# IAD
## INSTITUTE FOR ACADEMIC DEVELOPMENT

# Postgraduate Certificate

# in

# Academic Practice

## Programme Handbook

**December 2016**

Moray House
School of Education

THE UNIVERSITY OF EDINBURGH

| The Postgraduate Certificate in Academic Practice Programme | | | |
|---|---|---|---|
| | Programme components | | |
| | **2-day Orientation (not assessed)** | **Core Course A & B** | **Options (c. 10 available) each A & B** |
| **Route 1** <br> **University of Edinburgh** <br> **Expected and Encouraged** <br><br> For teaching staff new to the University of Edinburgh and not exempt | *Participation*: required <br> *Assessment:* n/a | *Participation:* not required <br> *Assessment:* not required | *Participation:* required for 2 options <br> *Assessment:* not required |
| **Route 2** <br><br> **University of Edinburgh Postgraduate Certificate in Academic Practice** <br><br> (accredited by the Higher Education Academy against descriptor 2 of the UK PSF) | | | |
| 2 (a) For inexperienced staff <br> in teaching-related roles | *Participation:* required <br> *Assessment:* n/a | *Participation:* required <br> *Assessment:* required | *Participation:* required for 4 options <br> *Assessment:* required for 4 options |
| 2 (b) For experienced staff <br> in teaching-related roles | *Participation:* optional <br> *Assessment*: n/a | *Participation:* required <br> *Assessment:* required | *Participation:* required for 4 options <br> *Assessment:* required for 4 options |
| 2 (c) For those coming from <br> Clinical Educator Programme (UoE) | *Participation:* required <br> *Assessment:* n/a | *Participation:* required <br> *Assessment:* required | *Participation:* required for 2 options <br> *Assessment:* required for 2 options |
| **Route 3** <br> **Continuing Professional Development** | | | |
| 3 (a) For inexperienced staff <br> in teaching-related roles | *Participation:* required (if wishing to take other programme components) <br><br> *Assessment:* n/a | *Participation:* optional <br><br> *Assessment*: optional | *Participation:* optional <br><br> *Assessment:* optional |
| 3 (b) For experienced staff <br> in teaching-related roles | *Participation*: optional <br> *Assessment:* n/a | *Participation:* optional <br> *Assessment:* optional | *Participation:* optional <br> *Assessment:* optional |

TABLE A

# Postgraduate Certificate in Academic Practice
## Handbook

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## Welcome

Welcome to the Postgraduate Certificate in Academic Practice. I'm delighted that you have decided to join the Programme and I look forward to working with you over the coming months and years. You'll be working with a team drawn from the Institute of Academic Development and Moray House School of Education, as well as from leaders in the field from across the University. I hope the team will inspire you to think creatively about your academic practice and that you will find the Programme to be both useful and intellectually stimulating.

The PGCAP offers a wonderful opportunity to develop a research-minded approach to your academic practice. We hope to create an environment in which you can share your experiences about learning and teaching with your colleagues, and where you can learn with one another in a constructive and engaging manner. Throughout the Programme your practical insight will be blended with theoretically-informed debates, to allow you to develop your academic practice in a more critical and reflective way. We hope that we will inspire you to try out new pedagogies, to think about your practice in a scholarly fashion and, most of all, to create high quality learning environments for your students.

Hazel Christie
Programme Director

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## Learning and Teaching at the University of Edinburgh

## A Lead from the Top by our Senior Vice Principal

**Professor Charlie Jeffery** is the Senior Vice Principal of the University of Edinburgh.

**Professor Jeffery will welcome you to the programme and give you insights into his areas of oversight during Orientation.**

*Responsibilities of the Senior Vice Principal :*

Oversee and play a leading role in the development of strategy and policy in the areas of:

- Responsibility for student experience, *learning and teaching across the University*
- Government relations - external communications and relations with key stakeholders in education, local government and the business community
- Oversight of Development & Alumni
- Research impact in the field of policy and practice
- Internal communications to staff and students in order to support the delivery of university-wide policy and priorities
- Liaison with the Scottish Funding Council, including on Outcome Agreements

## Introduction : *Programme Team*

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| Professor Paul Ashwin | External Examiner<br>Educational Research, University of Lancaster | |

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### About this Handbook

This Handbook provides information about the Postgraduate Certificate in Academic Practice. It aims to answer most of the questions you might have about the programme. It offers details on the programme aim, the content of individual courses, the scheduling of these courses, programme requirements and other regulations such as how to register, fees, etc. In addition it clarifies how the University of Edinburgh's support for new academic staff articulates with the Postgraduate Certificate in Academic Practice.

This Handbook also provides updated information for any participants registered on the predecessor programme entitled Postgraduate Certificate in University Teaching.

Amendments may be required from time to time and all Programme participants will receive copies of these. The handbook does not supercede the University Regulations, and the formal requirements for postgraduate study are as set out in the University's Degree Regulations and Programmes of Study (www.drps.ed.ac.uk).

### Basic information on this Programme

### Location of the Programme within the University of Edinburgh

The Postgraduate Certificate in Academic Practice (in this handbook at times referred to as Pg Cert in Academic Practice) is offered by the Institute for Academic Development through the postgraduate programme route of the Moray House School of Education. The Programme was validated at College and Senate level in the spring of 2011. Unlike other programmes in the School of Education, the Pg Cert in Academic Practice is directly targeted at staff with teaching responsibilities or learning support roles (and those aspiring to hold those roles) from across the three Colleges of the University of Edinburgh (see also audience).

### Audience (see also TABLE A at the beginning of this handbook)

The Pg Cert in Academic Practice is in the first instance targeted at new lecturers working at the University of Edinburgh who wish to develop their understanding of theoretical concepts and research findings, as well as of the practical skills required for creating effective learning environments for students. However, post-docs and research staff currently undertaking teaching roles at Edinburgh, as well as staff who play a significant role in supporting learning, teaching and assessment, are also welcome to apply. For some new members of academic staff participation in part of the Pg Cert in Academic Practice (including the Orientation) is expected and encouraged and other staff without teaching experience at the University of Edinburgh also need to take the Orientation (please see optional courses shown on pages 10-12).

### CPD opportunities for experienced staff

The Pg Cert in Academic Practice also offers CPD opportunities for experienced staff at the University of Edinburgh wishing to further enhance their existing knowledge and skill in selected aspects of Learning and Teaching. Individual courses can be taken by experienced staff without the requirement to complete the entire programme. If one or more courses of the Programme are taken as an informal part of an individual's professional development, no assessment is required and therefore there are no credits attached to this form of participation.

