice (A5, V3)
6. Identify and communicate conclusions accurately and coherently, from undertaking a small-scale research project on an aspect of professional practice (A5, V3)

INDICATIVE CONTENT

The module will incorporate the following themes:

- Linking research and pedagogical practices (A5, K5, V3)
- Ethical practice and gaining ethical approval (K6, V1, V3)
- Being a reflective practitioner; critical reflection as a self-evaluative tool (A5, V3)
- Cooperative and appreciative inquiry (K5, V3)
- Action research approaches and the action research cycle (K5-6, V4)
- Methods for research (A5, K5, V3)
LEARNING AND TEACHING STRATEGIES

The primary approach to learning on the SSRI module will be through the online learning environment, to enable flexible engagement with tutors and the peer group, as well as giving participants access to a range of open and online resources eg in Brightspace. In this module, participants will be able to engage with the indicative content through online learning and teaching strategies as well as in independent and group-based active learning strategies including problem-solving.

Participants will be supported in their endeavours to undertake a small-scale research project within their own practice setting and will be encouraged to engage in a wide range of reading, discussion and tutorials. Participants will receive peer and tutor feedback on their independent, guided and self-directed activities across the module.

ASSESSMENT

The assessment plan for the SSRI module is centred on the participant’s completion of three assessments. The first assessment is a formative (non-graded) but a required one. The second assessment is a summative assessment. Assessment 2 is judged against the module's assessment criteria.

The third assessment is judged against Descriptor 2 of the UKPSF as a synoptic assessment, bringing together evidence of learning and development against all aspects of Descriptor 2 (D2i-vi) of the UKPSF. The assessments for SSRI module are outlined in the table, below.

<table>
<thead>
<tr>
<th>Number</th>
<th>Form of assessment</th>
<th>Assessment size</th>
<th>Weighting (%)</th>
<th>Learning Outcomes assessed</th>
<th>Core or Non-Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A research design proposal, plus completed ethical approval form.</td>
<td>1000 words</td>
<td>Formative but required</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Report on the project EITHER: presented as a critical reflective presentation plus discussion; OR presented as a paper, with intention of submitting to a relevant conference or journal.</td>
<td>4000 words or equivalent</td>
<td>90%</td>
<td>KU 1, 2, 3, PTS 4, 5, 6</td>
<td>Core</td>
</tr>
<tr>
<td>3</td>
<td>A personal reflection on meeting Descriptor 2 of the UKPSF; with action plan for ongoing enhancement – presented EITHER: in a 15-20 minute professional discussion; OR in a written statement This assessment will fully demonstrate meeting Descriptor 2 of the UKPSF (using D2i-vi as the assessment criteria) and the assessment will</td>
<td>1000 words or equivalent</td>
<td>10%</td>
<td>Assessed against Descriptor 2 (D2i-vi) of the UKPSF</td>
<td>Core</td>
</tr>
</tbody>
</table>
include reflection on at least 3 relevant CPD events attended. See also Appendix 10 (1000 words or equivalent, 10% weighting)

ASSESSMENT CRITERIA

In assessing a participant’s achievements on Assessment 2 of the SSRI module, we will be looking for:

1. Evidence of the integration of contemporary concepts and theoretical perspectives of research and reflective academic practice in design and implementation of the project, aligned to the UKPSF (A5, V3)

2. Evidence of recent, current and ongoing engagement in critically reflective practice, through the design, development and engagement in academic practice and in evaluation of the outcomes achieved (fully meeting Descriptor 2)

3. Evidence of the ability to work on problems of professional practice including in gaining ethical approval as appropriate (A5, K6, V3)

4. Accurate and coherent communication of conclusions from undertaking the small-scale research project (A5, V3)

In assessing a participant’s achievement for Assessment 3 of the SSRI module, we will be using Descriptor 2 of the UKPSF in seeking evidence of the participant fully meeting Descriptor 2 (D2i-vi) of the UKPSF.

ESSENTIAL READINGS


RECOMMENDED READING


Appendix 2: The UK Professional Standards Framework (UKPSF)

Aims of the Framework

The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities
Dimensions of the Framework

Areas of Activity

A1 Design and plan learning activities and/or programmes of study
A2 Teach and/or support learning
A3 Assess and give feedback to learners
A4 Develop effective learning environments and approaches to student support and guidance
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1 The subject material
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3 How students learn, both generally and within their subject/disciplinary area(s)
K4 The use and value of appropriate learning technologies
K5 Methods for evaluating the effectiveness of teaching
K6 The implications of quality assurance and quality enhancement for academic and professional practice, with a particular focus on teaching

Professional Values

V1 Respect individual learners and diverse learning communities
V2 Promote participation in higher education and equality of opportunity for learners
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice

UKPSF 2011
<table>
<thead>
<tr>
<th>Descriptor 1</th>
<th>Typical individual role/career stage</th>
<th>Related HEA recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals able to provide evidence of effectiveness in relation to their professional role(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:</td>
<td>Associate Fellow</td>
</tr>
<tr>
<td>I. Successful engagement with at least two of the five Areas of Activity</td>
<td>a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral researchers etc.)</td>
<td></td>
</tr>
<tr>
<td>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</td>
<td>b. Staff new to teaching (including those with part-time academic responsibilities)</td>
<td></td>
</tr>
<tr>
<td>III. Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)</td>
<td></td>
</tr>
<tr>
<td>IV. A commitment to appropriate Professional Values in facilitating others’ learning</td>
<td>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities</td>
<td></td>
</tr>
<tr>
<td>V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
<td>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio</td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptor 2</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>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:</td>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td>a. Early career academics</td>
<td></td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>b. Academic-related and/or support staff holding substantive teaching and learning responsibilities</td>
<td></td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td>c. Experienced academics relatively new to UK higher education</td>
<td>Fellow</td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td>d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings</td>
<td></td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptor 3</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:</td>
<td></td>
</tr>
<tr>
<td>I. Successful engagement across all five Areas of Activity</td>
<td>a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas</td>
<td></td>
</tr>
<tr>
<td>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</td>
<td>b. Experienced subject mentors and staff who support those new to teaching</td>
<td>Senior Fellow</td>
</tr>
<tr>
<td>III. A commitment to all the Professional Values</td>
<td>c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an Institution</td>
<td></td>
</tr>
<tr>
<td>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptor 4</td>
<td>Typical individual role/career stage</td>
<td>Related HEA recognition</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:</td>
<td>Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (international) settings. Typically, those likely to be at Descriptor 4 (D4) include:</td>
<td></td>
</tr>
<tr>
<td>I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in Institutional developments</td>
<td></td>
<td>a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning</td>
</tr>
<tr>
<td>II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional and/or (International) settings</td>
<td></td>
<td>b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning</td>
</tr>
<tr>
<td>III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning</td>
<td></td>
<td>c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution</td>
</tr>
<tr>
<td>IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal Fellow
**Framework Guidance Notes (FGN)**

The UK Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the UK Professional Standards Framework.

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**Relationship to the Higher Education Academy National Accreditation Scheme**

The Higher Education Academy recognises the importance and value of the UK Professional Standards Framework (UKPSF) and aligns its Fellowship categories with the Descriptors. Its accreditation scheme provides a national professional benchmarking of provision that reflects the best practices in the sector. Guidance and support is offered through the work of the Higher Education Academy to higher education institutions wishing to be accredited for their application and use of the UKPSF.

Please see [http://www.heacademy.ac.uk](http://www.heacademy.ac.uk) for further details.
<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan learning activities and/or programmes of study</td>
<td>K1 The subject matter</td>
<td>V1 Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
<td>K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
<td>K3 How students learn, both generally and within their subject/disciplinary area(s)</td>
<td>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>A4 Develop effective learning environments and approaches to student support and guidance</td>
<td>K4 The use and value of appropriate learning technologies</td>
<td>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>K5 Methods for evaluating the effectiveness of teaching</td>
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</tbody>
</table>
Appendix 3: Mapping the PGCAP to the UK Professional Standards Framework (UKPSF)