The alternative is to undertake the programme formally, with the intention of meeting all the assessment and attendance requirements necessary to be eligible for the award of the Postgraduate Certificate. If this second option is followed, formal registration in the award-bearing programme begins on satisfactory completion of the first assignment, when the first pass mark is recorded for the member of staff concerned on the University's EUCLID database.

### Becoming a Fellow of the Higher Education Academy

The Pg Cert in Academic Practice is a programme accredited by the Higher Education Academy (see http://www.heacademy.ac.uk/) against Standard Descriptor Two of the UK *Professional Standards Framework*. For further information on the HEA's Professional Standards Framework for Teaching and Supporting Learning in Higher Education, see

http://www.heacademy.ac.uk/assets/York/documents/ourwork/professional/ProfessionalStandardsFramework.pdf

All course participants are introduced to the UK PSF during the orientation and are strongly encouraged to also consult the Higher Education Academy website to further familiarise themselves with this framework.

In essence this means that graduates from the Pg Cert in Academic Practice (60 M level credits) are eligible to become *Fellows* of the HEA, the assumption being that successful completion of the Pg Cert in Academic Practice has provided them with a deep understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values specified by the UK PSF; the ability to engage in practices related to all areas of activity; and the ability to incorporate research, scholarship and/or professional practice into those activities.

You will be informed by the Programme Manager that you have successfully completed programme requirements and given details of graduation. Your completion will be advised to the HEA and then the HEA will contact you to finish the application for Fellow status through the 'professional recognition' route. You will need to register on the HEA website (http://www.heacademy.ac.uk/). There are no further fees involved in becoming a Fellow of the HE Academy through this route.

## Programme content and structure

### *General overview*

At present, a total of twelve courses are on offer within the Pg Cert in Academic Practice. These include the core course and eleven course options (one of these is only available to successful participants of the Clinical Educator Programme, level 3). In order to graduate from the Programme you need 60 M level credits in total. The core course carries 20 M level credits and each of the course options carries 10 M level credits.

In order to graduate you need to take the core course *plus* a minimum of four options. Each course consists of two parts (A and B), which refer to the two occasions on which the class meets. The two parts need to be taken together. Hence, if you register for a course offered in April/June, the expectation is that you take Part A in April and Part B in June. The reason is that our courses rely heavily on interaction and building relationships between colleagues and changing groups between Parts A and B is disruptive of that process (see also attendance).

### *2-day Orientation to Academic Practice Programme*

This 2-day Orientation provides participants with an introduction to some of the critical issues relevant to teaching, learning and assessment within the Edinburgh context. Many of these issues will be revisited and explored in greater depth in the individual courses following the Orientation. The Orientation draws to a large extent on inputs from administrative and academic colleagues from The University of Edinburgh and provides you with an opportunity to build up a network of people from across the University who are committed to enhancing learning and teaching.

> It is a requirement of the Pg Cert that new lecturers (or other new staff, such as those in student support roles, on research contracts or post-docs) attend the Orientation prior to enrolling in any courses offered within the Pg Cert in Academic Practice. This Orientation is not formally assessed and does not carry any credit towards the exit award.

Experienced staff new to the University of Edinburgh are also welcome to participate in the Orientation to familiarise themselves with practices from across the University.

The Orientation runs over two days (usually Monday and Tuesday of the same week the Pg Cert courses are offered).

*Expectations for new members of staff*

All new members of academic staff are expected and encouraged to participate in the two-day Orientation to Academic Practice programme <u>and</u> to take part in two course options (Parts A and B for each).  There is no requirement to complete the final assessments for the course options.

New members of staff who have participated in a similar induction programme elsewhere should talk to their head of Division or School about their participation in the Pg Cert in Academic Practice.  They are still strongly encouraged to participate in the two-day Orientation which introduces participants to a network of people committed to promoting excellence in teaching and learning at the University.

**Please note:**  Staff wishing to enhance their teaching expertise by going beyond meeting the basic requirements can complete assessments for the two option courses taken.  If they add two further options plus the Core Course (and complete assessment requirements for each) they are eligible for the Pg Cert in Academic Practice which leads to Fellow status with the Higher Education Academy (see also the sections 'Becoming a Fellow of the Higher Education Academy' in this handbook).

*Aims of the Postgraduate Certificate in Academic Practice*

The programme introduces course participants to significant issues in relation to academic practice  at a research-intensive institution.  It combines reference to theory and educational literature with practical application and makes use of a wide variety of teaching and assessment strategies to demonstrate good practice.  Drawing on current research within the field of academic practice in higher education, the programme will provide participants with the conceptual and theoretical frameworks needed to engage reflectively and critically with the question of how to promote high quality student learning within research-intensive settings. The following programme outcomes are associated with these aims :

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*Programme outcomes*

The Programme has been designed in accordance with the *Scottish Credit and Qualifications Framework (SCQF)* level 11.  On completion of the programme of study for the Pg Cert in Academic Practice, participants will

- be able to demonstrate a critical understanding of the key concepts and theories relating to key areas of academic practice in higher education

- be able to critically assess the extent to which present learning and work environments within their school are conducive to promoting high quality learning and effective learning communities

- have practical knowledge of how to design effective learning environments within research-intensive settings that demonstrates a commitment to strengthening teaching-research synergies

- have an advanced understanding of the various perspectives by which to explore differences among learners and the capacity to develop creative ways of working with different learners in a variety of contexts  demonstrating respect for individual learners, a commitment to encouraging participation in higher education and to promoting equality of opportunity

- be able to demonstrate the ability to critically reflect on the core areas of knowledge and values underpinning their academic work activities and as such take an informed and professional approach to academic practice and have a commitment to continuing professional development and evaluation of their practice.

*Courses*

**Course descriptors**

All full course descriptors are accessible through the IAD webpage www.ed.ac.uk/iad  or through the Degree Regulations and Programmes of Study (www.drps.ed.ac.uk ).

*Core course*

*EDUA11185 - Developing my Approach to Teaching (20 M -level credits)*

The course considers the various factors that influence one's approach to teaching within a given subject area and thereby encourages participants to take a serious look at their own practice, examine how internalised values, assumptions and disciplinary or departmental traditions may influence teaching and, hence, design Learning and Teaching environments from an informed perspective.

Specifically, the course explores different educational orientations with regards to university teaching as discussed in the research literature, distinguishes different conceptions of teaching, and encourages participants to identify and trace the origin of the values and assumptions underlying their own practice.  Links between conceptions of teaching and actual approaches to teaching, and importantly their relationships to learning will be explored. Furthermore, context (for example, institution, department, but also subject area, type/level of course, etc) will be considered as a strong potential influence on one's orientations and approaches to teaching.  An important conceptual framework is that of 'structure and agency' with regards to teaching and assessment within particular disciplinary and departmental contexts.   The course will also consider how approaches to teaching are linked to the identities, images or 'definitions' academics have developed of themselves as teachers.

Assessment for the core course consists of a synoptic assessment (see detailed course descriptors).  Participants are expected to also draw on issues addressed in the other courses and seek an integration of what they have learned in the Programme. This synoptic assessment is the last assignment participants in the Postgraduate Certificate in Academic Practice submit to fulfil Programme requirements (see assessment regulations in this handbook).

*Optional courses (10 M level credits)*

**EDUA11176 - Assessing Students**

The twin starting-points for this course are on the one hand the myriad and competing purposes, goals and functions associated with the assessment of student progress and performance in higher education, and on the other the advent of mass higher education, where questions of quality, accountability, student-centredness and economy further complicate considerations of goals and functions.  Participants are invited to relate these challenges to consideration of which stakeholders university teachers are accountable to, and in what respects, as far as their assessment practices are concerned.

### EDUA11177 - Course Organisation and Management

This course aims to provide existing and aspiring course organisers with an opportunity to identify and critically analyse what is entailed in managing and leading an undergraduate or taught postgraduate course unit in contemporary higher education. The course therefore is concerned with mapping and examining key roles, responsibilities and skills; reviewing practices and strategies for communication and interaction with students and within and across the course team; and planning, implementing and reviewing changes designed to enhance course effectiveness.

### EDUA11179 - Working with Postgraduate Students

This course focuses on teaching, learning and assessment within taught postgraduate programmes and on the supervision of Masters and Doctoral research. The part of the unit about taught postgraduate courses considers the distinctive demands of working at Masters level, with groups of students from varied backgrounds and often different knowledge bases, learning strategies and future aspirations. The other part of the unit is concerned with clarifying the purposes, pleasures, tensions and key issues in postgraduate research supervision and also with identifying a repertoire of strategies for the achievement of successful outcomes. It pays particular attention to the processes entailed in supervision and to student perspectives on supervision and is underpinned by critical review of the research literature. Consideration is given to the implications of differences in expectations, scale and time frames between Masters and PhD dissertations and theses.

### EDUA11180 - Designing Courses

This course focuses on the design and development of courses in higher education whether face-to-face, blended or online. Consideration will be given to the particular strengths and weaknesses of different modes of delivery. The course includes consideration of the vertical and horizontal relationships of courses with the rest of the curriculum and students' programmes of study. Emphasis is also placed on the challenges for students in engaging fully with course content and processes, and how design decisions can enable the structuring and scaffolding of effective student learning.

The course gives participants the opportunity to critically examine key issues which arise and need to be resolved when designing new courses or redesigning existing ones. They develop a keen awareness of the underpinning theoretical considerations and their implications for practice. At the same time the requirement to apply their knowledge and understanding by working with the development of a particular course sharpens participants' appreciation of the affordances and constraints of contextual features, and encourages them to develop creative responses to real-life challenges.

This course will be taught wholly online and mainly through asynchronous activities enabling participants to engage flexibly with the course around their wider commitments.

### EDUA11183 - Engaging with Student Diversity

This course considers different dimensions of diversity among university students and explores the challenges and opportunities for Learning and Teaching they afford. The overall goal is to encourage among participants a critical awareness of the need for inclusive language, practices and procedures in the design of effective learning environments. In addition to providing opportunities for course participants to engage with the educational research literature on student diversity, the course will also examine the practical challenges raised by diversity and the ways in which diversity might enrich the learning experience for all students.

### EDUA11268  -  Engaging Students in Autonomous Learning

This course critically examines the important role of autonomy and engagement in high quality student learning particularly, but not exclusively, at the undergraduate level within research-intensive settings.  Emphasis is placed on key features of the learning environment conducive to bringing about student autonomy and engagement in learning.

### EDUA11267 -   Building a Research Profile - strategy and practice

This course considers the factors relevant in building a research profile, particularly near the start of an academic career.  It will include:
  o   the UK and international research environment;
  o   research policy, funding and organisation;
  o   factors important in making strong funding application;
  o   knowledge exchange and impact.
A key focus of the course will be in understanding and developing strategic approaches to obtaining funding, building research networks, increasing visibility and publishing.

### EDUA11266 -  Research Leadership and Management

This course considers the challenges in research leadership, from the management and mentoring of other researchers to involvement in large collaborative research projects and consortia.  The focus of the course is on how different ideas, approaches, theories and techniques of leadership and management can support your research; in terms of leadership and management of yourself, of others, of projects, and of organisations or groups.  As well as drawing upon relevant literature and case studies, we will refer to advice from professional and funding bodies, and have a strong focus on sharing practice and experience with other participants.

**EDUA11310 – Clinical Education and Academic Practice**
- ***This course is for credit for those who have completed the Clinical Educator Programme at the University of Edinburgh ONLY.***

This course aims to practically develop the skills of those teaching and assessing medical students. Through involvement in workshops, online modules, teaching observation & feedback sessions and individual/pair/group reflection exercises, participants will be introduced to core educational theory and given the opportunity to hone their educational skills and creativity. Through facilitated discussion and group networking, participants will develop a number of diverse teaching sessions which they can put into practice and evaluate with students or with trainees in their workplace.

**EDUA11330  Online Learning Environments**
(not available to those that have taken a previous course 'Learning and Teaching Online')

This course will provide an opportunity for staff from across the University to gain a critical understanding about teaching and learning within an online context.

**EDUA11331 – Learning and Teaching with Technology in the Classroom**
(not available to those that have taken a previous course 'Learning and Teaching Online')

This course will seek to examine and expand upon the pedagogic issues surrounding the blending of technologies into campus-based programmes and physical learning spaces. The course will explore technology-supported teaching and learning in "traditional" physical spaces, and more broadly in campus-based programmes.

*Scheduling*

The core course and the 2-day Orientation are normally offered twice per year.

Each course option is normally offered once per year.  Please consult the PgCert  programme in LEARN for possible changes and updates on scheduling.