The UK Professional Standards Framework (UKPSF) Dimensions of Practice

<table>
<thead>
<tr>
<th>Areas of Activity (A1-A5)</th>
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<tbody>
<tr>
<td>A1: Design and plan learning activities and/or programmes of study</td>
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<tr>
<td>A2: Teach and/or support of learning</td>
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<tr>
<td>A3: Assess and give feedback to learners</td>
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<tr>
<td>A4: Develop effective learning environments and approaches to student support and guidance</td>
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<td>A5: Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
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<tr>
<th>Core Knowledge (K1-K6)</th>
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<td>K1: The subject material</td>
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<tr>
<td>K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
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<td>K3: How students learn, both generally and within the subject/disciplinary area(s)</td>
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<tr>
<td>K4: The use and value of appropriate learning technologies</td>
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<tr>
<td>K5: Methods for evaluating the effectiveness of teaching</td>
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<tr>
<td>K6: The implications of QA and QE for academic and professional practice with a particular focus on teaching</td>
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<thead>
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<th>Professional Values (V1-V4)</th>
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<tr>
<td>V1: Respect individual learners and diverse learning communities</td>
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<td>V2: Promote participation in HE and equality of opportunity for learners</td>
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<tr>
<td>V3: Use evidence-informed approaches and the outcomes of research, scholarship and CPD</td>
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<tr>
<td>V4: Acknowledge the wider context in which HE operates recognising the implications for professional practice</td>
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</table>
PGCAP Intended Learning Outcomes (ILOs)

**Knowledge and understanding (KU)**
In terms of Knowledge and Understanding (KU), on successful completion of the PGCAP, participants will be able to:

- **KU1:** Critically evaluate different theoretical perspectives on, and approaches to, student learning and motivation within different educational contexts and aligned with the UKPSF as relevant
- **KU2:** Demonstrate a systematic understanding of curriculum content and design appropriate for the subject and the level of study
- **KU3:** Evaluate student learning needs and formulate relevant and inclusive learning support and guidance strategies
- **KU4:** Demonstrate a critical understanding of the complex and changing HE environment and the implications for professional academic practice
- **KU5:** Critically evaluate the principles, and alternative models, of curriculum design and development
- **KU6:** Critically evaluate the key features of quality assurance, enhancement and evaluation within a Higher Education context
- **KU7:** Evaluate scholarly activity, educational research and/or work-based learning to enhance academic practice
- **KU8:** Act autonomously in the role and responsibilities of an HE professional practitioner within the wider social context

**Subject-Specific Cognitive (SSC) skills**
In terms of Subject-Specific Cognitive Skills, on successful completion of the PGCAP, participants will be able to:

- **SSC1:** Demonstrate a range of effective teaching, learning and assessment practices
- **SSC2:** Critically apply learning technologies within relevant educational contexts based on an informed pedagogic rationale
- **SSC3:** Design inclusive learning environments for a diverse student population
- **SSC4:** Demonstrate a scholarly and ongoing professional approach to enhancing academic practice both within and beyond the institutional context

**Practical and Transferable Skills (PTS)**
In terms of Practical Skills, on successful completion of the PGCAP, participants will be able to:

- **PTS1:** Employ effective management, communication, or facilitation skills in a variety of learning situations
- **PTS2:** Apply problem-solving skills in complex and unpredictable Higher Education practice settings
- **PTS3:** Develop group working and project management skills
PTS4: Engage in systematic critical reflection of their own and others’ academic practice with a view to its continuing enhancement

PTS5: Demonstrate strategies and actions for change and improvement with regard to their future professional development

PTS6: Actively seek feedback and constructive appraisal from peers and provide supportive feedback to colleagues within and beyond their discipline area

PTS7: Advance innovative and creative approaches to teaching, support of learning and assessment practice, including in the potential uses of resources and technology enhanced learning, pertinent to the learning context

PTS8: Develop strategies for improvement of professional practice and for implementing and disseminating enhancement

In Table 1 below, we present a mapping of the PGCAP intended learning outcomes (ILO) at the programme level, against the UKPSF. It should be noted this is not in any respect an exhaustive or excluding linkage but done to show the key or foremost areas of synergy between the programme ILOs and the UKPSF’s Dimensions of Practice. The succeeding tables, Table 2-4 respectively, show the more specific mappings between: (i) the LTHE module learning outcomes and the module assessments against the UKPSF; (ii) the CDAF module learning outcomes and the module assessments against the UKPSF; and (iii) the SSRI module learning outcomes and the module assessment against the UKPSF.
Table 1: Mapping the PGCAP’s programme Intended Learning Outcomes (ILOs) to key elements of the UKPSF Dimensions of Practice

<table>
<thead>
<tr>
<th>PGCAP ILOs</th>
<th>UKPSF Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
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<td></td>
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Module 1: Learning and Teaching in HE (LTHE)

In terms of Knowledge and Understanding (KU), on successful completion of the LTHE module, participants will be able to:

KU1. Examine effective and inclusive teaching and learning practices in a variety of educational, disciplinary and cross-cultural contexts and aligned with the UKPSF as relevant
KU2. Identify student learning needs in order to formulate relevant and inclusive learning support and guidance strategies
KU3. Discuss how learning technologies and other resources can be deployed within different educational contexts, based on an informed pedagogic rationale
KU4. Critically evaluate theoretical perspectives on, and approaches to, student learning and motivation within different educational contexts

In terms of Practice and Transferable Skills (PTS), on successful completion of the LTHE module participants, will be able to:

PTS5. Critically employ effective and inclusive communication skills
PTS6. Develop a scholarly and ongoing professional, critical and reflective approach to enhancing academic practice and to demonstrate their practice is effective
PTS7. Advance a moral and ethical purpose with regard to professional Higher Education practice within a cross-cultural world
PTS8. Identify and define the information required on learning and teaching in Higher Education and use research skills to identify relevant information resources
PTS9. Manage and critically evaluate information found around learning and teaching in Higher Education and reference appropriately

In Table 2, below, we present a mapping of the intended learning outcomes (ILOs) at the modular level for the LTHE module, against the UKPSF Dimensions of Practice and in meeting the requirements for Descriptor 1 (D1i-vi) of the UKPSF. We depict how the module’s assessment criteria and the four assessments are mapped against the UKPSF dimensions of practice.
<table>
<thead>
<tr>
<th>LTHE ILOs</th>
<th>Knowledge and Understanding (KU)</th>
<th>Personal and Transferable Skills (PTS)</th>
<th>Assessment Criteria for LTHE module (assessments 1-3)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>UKSF ILO No.</td>
<td>KU 1</td>
<td>KU 2</td>
<td>KU 3</td>
<td>KU 4</td>
<td>PT S5</td>
<td>PT S6</td>
<td>PT S7</td>
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Meeting Descriptor 1 of the UK PSF (with alignment for Associate Fellowship of the HEA if not continuing on the PGCAP)

On completion of this LTHE module, in completing the Descriptor 1 (D1i-vi) Critical Review Summary for Assessment 4, (see also Appendix 8) you will be able to demonstrate understanding of specific aspects of effective teaching, learning support methods and students' learning. Participants will be able to provide full 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 K1 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
Module 2: Curriculum Design, Assessment and Feedback (CDAF)

In Table 3, below, we present a mapping of the intended learning outcomes (ILO) at the modular level for the CDAF module, against the UKPSF dimensions of practice. We depict how the module’s assessment criteria and assessments are mapped against the ILOs and the UKPSF dimensions of practice (see also p35 in this Handbook).

In terms of Knowledge and Understanding (KU), on successful completion of the CDAF module, participants will be able to:

**KU1** Examine and assess effective and inclusive curriculum design and assessment practices as pertinent to their own educational, disciplinary or cross-cultural contexts, and aligned with the UKPSF

**KU2** Critically discuss how learning and digital technologies or other resources might be deployed within their educational context(s) in the design of the learning environment

**KU3** Critically engage with the key features of quality assurance, enhancement and evaluation in relation to curriculum design and assessment practices within the UK Higher Education context

In terms of Practice and Transferable Skills (PTS), on successful completion of the CDAF module a participant will be able to:

**PTS4** Critically employ effective and inclusive communication skills

**PTS5** Develop a scholarly and ongoing professional, critical and reflective approach to enhancing academic practice and to demonstrate their practice is effective

**PTS6** Advance a moral and ethical purpose with regard to professional Higher Education practice within a cross-cultural world

**PTS7** Use research skills to identify relevant information resources

**PTS8** Manage and critically evaluate information found around curriculum design, assessment and feedback, and reference appropriately
Table 3: Mapping the CDAF module’s intended learning outcomes to the UKPSF and to the module assessment criteria and assessments.

<table>
<thead>
<tr>
<th>CDAF</th>
<th>CDAF ILOs</th>
<th>Knowledge and Understanding (KU)</th>
<th>Personal and Transferable Skills (PTS)</th>
<th>Assessment Criteria for CDAF module</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
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<tbody>
<tr>
<td>UKPSF</td>
<td>ILO No.</td>
<td>KU1</td>
<td>KU2</td>
<td>KU3</td>
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Module 3: Small-Scale Research Inquiry (SSRI)

In Table 4 below, we present a mapping of the intended learning outcomes (ILO) at the modular level for the SSRI module, against the UKPSF dimensions of practice (see also p39 of this Handbook). We also depict how the module’s assessment criteria and assessments 1 and 2 are mapped against both intended learning outcomes and the UKPSF dimensions of practice. It should be noted however, that we have not included ILOs as subject-related or specific to aspects of knowledge and understanding because we cannot specify precisely what the nature will be of the research projects that participants will undertake on this particular module.