**The following courses are typically offered in December-February:**
*Orientation*
*Core Course 'Developing My Approach to Teaching'*
*Option Courses (Parts A and B):*
• Engaging with student diversity
• Designing courses
• Course organisation and management
• Learning and teaching with technology in the Classroom
• Research leadership and management

**The following courses are typically offered in March- June:**
*Orientation*
*Core Course 'Developing My Approach to Teaching'*
*Option Courses (Parts A and B):*

- Assessing students
- Building a research profile - strategy and practice
- Engaging students in autonomous learning
- Online Learning Environments
- Working with postgraduate students

On the next page you will find the schedule for courses offered in 2016/2017 (please consult the IAD webpage http://www.ed.ac.uk/institute-academic-development for updates of future courses).

***Completion time for the Postgraduate Certificate in Academic Practice***

The maximum time allowed to complete the programme is normally three years. The programme can be completed sooner (within 14 months).

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# Postgraduate Certificate in Academic Practice

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NB : NEXT ASSIGNMENT SUBMISSION DATES :  by noon, THURSDAY  26 JANUARY  2017  AND  by noon, THURSDAY 15 JUNE 2017

| December 2016 | February 2017 | Deadline for assignment submission | April 2017 | May/June 2017 | Deadline for assignment submission |
|---|---|---|---|---|---|
| Orientation Monday and *Tuesday, 5 and 6 December 2016* | | | No Orientation due to programme change | | |
| Core course (A) *Friday, 9 December 2016* <br><br> Core course (B) Friday *24 February 2017* | | This is the **very last assignment** to be handed in for the Pg Cert (after you have successfully completed four course options and have participated in Parts A and B of the course; see also 'synoptic assessment') | Core course (A) *Friday 28 April 2017* <br><br> Core course (B) *Friday 2 June 2017* | | This is the **very last assignment** to be handed in for the Pg Cert (after you have successfully completed four course options and have participated in Parts A and B of the course; see also 'synoptic assessment') |
| Course Organisation & Management (Part A) *Thurs 8 December 2016* | Course Organisation & Management (Part B) *Thurs 23 February 2017* | **Thursday 15 June 2017** | Online Learning Environments (*online between 24 April and 30 June 2017*) | Online Learning Environments (*online between 24 April and 30 June 2017*) | **1 February 2018** |
| Engaging with Student Diversity (Part A) *Thurs 8 December 2016* | Engaging with Student Diversity (Part B) *Thurs 23 February 2017* | **Thursday 15 June 2017** | Engaging Students in Autonomous Learning (Part A) *Thurs 27 April 2017* | Engaging Students in Autonomous Learning (Part B) *Thurs 1  June 2017* | **1 February 2018** |
| Designing Courses *online between 1 December 2016 and 28 February 2017* | Designing Courses *online between 1 December 2016 and 28 February 2017* | **Thursday 15 June 2017** | Assessing Students (Part A) *Thurs 27 April 2017* | Assessing Students (Part B) *Thurs 1  June 2017* | **1 February 2018** |
| Learning and Teaching with Technology in the Classroom (Part A) *Wed 7 December 2016* | Learning and Teaching with Technology in the Classroom  (Part B) *Wed 22  February 2017* | **Thursday 15 June 2017** | Working with Postgraduate Students (Part A) *Wednesday 26 April 2017* | Working with Postgraduate Students (Part B) *Wednesday 31 May 2017* | **1 February 2018** |
| Research Leadership and Management (Part A) *Wed 7 December 2016* | Research Leadership and Management (Part B)  *Wed 22  February 2017* | **Thursday 15 June 2017** | Building a Research Profile (Part A) *Wednesday 26 April 2017* | Building a Research Profile (Part B) *Wednesday 31 May 2017* | **1 February 2018** |

## General Features of this Programme

### *General Expectations*

### *What you can expect of us*

### *Offering well-planned and varied learning opportunities*

a. Our face-to-face (and online), timetabled sessions aim to be well-planned and well-run, offering opportunities for you to learn in a variety of ways — individually and in groups, and through discussion and structured activities as well as prepared inputs and resource materials.

### *Devising assessments that support and advance your development*

b. We shall try to devise assessments in ways that will help advance your expertise as academic practitioners and university teachers while taking account of your differing needs and circumstances (of which more below), and to offer you constructive guidance and support in undertaking assessed work, within the resources available to us.

### *Welcoming your comments*

c. We will actively seek feedback from you on your experiences and perceptions of the various components of the course, and take account of your comments and suggestions in revising and enhancing it.

### *Engaging with your diverse needs and interests*

d. We recognise that you and your fellow course participants vary widely not only by discipline or subject area, but also in your prior experiences of learning and teaching in research-intensive universities, your present teaching responsibilities, and what you hope to gain from taking part in the course that will help your personal and career development.

e. Given the diversity, it would not be feasible to ensure that every session or each course handout met everyone's needs and expectations equally closely. However, we shall try to ensure that our face-to-face activities and our resource materials do offer scope for you to engage with your current concerns and interests, while laying the groundwork for future development of your expertise in university teaching

### *Helping you to develop in professionally and personally appropriate ways*

f. We recognise that it is up to each of you as individuals to develop an approach to university teaching and academic practice that is appropriate to your subject area, the students and courses you teach, and your School and College, while also reflecting your own teaching goals and strengths. Our aim will therefore be:

- To present a range of perspectives, insights, strategies and tools that reflect contemporary practice and recent research findings
- To encourage you to review these, and to reflect on those that could best meet your needs and circumstances

g. We will not therefore seek to impose or prescribe any one particular teaching approach or philosophy, nor to offer a set of universal tips and techniques. We shall, however, try to highlight the relative advantages and limitations of different perspectives and strategies, and to suggest ways in which you might move forward, particularly where you have little or no previous experiences to guide you.

### *What we expect of you*

### *Sharing and addressing your differing needs and interests*

h. You recognise the diversity of backgrounds, interests and concerns that you and your fellow participants bring to the course, and the consequent desirability of supporting one another in sharing and addressing these

### *Making the most of learning collaboratively*

i. You play an active part in the discussions, group exercises and other activities that make up the timetabled sessions, capitalising on the benefits to be gained in learning from and with one another

### *Carving out space to widen your understanding*

j. You try to find space, before and after timetabled sessions, to enlarge your understanding by reading around the course themes, following up subject-specific materials and working on any preparatory or follow-up task you may have been assigned

### *Attending consistently*

k. You will make every effort to attend all of the timetabled sessions for which you have signed up, bearing in mind the distinctive opportunities these offer for reflection and dialogue with your fellow course-participants

### *Attendance at courses*

Compared to other postgraduate programmes the courses offered within the Pg Cert in Academic Practice are very short, limited to two-full days of actual in-class time. This approach was chosen to honour participants' many other commitments.

However, the educational development literature as well as personal accounts of past Programme participants attest to the fact that learning about teaching in higher education is usefully enriched through conversations and critical dialogue with colleagues within as well as across subject areas. We therefore place a strong emphasis in this Programme on course attendance.

With courses (options and the core) offered within the Pg Cert in Academic Practice, the normal expectation is that participants ensure prior to signing up for any courses that they will be able to attend both full days (Parts A and B, am and pm).

We realise that despite careful planning on your part exceptional circumstances that are outwith your control may arise, which make it impossible for you to attend a section of the course. In these exceptional circumstances it is your responsibility to contact the course leader to explore whether an alternative arrangement can be made. The normal expectation would be to take the course at another time. Please note as well that no exceptional circumstances qualify for not being able to attend Part A of a course and no other arrangements can be made. If you cannot attend Part A you need to take the course some other time or choose a different course option.

For the 2-day Orientation to the Academic Practice Programme (part of what new staff are expected and encouraged to do) the normal expectation is that participants take part in both full days (am and pm, Monday and Tuesday).

Again, despite careful planning exceptional circumstances that are outwith your control may arise which make it impossible for you to attend a section of the Orientation. In these exceptional circumstances it is your responsibility to contact the Programme Director to explore whether an alternative arrangement can be made. The normal expectation would be to take the section you missed at another time.

> We also ask that you please let us know in advance if you know that you cannot make it for parts of a course you have signed up for. Contact iad.pgcert@ed.ac.uk

### *Personal Tutoring*

All participants on the PGCAP are allocated to a Personal Tutor, and take part in personal tutoring activities on a voluntary basis. Our aim is to develop a personal tutoring system that offers you high quality academic and pastoral support, and that is flexible and responsive to your needs. Our scheme deviates from standard University practice because our Programme is atypical in every way. It also recognises that your needs are different from those of more conventional PG students. As such, we have devised a scheme that we hope will better suit your circumstances. To this end we have specified six objectives of our personal tutoring system. In the table below we set out these objectives and indicate how we hope to achieve them in practice. The Personal Tutor is only one player in the midst of a wider landscape of support available to you.

*The practicalities of the Personal Tutoring system.*

All new students on the PGCAP will be offered the opportunity to have a Personal Tutor.   You will be e-mailed to advise you of who your Personal Tutor is, and offered the opportunity to meet with that person on a one-to-one basis, either face-to-face or on-line.  The onus rests with you to decide if you want to participate in this aspect of the personal tutoring scheme ie we are inviting you to opt-in.  If you feel it's not appropriate for you, then you don't have to participate.

*Objectives of the Personal Tutoring system used in the PgCAP*

| Objectives of a PT system designed to strengthen and update academic and pastoral support | Support offered to you across the PgCAP |
|---|---|
| 1. **Course selection**.<br>Advice to help you make the best and most well informed choices about the courses you sign up to, and that you sign up to for assessment.  This might be in terms of whether the course is right for you or the highest priority for you in terms of your current role, past experience and future career aspirations. | The practicalities of course selection are handled by Programme Manager who liaises regularly with you about course choices and pathways through the degree.<br><br>There is an opportunity at Orientation to meet staff and discuss option content and choices.<br><br>There is the opportunity to have a one-to-one meeting with your Personal Tutor at which option choices are discussed. |
| 2. **Reflection on links between Pg Cert in Academic Practice, other aspects of academic and professional development, and academic career planning**.<br><br>We provide you with opportunities to use the PgCAP to reflect on what sort of academic career you want and how best you can use the PgCAP and associated opportunities to shape your career.  This might include, for example, access to a network of academic colleagues through the PgCAP, awareness of funding like PTAS and HEA, consideration of opportunities to take or develop your leadership role, and other aspects of IAD and University support. | Orientation uses group work and peer support to address your academic and professional development, with an emphasis on the journey you will take through the PGCAP.<br><br>There is the opportunity to meet with your Personal Tutor to reflect on your professional development and career planning.<br><br>Individual meetings also offer an opportunity for your Personal Tutor to offer a perspective on your progress at programme level which is tailored to your individual circumstances. |

| | |
|---|---|
| 3. **Support with academic difficulties and challenges**.<br>We want to provide you with the support you need to meet the challenges you face when you become a participant on the PGCAP.<br>We expect you to jump from being an international expert in your research field to being a novice in understanding educational literature or concepts.  We also expect you to get to grips with a different approach to research or academic discourse (spoken and written).  These can present challenges, which we are here to support you with. | You have the opportunity to come to Brown bag lunch throughout the year.  These group meetings are open to everyone and are used as a space in which to discuss support with assessments, as well as academic or pastoral issues.<br><br>Many opportunities throughout the taught courses to develop peer support networks that can be enormously helpful in addressing academic difficulties and challenges.<br><br>Opportunity to discuss academic difficulties and challenges with your Personal Tutor at any time. |
| 4. **Pastoral support needs**.<br>We want you to feel able to raise pastoral support needs with us and to be certain that we have arrangements in place to respond to these appropriately. | You should feel free to contact your Personal Tutor when you have any pastoral support needs.<br><br>Brown bag lunches are also an optional space in which to address pastoral issues |
| 5. **Belonging to an academic community** | This is a key principle of the Orientation where you will meet and network with a wide variety of people from across the University.<br><br>You will also build networks with your peers on the PgCAP as you make your way through the core course and your option courses. |

*Teaching methods*

The Programme is taught primarily through face to face teaching but will make use of some on-line learning activities.  The obvious exceptions are the course options 'Learning and Teaching On-line'  and 'Designing Courses' , the first of which is largely taught on-line, the latter entirely online.  All courses employ a variety of teaching methods so as to model good practice.  Lectures are complemented by small and large group discussions and debates, various forms of group work in cognate and mixed subject areas, as well as independent project work between Parts A and B.  As the Programme matures, there will be increased use of LEARN to share resource material and facilitate interaction between participants particularly between Parts A and B of courses.

### Assessment methods

Assessment takes place through formal course work submissions. All course assessments contribute to the aims of the Programme as a whole and relate directly to individual course learning outcomes. A considerable degree of choice is built into each of the assessments either by letting participants choose between two options or by allowing for substantial flexibility in how to approach the required assignment.

The final assessment requirement is a "synoptic assessment" which course participants complete as part of the core course "*Developing my approach to teaching*". (See section on assessment regulations in this handbook).

Between Part A and Part B of each course you will be asked to complete a small task or project on which you will get formative feedback. This will help you to prepare for the summative assessment for the course.

### Accreditation of Prior Learning

Staff who completed assessed components of a similar postgraduate programme elsewhere are invited to discuss with the Programme leader whether prior learning can be accredited.