The mapping exercise therefore recognises that, specific to the nature of the project undertaken by a PGCAP participant, it will be possible to map additional learning in knowledge and understanding and/or practical skills development against more of the aspects within the UKPSF’s Dimensions of Practice than we have depicted here.

However, the Assessment 3 as a final and synoptically-focused assessment, will require the participant to review their learning and development across the PGCAP (i.e. across all modules) and as aligned to all aspects in the Dimensions of Practice and to be able to demonstrate effectively evidencing Descriptor 2 (D2i-vi) of the UKPSF in full. It should be noted we use Descriptor 2i-vi as the criteria for assessing this component

In addition it should be noted that to enable the additional, and primarily substantive learning to be acknowledged, the participant is required to again undertake a self-audit or evaluative exercise of their learning achievements against the Dimensions of Practice in the UKPSF on each assessment, reporting on this on the PGCAP Assessment Cover Sheet proforma, (used when submitting all PGCAP assignments). Participants will therefore use the PGCAP Assignment Cover Sheet to report on a self-audit as they formally submit all their assessments on this SSRI module.

In terms of Knowledge and Understanding (KU), on successful completion of the SSRI module, participants will be able to:

- **KU1**: Critically and appropriately evaluate the integration of concepts and theoretical perspectives of research and reflective practice within their own professional context
- **KU2**: Critically review and evaluate outcomes achieved through designing and planning the research processes

In terms of Practical and Transferable Skills (PS), on successful completion of the SSRI module, participants will be able to:

- **PTS3**: Engage effectively and demonstrate advanced skills in reflective practice, through development activities and demonstrating self-direction in analysing, tackling and implementing solutions to problems in practice
- **PTS4**: Draw upon sound knowledge and judgment, personal initiative and responsibility in complex and unpredictable environments to design and explore potential solutions
- **PTS5**: Demonstrate independent learning and self-direction to work on problems of professional practice
- **PTS6**: Identify and communicate conclusions from undertaking action research on professional practice both accurately and coherently
Table 3: Mapping the SSRI module’s intended learning outcomes to the UKPSF and to the module assessment criteria and assessments

<table>
<thead>
<tr>
<th>SSRI ILOs</th>
<th>Knowledge and Understanding (KU)</th>
<th>Personal and Transferable Skills (PTS)</th>
<th>Assessment Criteria for SSRI module</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3 Assessed against D2i-vi of the UKPSF</th>
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<td>UKPSF ILO No.</td>
<td>KU1</td>
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Meeting Descriptor 2 of the UK PSF and alignment for Fellowship of the HEA

On completion of all three PGCAP Modules (LTHE, CDAF and SSRI), and synoptically evidenced through Assessment 3 at the end of the SSRI module, you will be able to demonstrate a broad understanding of effective approaches to teaching and learning support, as key contributions to high quality student learning. Participants will be able to provide evidence of:

I. Successful engagement across all five Areas of Activity
II. Appropriate knowledge and understanding across all aspects of Core Knowledge
III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
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
Module Map of Programme Learning Outcomes: Postgraduate Certificate in Academic Practice (PGCAP)

- indicates that the learning outcome is mapped to the module

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Subject Specific Cognitive Skills</th>
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</thead>
<tbody>
<tr>
<td>Critically evaluate theoretical perspectives on, and approaches to, student learning and motivation within different educational contexts</td>
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<tr>
<td>Demonstrate a systematic understanding of curriculum content and design appropriate for the subject and the level of study</td>
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<td>Evaluate student learning needs and formulate relevant and inclusive learning support and guidance strategies</td>
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<tr>
<td>Demonstrate a critical understanding of the complex and changing HE environment and the implications for professional academic practice</td>
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<tr>
<td>Critically evaluate the key features of quality assurance, enhancement and evaluation within a Higher Education context</td>
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<tr>
<td>Evaluate scholarly activity, educational research and/or work-based learning to enhance academic practice</td>
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<tr>
<td>Act autonomously in the role and responsibilities of an HE professional practitioner within the wider social context</td>
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<tr>
<td>Demonstrate a range of effective teaching, learning and assessment practices</td>
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<td>Critically apply digital learning technologies within relevant educational contexts based on an informed pedagogic rationale</td>
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<td>Design inclusive learning environments for a diverse student population</td>
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<tr>
<td>Demonstrate a scholarly and ongoing professional approach to enhancing academic practice both within and beyond the institutional context</td>
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</table>

<table>
<thead>
<tr>
<th>Module</th>
<th>KU1</th>
<th>KU2</th>
<th>KU3</th>
<th>KU4</th>
<th>KU5</th>
<th>KU6</th>
<th>KU7</th>
<th>KU8</th>
<th>SSC1</th>
<th>SSC2</th>
<th>SSC3</th>
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<tr>
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</tbody>
</table>
**Course Title: Postgraduate Certificate in Academic Practice (PGCAP)**

**Practical/Key Skills**

- Employ effective management communication, or facilitation skills in a variety of learning situations
- Apply problem-solving skills in complex and unpredictable Higher Education practice settings
- Develop group working and project management skills
- Engage in systematic critical reflection of their own and others' academic practice with a view to its continuing enhancement
- Demonstrate strategies and actions for change and improvement with regard to their future professional development
- Actively seek feedback and constructive appraisal from peers and provide supportive feedback to colleagues within and beyond their discipline area
- Advance innovative and creative approaches to teaching, support of learning and assessment practice, including in the potential uses of resources & TEL, pertinent to the learning context
- Develop strategies for improvement of professional practice and for implementing and disseminating enhancement

<table>
<thead>
<tr>
<th>Module</th>
<th>PTS1</th>
<th>PTS2</th>
<th>PTS3</th>
<th>PTS4</th>
<th>PTS5</th>
<th>PTS6</th>
<th>PTS7</th>
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<td>SSRI</td>
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</table>
## Appendix 4: Schedule of PGCAP Timed Sessions for 2019-2020 - TBC

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Theme</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/01/19</td>
<td>09.30-13.30</td>
<td>W417</td>
<td>PGCAP Induction</td>
<td>F2F</td>
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### Assessment Deadlines - TBC

#### Learning and Teaching in Higher Education (LTHE) Module

<table>
<thead>
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<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Theme</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30/01/19</td>
<td>09.30-12.00</td>
<td>W312</td>
<td>Learning in HE: principles and perspectives</td>
<td>F2F</td>
</tr>
<tr>
<td>2</td>
<td>13/02/19</td>
<td>09.30-11.00</td>
<td>W413</td>
<td>Designing for learning</td>
<td>F2F</td>
</tr>
<tr>
<td>3</td>
<td>27/02/19</td>
<td>09.30-11.00</td>
<td>Online</td>
<td>Approaches to teaching; peer and mentor observations</td>
<td>Webinar</td>
</tr>
<tr>
<td>4</td>
<td>20/03/19</td>
<td>09.30-12.00</td>
<td>W413</td>
<td>Digital learning, TEL and open educational resources</td>
<td>F2F</td>
</tr>
<tr>
<td>5</td>
<td>03/04/19</td>
<td>09.30-12.30</td>
<td>W413</td>
<td>Groupwork and collaborative learning</td>
<td>F2F</td>
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<tr>
<td>6</td>
<td>17/04/19</td>
<td>10.00-12.00</td>
<td>Online</td>
<td>Preparing for Assessments: critical writing, evidencing D1 UKPSF</td>
<td>Webinar</td>
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</table>

#### Curriculum Design, Assessment and Feedback (CDAF) Module

<table>
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<th>Date</th>
<th>Time</th>
<th>Room</th>
<th>Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>05/06/19</td>
<td>09.30-12.00</td>
<td>Online*</td>
<td>Models for curriculum design</td>
<td>Webinar</td>
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<tr>
<td>2</td>
<td>26/06/19</td>
<td>09.30-12.00</td>
<td>W413</td>
<td>Methods of assessment: approaches and challenges</td>
<td>F2F</td>
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<tr>
<td>3</td>
<td>10/07/19</td>
<td>09.30-12.00</td>
<td>W413</td>
<td>Feedback for quality learning</td>
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<td>4</td>
<td>04/09/19</td>
<td>09.30-11.00</td>
<td>Online*</td>
<td>Student engagement in HE</td>
<td>Webinar</td>
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<tr>
<td>5</td>
<td>18/09/19</td>
<td>09.30-11.30</td>
<td>TBC</td>
<td>QA and QE in the evolving HE context</td>
<td>F2F</td>
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#### Small-Scale Research Inquiry (SSRI) Module

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<th>Room</th>
<th>Theme</th>
<th>Form</th>
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<tbody>
<tr>
<td>1</td>
<td>06/11/19</td>
<td>09.30-11.30</td>
<td>TBC</td>
<td>Research: Teaching Nexus</td>
<td>F2F</td>
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<tr>
<td>2</td>
<td>13/11/19</td>
<td>09.30-11.30</td>
<td>TBC</td>
<td>Researching your practice</td>
<td>F2F</td>
</tr>
<tr>
<td>3</td>
<td>27/11/19</td>
<td>09.30-11.30</td>
<td>TBC</td>
<td>Methods for qualitative research</td>
<td>F2F</td>
</tr>
<tr>
<td>4</td>
<td>05/02/20</td>
<td>09.30-11.00</td>
<td>Online*</td>
<td>Sharing your research project with peers</td>
<td>Webinar</td>
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</table>

*Online will normally involve use of Brightspace – our Online Learning Environment. 
N.B. Rooms noted as ‘TBC’ are so referenced because these are sessions in the following AY2019/20.
Appendix 5: LTHE Observation Proforma

PGCAP: Learning and Teaching in HE module

Proforma for observations

PART A: to be completed by the PGCAP participant (as the person being observed) in advance of a pre-observation meeting

<table>
<thead>
<tr>
<th>Name of person being observed:</th>
<th>Name of person observing <strong>please indicate if PGCAP Mentor:</strong></th>
<th>Type of session for observation: eg teaching observation, practical session, supervision session, online tutorial</th>
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</thead>
<tbody>
<tr>
<td>School / professional area:</td>
<td>School / professional area:</td>
<td>Proposed date for the observation:</td>
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</table>

1. **Aims of the session being observed:** Briefly outline the broad purpose of the session

2. **Objectives:** Indicate what you might expect to gain from the session (including also what you expect students to gain)

3. **Observation focus:** Identify any aspect(s) of the observation of the session that you would like the observer to comment on in particular

PART B: to be completed by the observer and to use in preparing for the post-observation debriefing with the observee

4. **Aspects to consider during an observation (with indicative mapping to UKPSF)**
   - **Introducing the session** eg clarity of aims and learning outcomes, continuity with other sessions and checking of students’ prior knowledge **Evidencing A1 and A2**
   - **Structure and Organisation** eg evidence of planning and logical order to the session **Evidencing A1 and A2**
   - **Content** eg suitability of content, currency, accuracy, relevance, level, match to students’ needs, use of examples **Evidencing K1**
   - **Methods and Approaches** eg choice of learning activities, level of student participation/engagement, interactivity and interest of the students, stimulating and challenging learners, asking questions. Management of groups/group activity. Awareness of individual needs where appropriate. **Evidencing K2, K3, and V1**
   - **Presentation Style** eg pace, clarity of voice, intonation, volume, eye contact, non-verbal communication, inclusion, respect for and interaction with individuals. **Evidencing A2 and V1**
   - **Use of the learning space and learning technologies/resources** eg movement around the room, use of relevant technologies within the session or pre- and/or post-activity, use of discipline-specific equipment, management of seating/lighting **Evidencing A4 and K4**
   - **Checking learning** eg use of methods to gauge students’ understanding and their learning **Evidencing K5**
   - **Ending the session (if observed)** eg summarising, identifying key points, reviewing LOs, signposting future work or follow up reading/activities **Evidencing A1**
5. General observations / points of clarification

PART C: to be completed to record the post-observation dialogue, feedback and debriefing meeting, and action planning (for the observee and potentially also for the observer)

6. Strengths

7. Suggested areas for development

8. Additional comments in relation to observation focus in Section 3

9. Action Plan (to be discussed and agreed jointly by the observee and observer)

We agree this is a fair record of the observation and the debriefing discussion. **The PGCAP Mentor, in observing the participant confirms the session observed is an authentic example of practice, fully in alignment with the UKPSF**

Signature of observee  Date:

Signature of observer  Date:
Appendix 6: LTTE Module Lesson Plan Template

LTTE Module: Assessment 1 Lesson plan template

Information about the session:

<table>
<thead>
<tr>
<th>Nature of session: (e.g. lecture/tutorial/practical class/seminar/supervision/online teaching session)</th>
<th>Session location:</th>
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<tbody>
<tr>
<td>Length of session:</td>
<td>Session date:</td>
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<tr>
<td>Number of students:</td>
<td>Level of students:</td>
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<tr>
<td>Module:</td>
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<td>Student group composition:</td>
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<tr>
<td>Aim of the session:</td>
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Intended Learning Outcomes of the session:

By the end of this session, learners should be able to:

Students’ preparation for the session:

*What, if anything, should the students have done to prepare for the session?*

Resources

(e.g. PowerPoint / EVS / Flip Chart / Video or audio clips / Post-it notes / Handouts / Internet / Prezi / Today’s meet / Padlet / Discipline specific equipment)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Learner activity</th>
<th>Resource (teacher and learners)</th>
<th>Checking learning</th>
<th>Relation to C&amp;G* principles of good practice (C&amp;G 1-7)</th>
</tr>
</thead>
<tbody>
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In no more than 800 words, with reference to relevant pedagogic literature, to the UKPSF, and in your understanding of the student group, explain the decisions behind your lesson plan.

The following questions may help you to structure your writing:

- Which pedagogic theories underlie your choices (K1, V3)?
- Why have you structured the session this way (A2, K1, K2)?
- Why did you choose these specific activities (K1, K2, K3)?
- How did your knowledge of the student group influence your choices (V1, K1, K3)?
- What rationale can you give for your choice of digital and/or other resources (K4)?

Reference list
Appendix 7: PGCAP Assessment Cover Sheet

Postgraduate Certificate in Academic Practice (PGCAP)

Assessment Cover Sheet:
Declaration of Academic Good Conduct

Self-Audit against the UKPSF Dimensions of Practice

Participant’s Name:
School/area:

Module 1: Learning and Teaching in HE (LTHE) ☐
Module 2: Curriculum Design, Assessment and Feedback (CDAF) ☐
Module 3: Small-Scale Research Inquiry ☐
Assignment 1 ☐ Assignment 2 ☐ Assignment 3 ☐
Assessment 4 (LTHE): D1i-vi Critical Review Summary (with D2 gap analysis) ☐
Assessment 3 (SSRI): D2i-vi Synoptic, Critical Review Summary ☐

Assignment Title:

* I certify that the attached is all my own work, I have read and understood the University of Suffolk’s Regulations and Procedures on Academic Misconduct, eg dealing with cheating and plagiarism.

** I have completed my self-audit of engagement, understanding and achievements in this assessment, mapped against the relevant UK PSF Dimensions of Practice (reverse of this proforma).

Please delete the statement below if you do not wish to give your permission:

***I give my permission for anonymised extracts of this assessment to be used in a collection of assessment exemplars for future PGCAP participants by the PGCAP course leader.

Signature of Participant: Date
Self-Audit of my learning against the UK PSF Dimensions of Practice. This assignment demonstrates my engagement, understanding and achievement of the following aspects of the Dimensions of the UK Professional Standards Framework (UKPSF). PLEASE COMPLETE AS APPROPRIATE, AND FOR EVERY ASSIGNMENT COMPONENT, ON ALL PGCAP MODULES. Use 'X' to indicate where met, adding briefly any relevant information to justify.

<table>
<thead>
<tr>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and plan learning activities and/or programmes of study</td>
<td>Teach and/or support of learning</td>
<td>Assess and give feedback to learners</td>
<td>Develop effective learning environments and approaches to student support and guidance</td>
<td>Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>K1</th>
<th>K2</th>
<th>K3</th>
<th>K4</th>
<th>K5</th>
<th>K6</th>
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</thead>
<tbody>
<tr>
<td>K1 The subject material</td>
<td>Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>How students learn, both generally and within the subject/disciplinary area(s)</td>
<td>The use and value of appropriate learning technologies</td>
<td>Methods for evaluating the effectiveness of teaching</td>
<td>The implications of QA and QE for academic and professional practice with a particular focus on teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1 Respect individual learners and diverse learning communities</td>
<td>V2 Promote participation in HE and equality of opportunity for learners</td>
<td>V3 Use evidence-informed approaches and the outcomes of research, scholarship, CPD</td>
<td>V4 Acknowledge the wider context in which HE operates recognising the implications for professional practice</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8: Descriptor 1 (D1i-vi) Critical Review Template

Participant’s Name:

School/College:

I certify the attached is all my own work, I have read and understood the University of Suffolk Regulations and Procedures on Academic Misconduct

Signature of Participant:      Date:

Part 1. This review evidences meeting Descriptor 1 of the UKPSF and can be used in part, in order to gain recognition as an Associate Fellow of the HEA if you are NOT continuing on the PGCAP programme. The D1 Review Summary is submitted at the end of the LTHe module. It enables you to demonstrate your engagement with and understanding of specific aspects of effective teaching, learning support methods and student learning. We suggest no more than 1000 words in total for this Summary, but you should cross-reference to other assessment components on the LTHe module.