### Student feedback on courses

The Programme team places a high value on quality enhancement. At the end of each course, feedback will be invited from course participants so as to ensure that the course meets their needs. Over the course of the Programme participants will be experiencing a wide range of different strategies of obtaining feedback, thereby also introducing them to different procedures relevant to quality assurance and enhancement. The feedback we collect will be analysed and used for continued Programme improvement.

### Taught Postgraduate Programme Code of Practice

The Code of Practice has been written both for students on various degree programmes and for departments and programme organisers who run them. It provides practical advice on matters that might emerge in taking or running a taught postgraduate programme.

The Code of Practice includes information about appeals in course work. It can be found on the University web pages at:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPTaughtPGProgrammes.pdf

Regulations governing taught postgraduate programmes (including those pertaining to academic misconduct such as plagiarism) at the University, can be found on:
http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/regulations/assessment

*A 20 M level credits course is associated with 200 notional effort hours. A 10 M level credits course is associated with 100 notional effort hours.*

### Awards and Progression

The synoptic assessment cannot be formally assessed until four course options have been successfully completed. Course participants also need to have participated in both Part A and B of the core course before they can submit the synoptic assessment (see assessment regulations). It is highly recommended that part A of the core course is taken near the beginning of the programme and part B taken with the last option courses taken as part B builds on course participants' learning in the other courses. The Board of Examiners decides whether the course participant is eligible to progress to this final phase.

Course participants may take individual courses for credit without pursuing the entire Postgraduate Certificate. A certificate of attendance can be issued for courses taken in this way.

### Staff-Student Liaison Committees (SSLC)

In general terms, the SSLC is a forum for consultation between the staff and students of each individual School. Across the University SSLCs play an important role in the dissemination of information to students and are an essential element in the Quality Assurance procedures. The role of the SSLC is to be concerned with teaching and organisational issues which affect everybody at the level of a programme area. This involves discussions of curricula, teaching methods, assessment procedures, facilities

and resources within the School, timetable, work loads, vocational work etc. Some of these issues may be of a wider School, College or even University concerns (for example Library provision or opening times).

In Moray House School of Education's Institute of Education, Teaching and Leadership, there are SSLCs for each programme area. Given that participants in the Postgraduate Certificate programme are predominantly staff from across the University, the SSLC for this programme takes a somewhat different form. Normally an SSLC meeting would be held twice a year – and may be in the form of an electronic discussion forum, an online 'collaborate' session or included in a face-to-face meeting with members of the programme team, so that course participants from each of the courses have an opportunity to share their comments, observations and suggestions on the programme. Participants from each course will be invited to join the discussions; normally one would be held in the spring, one in the autumn.

We also have two student representatives who are 'on programme'. They are invited to attend programme team meetings and chair the SSLC. This year the student reps will be put on LEARN as soon as announced.

### *Administrative advice*

Administrative advice can be obtained from the Programme Manager by email iad.pgcert@ed.ac.uk or by phone at 651 6661.

### Assessment framework

### *Assignment submission*

All assignments should be **submitted electronically to the programme's LEARN site** through MyEd. Any difficulties should be identified as soon as possible to the Programme Manager via email iad.pgcert@ed.ac.uk - the message should be clearly marked with the course title. The assignments will be forwarded to the assessors. Assignments should have page numbering and be identified as described below using the assignment cover sheets.

With each assignment submission you should also include a cover sheet that states the title of course, the title of your paper and your matriculation number. You can download this cover sheet from the Programme LEARN pages under the 'Assignment' area for each course. The cover sheet also reminds you again of the task you were asked to engage in – for this reason each cover sheet is different for each course, so please ensure you include the correct cover sheet.

The assessment for the core course (the synoptic assessment) is the very last piece of work you hand in. You can only submit the synoptic assessment once you have successfully completed four course options and participated in Parts A and B of the core course.

Each year, there are two deadlines for assignment submissions:  A spring deadline (in late May or early June) and a winter deadline (in early January).

The deadline for assignments for courses taken in April-June 2016 is by noon, **Thursday 26 January 2017.**

The deadline for assignments for courses taken in December 2016 / January 2017 is by noon, **Thursday 15 June 2017**.

*Participants should keep a copy of all assignments submitted.*

### *Assignment Practical Guidance*

| | |
|---|---|
| a | Consider seeing a course organiser or attending a 'brown bag' session in advance of submission – for 'feed-forward' support. |
| b | Submission is via LEARN, through the Assignment Dropbox –  email iad.pgcert@ed.ac.uk or phone 0131 651 6661 if you have any problems. |
| c | Each assignment should have the COVER PAGE completed and used as the first pages.  The cover pages should be found in the LEARN folder for the relevant course in the 'Assignments' folder – copy and paste the cover page from LEARN into your document and complete it.  This gives the assignment outline and your personal identifier (matriculation number or, in the event of being in process of matriculating, your staff number).<br>You may want to consider using 'Turnitin' prior to submission to help ensure paraphrasing and quotations have been utilised appropriately giving due respect to other authors. |
| d | For ease of marking, please choose a typescript of font size 12, using 1.5 line-spacing, with font either 'Times New Roman' or 'Arial'.   Number the pages of your document and preferably use either your student matriculation number or your staff number (only if you haven't matriculated yet)  as a footer. |
| e | The PgCert is a Masters level postgraduate study and therefore academic referencing is expected.  The Harvard referencing system is predominantly used by Moray House School of Education.  See the following for additional guidance on using this :<br>• Information Services (University of Edinburgh) document on Harvard style of citing references<br>http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf<br>• Harvard referencing tutorial by the University of Cardiff's Library<br>https://ilrb.cf.ac.uk/citingreferences/tutorial/index.html<br>• Harvard style referencing Tutorial by Leeds University library<br>http://library.leeds.ac.uk/downloads/tutorials/harvard-referencing/index.html |
| f | Take a look at the Good Academic Practice website.  This gives information and resources to help improve your academic writing and ensure that you understand what plagiarism is and how it can be avoided.  http://www.ed.ac.uk/schools-departments/education/current-students-staff/ug-office/good-academic-practice?language=pl%3Fperson_id%3D28 |

### Assignment extension

In case unexpected circumstances make it impossible for you to submit the assignment by the due date, you can talk to the course director and explain why you require an extension. Normally a two week extension can be negotiated at the discretion of the course director.