Part 2. We also ask you to undertake a brief Descriptor 2 Gap Analysis as a means to identify and shape areas and aspects for your close attention, as you progress in your learning towards full achievement of Descriptor 2 (D2i-vi) of the UKPSF. You are encouraged to draw from the feedback given from Assessments 1-3 on LTHe module as well as identifying areas of content yet to be covered eg in CDAF and SSRI modules

PART 1: Evidencing Descriptor 1 of the UKPSF

Please provide brief responses in evidencing the following 6 statements, which are taken directly from Descriptor 1 (D1i-vi) of the UKPSF (See also Appendix 2 of PGCAP Handbook).

1. Successful engagement with at least two of the five Areas of Activity

2. Successful engagement in appropriate teaching and practices related to these Areas of Activity

3. Appropriate Core Knowledge and understanding of at least K1 and K2

4. A commitment to Professional Values in facilitating others’ learning

5. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

6. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
PART 2: Gap Analysis for Descriptor 2 (D2i-vi)

Please identify areas for your (further) attention and development in order to fully meet Descriptor 2 (D2i-vi); and as a means to shape those areas and aspects, as you progress in your learning and development. You are encouraged to reflect on feedback from tutors on Assessments 1-3 of the LTHE module as well as on areas of the PGCAP programme that will be explored in CDAF and SSRI modules.

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values

IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

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 and assessment and where appropriate, related professional practices
Appendix 9: SSRI Module Assessment 2 Feedback Proforma:
Example of attainment descriptors applied to assessment criteria for Assessment 2 on SSRI module

Assignment 2 for the SSRI module asked you, as the participant to EITHER:

- Make a reflective presentation of your small-scale research inquiry. The presentation should demonstrate the methodological rigour of the research, critically evaluate the research process undertaken, and explore the impact of the research for your ongoing professional practice
- Prepare a paper reporting on your small-scale inquiry, suitable to submit to an appropriate learning and teaching conference/journal. The paper should demonstrate the methodological rigour of the research, critically evaluate the research process undertaken, and explore the impact of the research for your ongoing professional practice

The overall assessment criteria for the SSRI module are as follows:

1. Evidence of integration of concepts and theoretical perspectives of research and reflective academic practice in design and implementation of the project, aligned to the UKPSF (A5, V3)
2. Evidence of recent, current and ongoing engagement in critically reflective practice, through design, development and engagement in activities and in evaluation of the outcomes achieved (fully meeting Descriptor 2 (D2i-vii))
3. Evidence of ability to work on problems of professional practice including in gaining ethical approval as appropriate (A5, K6, V3)
4. Accurate and coherent communication of conclusions from undertaking the small-scale inquiry (A5, K3)

In the table below, we indicate how the level of attainment descriptors are used to signal to the participant their levels of achievement on Assessment 2 against the assessment criteria for the SSRI module.
<table>
<thead>
<tr>
<th>SSRI Assessment Criteria</th>
<th>Work of a distinctive standard (70%/+)</th>
<th>Work at a meritable standard (60-69%)</th>
<th>Work of a passing standard (50-59%)</th>
<th>Work not of a passing standard (below 50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of integration of concepts and theoretical perspectives of research and reflective academic practice in design and implementation of the project, aligned to the UKPSF (A5, V3)</td>
<td>Explicit and extensive evidence is shown of critically evaluating the relevant concepts and theoretical perspectives of research and reflective practice for the project with clarity in alignment to the UKPSF</td>
<td>Good evidence is shown of critically evaluating the outcomes achieved in relation to their current/ongoing academic practice</td>
<td>Some evidence is shown of critically evaluating the outcomes achieved in relation to their current/ongoing academic practice</td>
<td>Evidence of critically evaluating the concepts and theoretical perspectives of research and reflective practice is highly limited or lacking. Limited or lacking alignment to the UKPSF</td>
</tr>
<tr>
<td>2. Evidence of recent, current and ongoing engagement in critically reflective practice through design, development and engagement in academic practice and in evaluation of outcomes achieved (all aspects of Descriptor 2)</td>
<td>The participant has cogently and critically reviewed their aspect of their current academic practice and evaluated the outcomes achieved</td>
<td>The participant has critically reviewed and evaluated the outcomes achieved in relation to their current/ongoing academic practice</td>
<td>The participant has undertaken the review and evaluation of outcomes achieved in relation to their current/ongoing academic practice, but in a more limited manner</td>
<td>The participant has shown little or no evidence of critical review and evaluation of the outcomes achieved in relation to their current/ongoing academic practice</td>
</tr>
<tr>
<td>3. Evidence of ability to work on problems of professional practice including in gaining ethical approval as appropriate (A5, K6, V3)</td>
<td>The participant is able to demonstrate advanced skills in reflective practice, connected to implementing solutions to problems in practice</td>
<td>The participant is able to demonstrate good skills in reflective practice, connected to implementing solutions to problems in practice</td>
<td>The participant is able to demonstrate some skill in reflective practice, connected to implementing solutions to problems in practice</td>
<td>The participant shows limited demonstration of, or neglect to demonstrate skills in reflective practice, connected to implementing solutions to problems in practice</td>
</tr>
</tbody>
</table>
4. Accurate and coherent communication of conclusions from undertaking the small-scale inquiry (A5, V3) | There is substantial evidence the participant has drawn upon sound knowledge and judgment and personal initiative, to derive and communicate potential solutions | There is good evidence the participant has drawn upon sound knowledge and judgment and personal initiative, to derive and communicate potential solutions | There is some evidence the participant has drawn upon sound knowledge and judgment and personal initiative, to derive and communicate potential solutions | There is limited or no evidence the participant has drawn upon sound knowledge and judgment and personal initiative, to derive and communicate potential solutions

---

### Feedback on Assignment 2 on the SSRI Module

**Participant’s Name:**  
**Student number:**

<table>
<thead>
<tr>
<th>Criteria for Assignment 1</th>
<th>Feedback</th>
<th>Action points and/or points to further develop or consider; what might have helped you achieve a higher grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of integration of concepts and theoretical perspectives of research and reflective academic practice in design and implementation of the project, aligned to the UKPSF (A5, V3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Evidence of recent, current and ongoing engagement in critically reflective practice through design, development and engagement in academic practice and in evaluation of the outcomes achieved (for all aspects of Descriptor 2 (D2i-vi))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evidence of ability to work on problems of professional practice including in gaining ethical approval as appropriate (A5, K6, V3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Accurate and coherent communication of conclusions from undertaking a small-scale inquiry (A5, V3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall assessment result (in %age):**
Appendix 10: SSRI Module Assessment 3 - Evidencing Descriptor 2 (D2i-vi) of the UKPSF - Proforma

Assessment Brief Introduction

This personal and reflective piece of assessment enables you to synoptically evidence fully meeting Descriptor 2 (D2i-vi) of the UKPSF at the end of the PGCAP, including with an action plan for ongoing enhancements to your practice, beyond the PGCAP. It can be presented EITHER in a professional discussion with the module tutors; OR in a written statement. The professional discussion will last 15-20 minutes on [date to be added] between [time to be added]; while the written statement is submitted on [date to be added] before 12 noon. You will be advised by the tutors of the specific time for your professional discussion, if you choose the discussion format.

The professional discussion OR the written statement (Assessment 3 of the SSRI module) enables you to demonstrate your full engagement with and understanding of effective teaching, learning support methods and of students’ learning. It will enable you to evidence engagement and understanding of the UKPSF, Descriptor 2 (D2i-vi). There are two parts to this Assessment, as follows:

**Part 1.** You use the Descriptor 2 (D2.i – D2.vi) as the main basis for structuring either your written statement OR for your professional discussion with tutors. We enclose below the D2i-vi aspects, to shape your written statement or to frame your contributions in the professional discussion. In the written form, we suggest no more than 1000 words in total, and we allocate between 15-20 minutes for the discussion. In either format, you must cross-reference explicitly to the UKPSF and should also cross-reference to other assessment work undertaken across the PGCAP. You will also draw upon your engagement in at least 3 CPD events while studying on the PGCAP to complete the written statement OR in the professional discussion.

**Part 2.** You provide an outline of further and ongoing enhancements you are planning to your academic practice, in an action plan using the table provided below.