### Assignment re-submission

In the case of an assignment that is deemed to be not yet of the required standard, you are allowed to resubmit once in each course. If, upon resubmission, your assignment still does not yet qualify as a 'pass', the course will be considered 'failed'. In the event that you have failed both attempts at an optional course assignment you will be allowed to attend and submit an assignment for another option course to make the required credit. The resubmission date will be the next deadline for assignment submissions for the Programme. So for example, if your assignment was originally due by a **January** date you can resubmit by a **June** submission date.

Not meeting the required standard on the resubmission in the core option means that you will not be able to graduate from the Programme.

*Note: These regulations are specific to this and a small number of similar professional programmes.*

### The synoptic assessment

This is the very last piece of work to hand in and is the assignment for the core course "Developing my Approach to Teaching".

A synoptic assessment is one that encourages course participants to combine elements of their learning from the other courses taken and to show their accumulated knowledge and understanding of university teaching, within and beyond their subject area. It enables participants to show their ability to integrate and apply their skills, knowledge and understanding of academic practice with breadth and depth. The assignment requires participants to reflect on the linkages between their professional values, their knowledge relevant to academic practice and their engagement in key areas of academic activity as articulated by the UK *Professional Standards Framework* for Teaching and Supporting Learning in Higher Education.

Further details on the synoptic assessment are included in the course descriptor for the core course. Participants will receive guidance throughout the Programme on how they can creatively draw and capitalise on the assessment requirements completed for the individual course options.

Course participants will not be able to submit the synoptic assessment unless they have completed at least four course options and participated in Parts A and B of the core course. The Board of Examiners decides whether participants are eligible for progressing to the synoptic assessment stage.

### *Marking*

All assignments submitted for the Postgraduate Certificate in Academic Practice will be marked and then internally moderated.  We will try our best to return comments to you within three weeks of the assignment due date.  Together with the comments you will be informed of the assessors' decision of whether it qualifies as a pass or whether more work is required for it to pass (in which case you would be asked to re-submit for the next deadline).  You should know that assessments are provisional until recommendations have been confirmed by the Board of Examiners.  The Programme Team's aim is that provisional assessments (subject to the following Board of Examiners) be returned to students within 5 weeks of the submission date.

### *Marking scheme*

The standards required for a pass are derived from and consistent with those of the Common Marking Scheme. However, in line with other professional development programmes at postgraduate level, the Scheme's grading is not used and assignments are assessed on a pass/not yet pass basis. Once a pass has been achieved and confirmed by the Board of Examiners it is recorded on the University's EUCLID database. [At this point in time progression to a Masters is not offered at the University, but should it be in future, the programme would change to the standard Postgraduate Common Marking Scheme grading]

### *Assessment criteria*

The five Programme outcomes associated with the Postgraduate Certificate in Academic Practice translate into five criteria to guide assessment across the Programme.

A "Pass" is contingent on participants completing assignments in ways that:

1.      demonstrate a critical understanding of selected key concepts and theories relating to core areas of academic practice in higher education

2.      offer a critical assessment of how teaching, learning and assessment practices can  promote high quality student learning

3.      show awareness of the practical constraints and affordances offered by a research-intensive setting

4.      take account of student diversity through a critical awareness of varying student perspectives

5.      demonstrate the ability to reflect critically  on their practice and their development as an academic practitioner

All course assignments are consonant with these programme criteria. Given the different content of the individual courses and their associated learning outcomes, it was clearly necessary to tailor these general criteria to articulate with the specific purposes, content and outcomes of the particular courses. For this reason, the extent to which each of the five criteria applies varies across courses. For the research-focussed courses, for example, assessment criteria 2 and 4 are less salient. ***All programme participants are asked to follow the assignment guidance and criteria included under the section 'course assessment' under each course in LEARN.***

### *Board of Examiners*

The Board of Examiners meets twice a year (usually in spring and autumn). The Board serves a dual purpose: first, it determines whether you are eligible to progress to the final 'synoptic assessment' stage. Second, the Board reaches a decision, based on your submission of the synoptic assessment, whether you have successfully completed all the requirements for the Pg Cert in Academic Practice.

### **Registration and fees**

### *Registration*

Registration for the Programme occurs via a two-tier process.

*Signing up for courses* : Currently this is via email to the Programme Manager of a downloadable form (see [www.ed.ac.uk/iad](www.ed.ac.uk/iad)). Eligibility of those that apply will be checked automatically through this system.

Normally all staff are eligible (including staff on research contracts) but priority is given to new academic staff on regular lecturer's appointments.

If found eligible and the programme is not yet oversubscribed, applicants are notified by the Programme Manager that they have secured a place on the programme. This notification will also list the specific courses the applicant is now signed up for—most likely those they pre-selected. The notification includes once again the specific dates the courses are offered (Part A and B). Applicants who know that they will not be able to attend both full days (Part A and B) should immediately contact IAD ([iad.pgcert@ed.ac.uk](iad.pgcert@ed.ac.uk)) to explore whether they can secure a place on an alternative course.

*Official Registration for the Programme:* We appreciate that course participants' lives are busy and additional obligations may easily conflict with course requirements. We understand that despite good intentions in the beginning, participants may find that they are unable to complete course assessments (see also section under 'expectations for new academic staff' in this handbook). Since not completing course assignments would be considered a failed course we do not officially register participants with the Postgraduate Office right away.

Instead, we opted for the following practice: Once you have successfully completed the first course, you will be asked to complete a formal registration form, which will lead to full matriculation. The programme manager (at present Emily Salvesen) will send you this form and ask you to return it to her; She will then forward this information to the Postgraduate Office (for formal registration) and then Registry will formally contact you as a student to complete matriculation. From this point on you are officially enrolled within the Pg Cert in Academic Practice and fees apply (see section under fees below).

*Fees*

The Pg Cert in Academic Practice is considered staff development for Edinburgh staff and as such is a 'zero-fee' programme for UoE contracted staff.

If participants leave the University before completion of the programme, they are considered liable to self-fund all outstanding courses.

**Academic Appeals**

The University website spells out the formal complaints procedures for academic appeals and can be found here:

http://www.ed.ac.uk/schools-departments/academic-services/students/postgraduate-taught/academic-appeals

Special Circumstances cases will be dealt with as in other postgraduate programmes in the Moray House School of Education.

**Information on resources**

**The work of the Institute for Academic Development (IAD)**

The aim of the IAD is to assist the University in its goal of achieving high standards in Learning and Teaching at both undergraduate and postgraduate levels. To this end, an important strand of our work is directed at the professional development of teaching staff. The Pg Cert in Academic Practice is one of several forms of support we provide.

Our remit also encompasses more general responsibilities for the support of innovation and dissemination of good practice in teaching. We offer guidance and consultation to schools and colleges and support for various policy-related initiatives. We also provide confidential consultation with teaching staff regarding any questions or concerns they might have related to teaching, learning or assessment. For further info on our work see http://www.ed.ac.uk/institute-academic-development

*Resources for Teaching, Learning and Assessment*

You are welcome to make use of the Resource Collection at the IAD. The Resource Collection has a collection of resources including books and handbooks that are currently housed in IAD's resource room (to be in new Holyrood Road building). Keys for access may be requested from the Programme Manager.

*Useful websites*

**Institute for Academic Development**
http://www.ed.ac.uk/institute-academic-development

**Higher Education Academy**
http://www.heacademy.ac.uk/

**Moray House School of Education**
**http://www.ed.ac.uk/education**

**University of Edinburgh Degree Regulations and Programmes of Study**

http://www.drps.ed.ac.uk

Moray House
School of Education

*Programme Team*

**Dr Hazel Christie** is a Fellow of the HEA and member of the IAD's Learning and Teaching team.  Her main responsibility within the team is as Programme Director for the Postgraduate Certificate in Academic Practice.  Her research focuses on the changing nature of the student experience in higher education, with an emphasis on understanding how students become successful learners. In particular, she is interested in the emotional dynamics of learning and in how students develop their learner identities.  Hazel has worked in a number of Universities in Scotland, both as a lecturer and in student support services. She is a Fellow of the Higher Education Academy and a member of the Staff and Educational Development Association.

**Ms Debbie Aitken** is a Senior Fellow in Medical Education and the Director of the Clinical Educator Programme at the University of Edinburgh Medical School, where her teaching responsibilities include supporting clinical educators through a schedule of courses and activities on the Clinical Educator Programme, the Edinburgh Summer School in Clinical Education and the MSc in Clinical Education. She also supervises MSc dissertation students and first and final year medical student research projects. Prior to taking up her post at the University of Edinburgh, Debbie trained as a Medical Educationalist at the Royal College of Physicians of London following several years of teaching in schools and training of student teachers. Debbie is a Fellow of the Higher Education Academy and she also recently completed both the PGCAP and the MSc in Digital Education at the University of Edinburgh.  She is currently completing her PhD at the University of Cambridge where she is looking at the impact and effectiveness of medical school faculty development, particularly in relation to "iGeneration" medical students and feedback.

**Dr Amy Burge** is a Fellow of the HEA and works in the Institute for Academic Development where she provides support for tutors and demonstrators. Amy has a PhD in Women's Studies from the University of York. She has a teaching and research background in the humanities and social sciences; she has previously been a Teaching Fellow in the School of Literatures, Languages and Cultures. Amy undertakes research on higher education teaching and learning and works closely with staff and students in the College of Humanities and Social Sciences at Edinburgh.

**Dr Maria Grade Godinho** is a Fellow of the HEA.  She is a biologist with a PhD in Neuroscience. She contributed to research projects in molecular, cellular and plant biology as well as nanotechnology and neuroscience, in laboratories at research institutes, university departments and biotechnology companies in Portugal, New Zealand and Australia. Maria's teaching qualifications include a Postgraduate Teaching Internship, an award winning teaching and learning programme at the University of Western Australia, and she is a Fellowship of the HEA in the UK. Currently Maria is part of the Tutors and Demonstrators team at the Institute for Academic Development at the University of Edinburgh, teaching orientation courses for the sciences and teaching in the HEA accredited course Introduction to Academic Practice, and she also provides mentorship in the Edinburgh Teaching Award.

***Dr Neil Lent*** is a Senior Fellow of the HEA and Lecturer in University Learning and Teaching within the Institute for Academic Development.  He has a key responsibility for supporting the University's Schools to enhance their practices in assessment and feedback. Before taking this post he was project manager of the SFC funded (and THE Award winning) 'Making the Most of Masters project' until December 2013. Before coming to Edinburgh he was the Research Director of a large-scale evaluation of the Quality Enhancement Framework for learning and teaching in Scottish higher education. He has a PhD from the Educational Research Department at the University of Lancaster.  He has interests in work based learning and graduate employability, impact evaluation of educational initiatives and policy, the relationship between employability discourses and learning theory, and the enhancement of assessment and feedback practices in higher education

***Dr Daphne Loads*** is a Senior Fellow of the HEA and an Academic Developer in the Institute for Academic Development at the University of Edinburgh, where she has responsibility for supporting academic staff with their teaching.  Her background is in English Literature, she has professional qualifications in Counselling, Social Work and Teaching in Higher Education.  She completed her EdD through the Open University. Daphne is a reviewer for academic journals in the field of academic development. Recent publications reflect her interest in the arts-enriched professional development of university lecturers.

***Dr Hamish Macleod*** is a Senior Fellow of the HEA and a Senior Lecturer in Moray House School of Education.  His background is in psychology and biology, having taught for many years in the University's Department of Psychology.  He has interests in the uses of information technology, particularly computer-mediated communications, social technologies, and digital games, in Learning and Teaching, and in the question of what it means for an undergraduate to be "information literate". His main teaching involvement is on the University's MSc in E-Learning http://online.education.ed.ac.uk/

***Dr Velda McCune*** is a Principal Fellow of the HEA and a Senior Lecturer.   She is Deputy Director at the Institute for Academic Development (IAD). She heads up the Learning and Teaching team within the IAD. The team does academic development work with staff across the University and provide guidance to students about how to learn effectively. Velda has a broad range of teaching experience with undergraduate and postgraduate students both face-to-face and online, including programme leadership. Her research interests centre on students' perceptions and experiences of learning in higher education.

***Dr Celeste McLaughlin*** recently joined the Institute for Academic Development as Head of Academic Development for Digital Education. Celeste previously worked as a Subject Specialist for Jisc with a remit for teaching, learning and assessment and became involved in a number of R&D projects including the Electronic Management of Assessment, Digital Student and Digital Credentials projects. She has taught in both further and higher education and has extensive

experience teaching in blended and online environments. Her interests include open education, digital literacies and digital capabilities, and digital credentials and has developed a digital practitioner series of Open Badges.

***Dr Jon Turner*** is Director of the Institute for Academic Development (IAD). Following his PhD in petroleum geology he completed an industry funded post doc before helping to set up and then lead the inter-disciplinary Master of Research (MRes) in the Natural Environment at Edinburgh. Jon has worked with many different institutions, in the UK and internationally, to develop courses and promote skills training, personal, professional and career development to researchers, supervisors and universities. As Director he is responsible for the overall strategic direction, management and leadership of the IAD.