Assessment 3 for SSRI Module
Participant’s Name:

School/College:

Signature: Date submitted:

**Part 1.** Please provide (written in no more than 1000 words) OR prepare (for discussion) brief responses in evidencing the following 6 statements. The statements are taken directly from Descriptor 2 (D2i-vi) of the UKPSF (See also Appendix 2 of PGCAP Handbook).

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

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 and assessment and where appropriate, related professional practices

Part 2. Please provide an outline of ongoing enhancements you are planning to your academic practice, in an action plan, using the table provided below. Additional rows may be added to this table as needed.

<table>
<thead>
<tr>
<th>Actions for Enhancement</th>
<th>Description</th>
<th>Timeframe/duration</th>
<th>Outputs/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 11:

PGCAP Mentoring Guide

Contents of the Guide

1. Introduction
2. Principles of the PGCAP mentoring role
3. What is mentoring, in general terms?
4. What is a PGCAP Mentor?
5. Why do we need PGCAP Mentors?
6. Authenticating the participant’s practice for HEA Fellowship
7. Support and development for PGCAP mentoring
8. What are the benefits of PGCAP mentoring?
9. What kinds of skills, attributes and experience are useful to be an effective PGCAP Mentor?
10. Making the meetings work with your mentee
11. Resources for Mentors
12. Supporting your mentee in meeting Descriptor 1 and Descriptor 2 of the UKPSF

Acknowledgements

Appendix 1: LTHE Observation Proforma
1. Introduction

The Postgraduate Certificate in Academic Practice (PGCAP) is a discursive, interdisciplinary and critically reflective programme, designed primarily for early career academic members of staff at the University of Suffolk and its partner colleges, who are engaged in teaching and the support of students’ learning in Higher Education. It is also available to other University professional staff, ie those with a more limited teaching in HE role and staff in roles supporting HE students’ learning.

As initial professional development, the PGCAP is set within the national context of increasing professionalisation of teaching and academic practice in HE. The basis for national standards in HE teaching and learning are set out in the UK Professional Standards Framework (UKPSF) (see www.heacademy.ac.uk/psf). The UKPSF is a national, flexible framework with a descriptors-based approach for those involved in teaching and support of students’ learning in HE. The UKPSF acknowledges and accommodates great variety in teaching, learning and assessment practices, both across the HE sector and across disciplines, in supporting and enabling student learning.

The University supports also the aims of the Higher Education Academy (HEA) in seeking to enhance the status and scholarly nature of learning and teaching. The PGCAP is accredited by the HEA as a programmatic pathway to HEA professional recognition, in Fellowship of the HEA.

PGCAP has accord with the following set of principles, outlined briefly below:

- It is fully in alignment with the UKPSF and its Descriptors 1 and 2, for the award of HEA Fellowships (Associate Fellowship and Fellowship)
- The PGCAP enables academic and relevant professional services staff to gain a qualification and recognition of their academic practices as committed and scholarly professionals, engaged in HE teaching and/or the support of students’ learning
- The PGCAP benefits the institution by offering a credible means whereby relevant staff can achieve national and professional recognition for the quality of their HE teaching and support of student learning

This Guide for PGCAP Mentors seeks to explain the role of a mentor in relation to supporting a colleague(s) who is participating in the PGCAP. In the sections below, we identify some of the values and benefits from the mentoring process not only for the mentee, but also for you as the mentor, as well as for the University.

We appreciate the contribution of all mentors to the development and recognition of colleagues’ teaching expertise and pedagogical understanding, as well as to the PGCAP. We hope you find mentoring a rewarding experience and valuable addition to your own professional profile.

If you will be making a claim for a higher category of Fellowship of the HEA yourself eg for Senior (or Principal) Fellowship in the future, the experience of mentoring others will provide excellent evidence.

So, we commence this Guide by setting out the key principles of the PGCAP mentoring role.

2. Principles of the PGCAP mentoring role

Mentoring is considered to be a highly effective tool for continuing professional development; providing opportunities for sharing best practice and developing effective subject pedagogy. Those who are new to teaching in a higher education
context or who are engaged in updating and refreshing their practice may be better able to formulate their own concepts of, and approaches to, teaching when they have had the opportunity to review aspects of their practice with a mentor.

Mentoring, for the PGCAP, is visualised as a multi-dimensional process which may involve discussion and analysis, opportunity for reflection, pedagogic discussion, research and action planning – as well as in observing your mentee’s teaching. It is this multi-dimensional process that is a key element of professional development on the postgraduate programme and takes place especially during study on the Learning and Teaching in Higher Education (LTHE) module of the PGCAP.

During the LTHE module, the participant is required to be observed by their mentor (and also to reciprocally observe with a peer) during their teaching and/or support of students’ learning. The observations act as important developmental opportunities to authenticate the participant's practical evidence for professional standards purposes. (See also Appendix 1 for the PGCAP observation proforma; and https://www.uos.ac.uk/sites/default/files/Reflective-Peer-Review-Scheme-Code-of-Practice.pdf for information on the broader but associated, University’s Reflective Peer Review Code of Practice.)

Mentor support is therefore an integral and essential part of the PGCAP, and in this role you will be asked to:

- Attend an annual development event for Mentors, including for any updating on HEA policy/guidance in relation to the UKPSF and/or accreditation matters
- Provide practical information and guidance to the PGCAP participant, as your mentee, on HE teaching and students’ learning within your School/professional area/College and within the institutional context
- Discuss the teaching and learning policies, strategies and practices (both formal and informal) of the School/professional area/College and/or of the University
- Participate in observing your mentee’s teaching or support of students’ learning while on the LTHE module to authenticate their practice
- Provide or direct your mentee to teaching and other relevant resources especially in relation to the subject area/discipline and to any relevant professional standards
- Help your mentee to link to relevant people, services and/or resources related to their academic role
- Encourage your mentee to critically reflect on the links and connections between their professional role, their academic study on the PGCAP and their engagement and understanding of the UKPSF
- Liaise with the PGCAP course leader, as needed

3. What is mentoring, in general terms?

Mentoring is essentially about helping people to develop more effectively. It is a relationship designed to build confidence and to support the mentee, so they are fully able to take control of their own development and work.

Mentoring is not the same as training, teaching or coaching, and a mentor doesn’t need to be a qualified trainer or an expert in the role that the mentee carries out. A mentor needs to be able to listen and to ask questions that will challenge the mentee, including to help the mentee identify a course(s) of action to take in regards to their own development.
A mentor is different from a line manager in that they will not have direct responsibility for the mentee’s work performance but they are likely to be involved in: encouraging the mentee to work towards their own individual objectives; and acting as a motivating guide for the mentee on their professional journey.

Mentoring is used in higher education for a wide variety of situations and different points in a person’s working life, for example:

- As part of induction for a new starter at the University
- For individuals working towards promotion
- For staff who have changed roles in a department or across the institution
- For staff participating in structured learning programmes such as the PGCAP
- When changes to job roles occur, eg following a restructure
- As part of Continuing Professional Development (CPD) towards professional recognition eg within the University’s HEA-accredited PASSPoRT scheme’s CPD pathway

4. What is a PGCAP Mentor?

A mentor is defined in the Oxford Dictionary as an “experienced and trusted adviser”. This description reflects how we would like to see PGCAP mentors working with their mentees at the University of Suffolk and at any collaborative partner institution eg partner Colleges.

As a PGCAP mentor, you must have your own Fellowship of the HEA, and be able to draw on your own engagement with and good understanding of, the UKPSF in relation to the PGCAP. It is important that PGCAP mentors are fully up to date with not only the PGCAP design and structure, but also with the UKPSF in both the Dimensions of Practice and the relevant Descriptors (D1 and D2 in particular), as well as keeping currency with HEA policy and guidance in relation to accreditation.

The role as a PGCAP mentor will therefore include the following:

- Attending an annual development event for Mentors, including updating on policy and guidance in relation to the UKPSF and/or HEA accreditation
- Observing a mentee’s teaching and/or support of students’ learning in order to authenticate their practice, as required for HEA recognition

The role of the PGCAP mentor also will likely include:

- Active listening and being a sounding board for ideas development
- Asking questions to help develop your own and the mentee’s understanding of a situation or problem
- Offering different perspectives on a situation
- Providing collegial support and encouragement
- Being a critical friend
- Encouraging self-reflection and critical analysis by the mentee of their practice and experiences
- Helping the mentee identify areas for further development
- Acting as a champion and advocate for the PGCAP across the University of Suffolk and within its partner Colleges, and beyond
- Supporting a mentee who is undertaking a PGCAP module in independent study mode: including the observation for LTHE module if applicable; and supporting the mentee in maintaining good progress (details of the precise nature of this mode of study for this specific participant, will be discussed with the mentee and the PGCAP Lead at the outset of this mode).
As a mentor, you will have the opportunity to use your own experience and knowledge as an active, academic practitioner. You are encouraged to use this experience in a facilitative manner, to support the development of your mentee.

As a mentor you should be prepared to continue to prompt your mentee to reflect on their own experience where appropriate, and their understanding of the wider pedagogy that informs their practice. However, please be assured the responsibility for your mentee’s progress and achievements on the PGCAP lies with the participant and the PGCAP programme team, not you.

5. Why do we need PGCAP Mentors?

We believe there are a number of mutual benefits offered by colleagues acting as mentors on the PGCAP at the University of Suffolk, including:

- Mentoring offers flexibility in giving support and guidance around academic practice within a specific discipline, subject or professional area – mentoring can happen in so many ways and under lots of different circumstances
- It is an off line activity - it is not a role carried out by the mentee’s line manager
- It is individual – each relationship will be unique to those two individuals involved
- It is people-centred and can promote collegiality and understanding between colleagues around important areas of academic and pedagogical practice
- It provides a feedback system – feedback is central to mentoring for both the mentor as well as the mentee, and is a great tool to enhance and embed critical learning and professional development
- It is broad in focus – it should meet the needs of the mentee and the mentor

6. Authenticating the participant’s practice for HEA Fellowship

As part of the PGCAP and the LTHE module in particular, we ask you to observe your mentee. The LTHE observation proforma is used to record from the observation and the succeeding debriefing between you and your mentee (in Appendix 1). In completing the proforma we ask you to confirm that the participant (your mentee) was able to demonstrate practice in teaching and support of students’ learning that is in alignment with the UKPSF. This completed proforma is submitted as an appendix to the participant’s Assignment 2 on the LTHE module (along with the completed peer observation proformas).

As an active and engaged HEA Fellow yourself, we ask for your confirmation from the observation as evidence to confirm the participant’s teaching practice as (at least) satisfactory. This is a requirement for the participant to gain recognition in award of HEA Fellowship.

If there are any concerns arising from you undertaking this observation, please contact the PGCAP course leader as soon as possible.

7. Support and Development for PGCAP Mentoring

We offer an induction for all those commencing as mentors. The annual development event, normally held in November, is also a required activity for all mentors in which we review the mentoring process including the observation for LTHe module, as well as looking at the current policy and guidance associated to the UKPSF and HEA accreditation. It is an opportunity for networking among mentors and for sharing good
practice. We also discuss connections across the PGCAP and e-PASSPoRT scheme, within the University of Suffolk’s PASSPoRT Scheme.

As a mentor commences to support a new mentee, the Quality team also ask for an update on the mentor’s own engagement in CPD activities linked to the UKPSF, to teaching and support of students’ learning. We do this to ensure all mentors are fully up-to-date in their own understanding and engagement with the UKPSF and with HEA policy/guidance for accreditation.

At times you may feel that you need a little support yourself as a PGCAP mentor. You may have faced or be dealing with a situation with your mentee and be unsure how to approach it or what guidance to offer the mentee. There is support available to mentors, including:

1. The PGCAP course leader is always happy to offer guidance and advice – email: christine.smith@uos.ac.uk; tel: x38684
2. Dr Mark Lyne, Head of Quality Enhancement, oversees the quality assurance of the PGCAP scheme. If you have any concerns or questions, you may contact Mark in confidence – email: m.lyne@uos.ac.uk or tel: x38682
3. Dr Ruth Strudwick chairs the Assessment Boards for the PGCAP and can be contacted if you have any concerns or questions relating to assessment processes or regulations – email: r.strudwick@uos.ac.uk
4. The Quality team administrator, Helen Smith, can assist if you are looking for specific information or resources – email: h.smith4@uos.ac.uk, tel: x38622

8. What are the benefits of PGCAP mentoring?

We strongly believe there are benefits offered in mentoring for not only the mentee, but also for the mentor, for your School, professional area or College, and for the University of Suffolk. We list some of the key points of benefit below.

Benefits for the Mentor

- Job and personal satisfaction from seeing and enabling others to develop in their academic practice
- Helping to identify the future potential of the person they are mentoring
- Learning and personally developing yourself from engagement in the process, including in continuing engagement with the UKPSF
- Satisfaction at the success and achievements of the mentee
- Recognition of your mentoring skills by your School, professional area or College, and the University
- Motivation from self-development and responsibility

Benefits for the mentee

- Disciplinary-focused challenge and stimulation
- Increased self-confidence and motivation, collegiality
- Support and challenge in formulating a clear sense of personal direction
- A sounding board to discuss ideas and approaches before action is taken
- An opportunity to think about things in different and critically-reflective ways
- A richer understanding of the formal and informal culture and structures of the School, professional area, College and within the University
- A source of scholarly knowledge and experience to tap into
Benefits for the School/professional area/College and the University of Suffolk

- Increased levels of motivation and collegiality among those involved
- Employees who have a clear direction and clear objectives
- Improved communication at all levels and across levels
- Sharing of scholarly, disciplinary and pedagogical knowledge and experiences and best practice as standard working practice
- Innovation and continuous improvement in the way that relevant professionals approach their work
- Engagement with and understanding of the UKPSF: the national standards for teaching and support of students’ learning, across the HE sector

9. **What skills, attributes and experience are useful for an effective PGCAP Mentor?**

We suggest the following skills and attributes will help ensure effectiveness in the PGCAP mentoring role:

1. **Self-Awareness** – you should have a good understanding of your own strengths and development needs
2. **Organisational know-how** – you should know how to get things done at the University of Suffolk
3. **Credibility** – you should have personal and professional credibility
4. **Accessibility** – you should be willing and able to commit time to your mentee to offer support and guidance
5. **Communication** – you need good communication skills and be able to understand and listen to the ideas and feelings of others. You need to be an active listener.
6. **A desire to help others develop** – you should reflect on how you have, as an individual, developed and have or wish to gain, experience of supporting and developing others
7. **Inventiveness** – be open to new ways of doing things and different ways of working
8. **Empathy** – having the ability to empathise with others
9. **Understanding** – you need to be prepared to try to understand the diversity in perspectives, approaches and possibly backgrounds of different mentees

10. **Making the meetings work with your mentee**

We offer the following suggestions in terms of engaging with your mentee:

1. **Have a clear structure and purpose.**

Before the first meeting, consider the structure and the time parameters available for you to work with your mentee. The scope and timeframe should be agreed during this initial meeting with the mentee. Having a clear structure in mind will be the best and most effective use of both your own time and your mentee’s time.

2. **Think about the content of the meetings.**

There should be a balance of reviewing the mentee’s progress on the PGCAP, discussing current issues and thinking about the future steps and ensuring the mentee sets realistic objectives for their ongoing action plan.

3. **Keep to dates and times set.**
It is easy to let the day job get in the way but try to focus on the benefits to everyone (including the organisation) of engaging in this process. Please try to give it the priority it requires to be successful.

11. **Resources for Mentors**

We have a range of resources that we make available to participants and would be delighted to share also with mentors, including on the PGCAP area of Learn (VLE) and the PGCAP reading list. We will also provide PGCAP Mentors with a Course Handbook.


**Table 1: Central themes of teaching excellence (Gunn & Fisk, 2013)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Design</td>
<td>• Up-to-date knowledge and understanding of discipline</td>
</tr>
<tr>
<td></td>
<td>• Ability to design intended learning outcomes most suited to both discipline and needs of students undertaking the discipline</td>
</tr>
<tr>
<td>Knowledge of the subject</td>
<td>• Superior command of the subject matter</td>
</tr>
<tr>
<td></td>
<td>• Ability to facilitate development of understanding and knowledge of relevance outside the discipline as well as within</td>
</tr>
<tr>
<td></td>
<td>• Challenging students’ presuppositions</td>
</tr>
<tr>
<td>Ability to inspire and motivate</td>
<td>• Inspiring through one’s affect, enthusiasm and presence in the learning environment</td>
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<tr>
<td></td>
<td>• Motivating students to become intellectually independent through identifying learning that is necessary and meaningful for students in the present and the future</td>
</tr>
<tr>
<td>Respect and care for students as individuals</td>
<td>• Recognising diverse learning needs and having the capacity to personalise the teaching environment in the light of these</td>
</tr>
<tr>
<td></td>
<td>• Respect for equality and diversity</td>
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<tr>
<td></td>
<td>• Addressing learners’ prior knowledge and experiences</td>
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<tr>
<td>Active and group learning</td>
<td>• Using methods which promote interaction</td>
</tr>
<tr>
<td></td>
<td>• Fostering student engagement and participation</td>
</tr>
<tr>
<td></td>
<td>• Group, problem-based and peer-to-peer learning</td>
</tr>
<tr>
<td>Critical and scholarly</td>
<td>• Contributing to students’ critical thinking and scholarly attitude</td>
</tr>
<tr>
<td></td>
<td>• Raising awareness among the students of the nature of scholarship including links between research and teaching</td>
</tr>
<tr>
<td></td>
<td>• Fostering understanding of critical thinking and research skills in a wider social sense</td>
</tr>
<tr>
<td>Engagement in assessment</td>
<td>• Conscientious use of formative feedback</td>
</tr>
<tr>
<td></td>
<td>• Creative and innovative approaches to feedback</td>
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<tr>
<td></td>
<td>• Offering students a range of assessments to assess their mastery</td>
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</tbody>
</table>

Table 2 below, outlines the Dimensions of Practice in the UKPSF and asks you to consider these dimensions in relation to your mentee meeting these standards eg when you are observing them as part of the LTIE module.
Table 2: Supporting participants to meet the standards of the UKPSF (in the Dimensions of Practice)

| Areas of Activity | 1. Design and plan learning activities and/or programmes of study  
| Does the participant demonstrate engagement with the following areas of activity? | 2. Teach and/or support student learning  
| | 3. Assess and give feedback to learners  
| | 4. Develop effective learning environments and approaches to student support and guidance  
| | 5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices  
| Core Knowledge | 1. The subject material  
| Does the participant demonstrate application of the following aspects of Core Knowledge? | 2. Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme  
| | 3. How students learn, both generally and within their subject/disciplinary area(s)  
| | 4. The use of appropriate learning technologies  
| | 5. Methods for evaluating the effectiveness of teaching  
| | 6. The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching  
| Professional Values | 1. Respect individual learners and diverse learning communities  
| Does the participant demonstrate active engagement with the Professional Values? | 2. Promote participation in higher education and equality of opportunity for learners  
| | 3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development  
| | 4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice  

12. Helping your mentee in meeting Descriptor 1 and Descriptor 2 of the UKPSF

The PGCAP is an HEA-accredited pathway to professional recognition against Descriptor 1 and Descriptor 2 of the UKPSF. Participants on the PGCAP undertake three Level 7, 20 credit modules:

1. Learning and Teaching in HE (LTHE)
2. Curriculum Design, Assessment and Feedback (CDAF)
3. Small-Scale Research Inquiry (SSRI)

We have gained re-accreditation from the HEA against Descriptor 1 for the LTHE module and all participants at the end of the LTHE module are required to submit a Critical Review Summary of their engagement and understanding aligned to fully meeting Descriptor 1 (D1i-vi). We also ask them to undertake a gap analysis at this point of their evidence and understanding against Descriptor 2 (D2i-vi): to help participants to shape and foreground areas for closer attention as they progress to take the second and third modules (CDAF and SSRI) and to complete the full PGCAP.
Participants also have to submit their completed LTHE Observation proformas (appended to their Assessment 2 on LTHE module), including your signed observation of your mentee, which provides evidence to authenticate their practice as aligned to the UKPSF (and this is a requirement from the HEA).

At the point of completion of the LTHE module, and including submission of a passing D1 Review, any participant not intending to continue to the full PGCAP will be considered for the recognition of Associate Fellowship of the HEA, against D1 of the UKPSF at the PGCAP Assessment Board.

We have gained HEA re-accreditation against Descriptor 2 for the PGCAP and completion of Assessment 3 at the end of the third module (SSRI), explicitly requires the participant to synoptically synthesise and critically reflect upon their experiences across the PGCAP, and evidence explicit engagement and understanding of Descriptor 2 (D2i-vi). Therefore, and only upon successful completion of all module assessments, the PGCAP Assessment Board can confer the award of the PGCAP (60 credits) and confirm recognition of HEA Fellowship to the participant, against D2 of the UKPSF.

Your own understanding as a Fellow, Senior Fellow or Principal Fellow of the HEA, from your direct and personal ongoing engagement with the UKPSF and in gaining your own HEA recognition, is invaluable to your role as a PGCAP mentor. It enables you to support the participant in their engagement with and in gathering relevant evidence to demonstrate their own understanding and application of the UKPSF to their practice and professional role. It enables you to authenticate your mentee’s practice through observation and confirming they were able to demonstrate in approaches to teaching, learning and/or student support, alignment with the UKPSF.

We share below, for ease of reference in your conversations with your mentee, the Descriptors 1 and 2 from the UKPSF.

### Descriptor 1 of the UKPSF
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 K1 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

### Descriptor 2 of the UKPSF
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:

I. Successful engagement across all five Areas of Activity
II. Appropriate knowledge and understanding across all aspects of Core Knowledge
III. A commitment to all the Professional Values
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
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

Acknowledgements
We are indebted to those who act as mentors for their important and valuable support of the PGCAP programme and its participants.
PGCAP Mentor Guide: Appendix 1

PGCAP: Learning and Teaching in HE module
Proforma for observations

PART A: to be completed by the PGCAP participant (as the person being observed) in advance of a pre-observation meeting

| Name of person being observed: | Name of person observing **please indicate if PGCAP Mentor: | Type of session for observation: eg teaching observation, practical session, supervision session, online tutorial |
| School / professional area: | School / professional area: |
| Contact info: | Contact info: | Proposed date for the observation: |

6. **Aims of the session being observed**: Briefly outline the broad purpose of the session

7. **Objectives**: Indicate what you might expect to gain from the session (including also what you expect students to gain)

8. **Observation focus**: Identify any aspect(s) of the observation of the session that you would like the observer to comment on in particular

PART B: to be completed by the observer and to use in preparing for the post-observation debriefing with the observee

9. **Aspects to consider during an observation** (with indicative mapping to UKPSF)
   - **Introducing the session** eg clarity of aims and learning outcomes, continuity with other sessions and checking of students’ prior knowledge **Evidencing A1 and A2**
   - **Structure and Organisation** eg evidence of planning and logical order to the session **Evidencing A1 and A2**
   - **Content** eg suitability of content, currency, accuracy, relevance, level, match to students’ needs, use of examples **Evidencing K1**
   - **Methods and Approaches** eg choice of learning activities, level of student participation/engagement, interactivity and interest of the students, stimulating and challenging learners, asking questions. Management of groups/group activity. Awareness of individual needs where appropriate. **Evidencing K2, K3, and V1**
   - **Presentation Style** eg pace, clarity of voice, intonation, volume, eye contact, non-verbal communication, inclusion, respect for and interaction with individuals. **Evidencing A2 and V1**
   - **Use of the learning space and learning technologies/resources** eg movement around the room, use of relevant technologies within the session or pre- and/or post-activity, use of discipline-specific equipment, management of seating/lighting **Evidencing A4 and K4**
   - **Checking learning** eg use of methods to gauge students’ understanding and their learning **Evidencing K5**
   - **Ending the session (if observed)** eg summarising, identifying key points, reviewing LOs, signposting future work or follow up reading/activities **Evidencing A1**

10. **General observations / points of clarification**
<table>
<thead>
<tr>
<th>PART C: to be completed to record the post-observation dialogue, feedback and debriefing meeting, and action planning (for the observee and potentially also for the observer)</th>
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<tbody>
<tr>
<td>10. Strengths</td>
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<tr>
<td>11. Suggested areas for development</td>
</tr>
<tr>
<td>12. Additional comments in relation to observation focus in Section 3</td>
</tr>
<tr>
<td>13. Action Plan (to be discussed and agreed jointly by the observee and observer)</td>
</tr>
</tbody>
</table>

We agree this is a fair record of the observation and the debriefing discussion.

**The PGCAP Mentor, in observing the participant confirms the session observed is an authentic example of practice and the participant, in their teaching, learning and /or student support, was able to demonstrate alignment with the UKPSF.**

<table>
<thead>
<tr>
<th>Signature of observee</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of observer</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Appendix 12: CPD Open Events in 2019

The programme of CPD open events will be confirmed at the start of academic year 2018/19 when room bookings can be made and details of events will be published, but they are likely to include the following:

- Understanding our students: social identity and becoming
- Personal tutoring and academic advising
- Quality in Feedback
- Approaches to supervision: a panel discussion
- Understanding ourselves: academic identity and communities of practice
- Engaging in reflective peer review (RPR)
- Creative approaches to teaching and learning

SoTL Guerilla Gigs: Scholarship of Teaching and Learning 2019/20

Informal and over lunch, gigs are time to discuss ideas on learning and teaching with colleagues (open to everyone, no need to book). They are held on the first Wednesday of each month during the academic year and each gig is led by a University of Suffolk colleague.

University of Suffolk Annual Learning and Teaching Days

During 2019/20, we will be holding a Learning and Teaching event, linked to the University's Learning, Teaching and Assessment Strategy: