



INSTITUTE FOR  
**ACADEMIC  
DEVELOPMENT**

**Postgraduate  
Certificate  
in  
Academic  
Practice  
(Higher  
Education)**

**Programme Handbook**

December 2020

Moray House  
School of Education  
and Sport



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## Welcome

Welcome to the Postgraduate Certificate in Academic Practice (Higher Education). 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 for Academic Development and Moray House School of Education and Sport, 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. Key to this engagement is the UK Professional Standards Framework, which is used as the cornerstone from which to reflect on and develop your activities, core knowledge and professional values. 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.

Due to the ongoing COVID-19 crisis we have made arrangements for the December 2020 PgCAP to be taught online until a time we can resume face to face teaching. We have worked hard to ensure that this matches the traditional experience of participating in the PgCAP and that all the methods of delivery still enable you to meet the course learning outcomes. The information in this handbook has been updated as much as possible to reflect these temporary changes, but please check the programme Learn sites for the courses you are taking for the most up to date information.

We look forward to meeting you online and hopefully in person in the near future.

Hazel Christie

Programme Director

## Programme Team (\*Board of Examiners)

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## About this Handbook

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

Amendments may be required from time to time and all Programme participants will receive copies of these. The handbook does not supersede 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](http://www.drps.ed.ac.uk)).

## Basic information on this Programme

The PgCAP is offered by the Institute for Academic Development through the postgraduate programme route of the Moray House School of Education and Sport. Unlike other programmes in this School, which mainly focus on teaching in schools and colleges, the PgCAP is directly targeted at university staff with teaching responsibilities or learning support roles from across the three Colleges of the University of Edinburgh

### Who is it for?

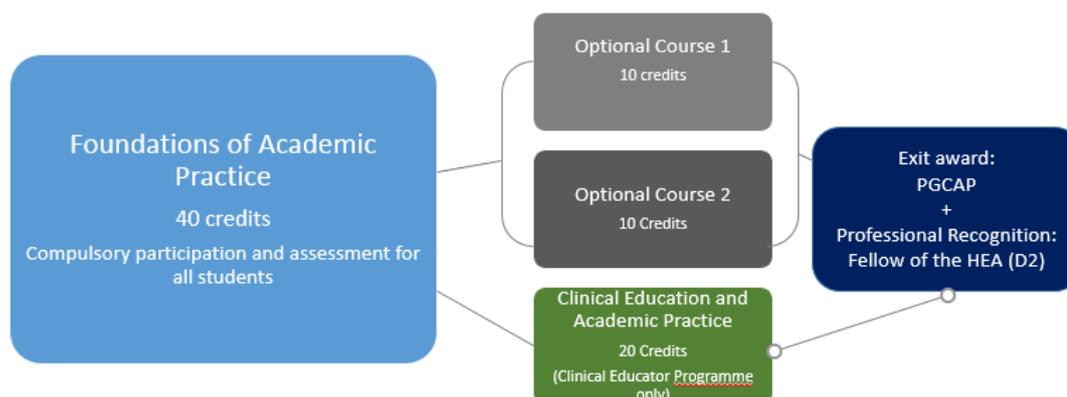
The PgCAP is, in the first instance, targeted at new lecturers working at the University of Edinburgh who wish to develop a scholarly approach to the knowledge, attitudes and practical skills required for creating effective learning environments for students. This includes post-docs and research staff currently undertaking teaching roles at Edinburgh, as well as staff who play a significant role in supporting learning, teaching and assessment. We also welcome experienced staff at the University who wish to think more deeply and critically about their academic practice through engaging with contemporary theory and research in higher education.

### CPD opportunities for experienced staff

If you are seeking continuing professional development in Learning and Teaching, it is possible to do this through the PgCAP. Individual courses can be taken by experienced staff wishing to further enhance their existing knowledge and skill without the requirement to complete the entire programme. If one or more courses of the Programme are taken as an informal part of your professional development, no assessment is required and therefore there are no credits attached to this form of participation. Please note, to be eligible for the award of the Postgraduate Certificate you must undertake the programme formally, with the intention of meeting all the assessment and attendance requirements necessary.

## Structure of the PgCAP (Higher Education)

### University of Edinburgh Postgraduate Certificate in Academic Practice



All students begin the PgCAP by participating in the Foundations of Academic Practice course. This 40 credit course is split into four blocks taught over two semesters. These will be delivered online through a combination of synchronous (students attend together on Collaborate) and asynchronous (directed learning activities through Learn) delivery. It is designed to be relevant to both experienced and less-experienced staff in teaching-related roles through a focus on building on your existing practice and critical reflection on contemporary scholarship and research into higher education learning and teaching.

On completing Foundations of Academic Practice, you will then be able to choose to study two of six optional courses (10 credits each) and deepen your practice in areas that interest you. The options courses are each one semester long. The options will be delivered in a range of ways, some face-to-face and others fully online. For the foreseeable future all option courses in 2020 will be delivered online unless you are otherwise informed. You will take one option per semester.

Students from the Edinburgh Medical School will not study from the optional courses, but undertake a bespoke course in Clinical Education and Academic Practice (20 credits).

All courses are M level (SCQF level 11).

On successful completion of all assessments, you will be awarded the PgCAP and automatically receive the professional recognition status of Fellow of the Higher Education Academy.

Full details of all courses can be found from page 8

## Becoming a Fellow of the Higher Education Academy

The PgCAP is a programme accredited by the Higher Education Academy against Descriptor Two of the UK *Professional Standards Framework (UKPSF)*, a nationally-recognised framework for benchmarking success within HE teaching and learning support.

The UKPSF describes the Areas of Activity, Core Knowledge and Values (the ‘Dimensions’) expected from university teachers in a variety of roles and the four categories of fellowship, which are Associate Fellow (Descriptor One or D1), Fellow (D2), Senior Fellow (D3) and Principal Fellow (D4).

Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K3 How students learn, both generally and within their subject/disciplinary area(s)	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	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	

[https://www.heacademy.ac.uk/system/files/downloads/uk\\_professional\\_standards\\_framework.pdf](https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf)

A Fellow of the HEA (D2) is someone who is able to demonstrate a broad understanding and engagement with all areas; essentially someone with a well-rounded teaching practice. The Programme is designed around the key elements of Descriptor 2 of the UKPSF and the assessments will allow you to show how each of these elements has been incorporated into your own academic practice.

You will be introduced to the UKPSF in the 40 credit compulsory course, Foundations of Academic Practice and shown how to link to your learning to the three Dimensions and demonstrate engagement with them in your assessments. After completing the Foundations course, we give you the opportunity to personalise and broaden your experience of development in relation to the UKPSF by choosing two optional courses. We have provided an outline of the assessments for each option along with guidance as to which aspects of the Areas of Activity, Core Knowledge and Professional Values each option particularly emphasises.

This means that when you graduate from the PgCAP (60 M level credits) you are eligible to become a *Fellow* of the HEA; the assumption being that successful completion of the PgCAP has provided you with a deep understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values specified by the UKPSF; 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.

The Programme Manager will inform you when you have successfully completed the programme requirements and give you details of graduation. The HEA will be informed of your success and 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 while you remain a member of staff of this institution or have moved to work in another institution subscribed to the HEA.

## Aims of the Postgraduate Certificate in Academic Practice

The programme introduces you to significant issues in relation to academic practice at a research-intensive institution and provides the opportunity for you to develop your academic practice in line with the vision set out in the UKPSF. 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 the UKPSF, as well as current research within the field of academic practice in higher education, the programme will provide you 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 Programme has been designed in accordance with the *Scottish Credit and Qualifications Framework (SCQF)* level 11.

## Programme intended learning outcomes mapped against the UKPSF

The PgCAP Intended Learning Outcomes (ILOs) are designed to match Descriptor 2 of the UKPSF and are mapped against each other below:

Intended Learning Outcome	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
<b>Demonstrate critical understanding of key concepts and theories relating to core areas of academic practice.</b>			Y			Y	Y	Y	Y	Y	Y			Y	
<b>Application of concepts and theories research to enhance academic practice appropriate to discipline and working context.</b>	Y	Y	Y	Y		Y	Y							Y	
<b>Critically evaluate practical constraints and affordances in work settings: identify practical solutions.</b>	Y			Y			Y		Y	Y				Y	Y
<b>Communicate ideas persuasively to colleagues, students and others. Includes diversity through ensuring academic practice is inclusive.</b>		Y			Y						Y	Y	Y		Y
<b>Understand practice is informed by critical reflection on their work and their own development as an academic practitioner. Working with others to bring about change and development.</b>	Y				Y						Y			Y	

## Overview of PgCAP courses:

Compulsory	Optional (10 credits each)	Clinical Educator Programme
Foundations of Academic Practice (40 credits)	Researching your Teaching	Clinical Education and Academic Practice (20 credits)
	Working with Large Student Groups	
	Accessible and Inclusive Learning	
	Digital Education	
	Working with Postgraduate Students	
	Leadership in Higher Education	

## Scheduling

Foundations of Academic Practice is offered twice a year, with intakes in Semester 1 and Semester 2.

Each course option is normally offered once per year. Please consult the PgCAP programme pages (ongoing) in LEARN for possible changes and updates on scheduling. This is especially important during the ongoing COVID-19 crisis,

### **The following courses are typically offered in December-February (Semester 1)**

- Foundations of Academic Practice
- Researching your Teaching
- Working with Postgraduate Students
- Leadership in Higher Education

### **The following courses are typically offered in March- June (Semester 2)**

- Foundations of Academic Practice
- Accessible and Inclusive Learning
- Digital Education
- Working with Large Student Groups

## 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).

## Course descriptors

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

### Compulsory course

#### EDUA11388 Foundations of Academic Practice 40 M-level credits)

Foundations of Academic Practice will begin from the premise that we should start from, and build on, colleagues' own academic practice as they seek to develop the activities, core knowledge and professional values identified in the UKPSF. By drawing on the scholarly literature, including both qualitative and quantitative research, reflective accounts of practice and other diverse forms of enquiry, it will provide colleagues with some foundations that could be used as the basis for their further development of, and learning about, their academic practice. The course will address theory and practice in promoting active learning and student engagement in higher education, with a view to enabling our participants to work constructively with diverse groups of students and with varying capabilities. It will look at the importance of learning journeys and student diversity in designing and teaching in a range of learning environments, as well as at questions about learning design and delivery, including the use of technology. It will also look at the development of a research portfolio and an important theme is to support participants with career planning and to give them the tools they need to develop their academic practice, including both leadership and pedagogic practice, over a number of years.

The course will be delivered in four blocks: academic roles, identities and practice; promoting active and engaged student learning; designing high quality learning environments; and putting your learning into practice. The four blocks will be taught across two semesters.

The assessment will required participants to draw on the UKPSF to reflect on their own experience and disciplinary context, as well as the knowledge and understanding gained from engaging with the course and literature.

Participants are asked to submit an 8,000 word blog (or multi-media equivalent) based on their developing academic practice. Each blog post will address a substantive aspect of their developing academic practice.

Peer observation of teaching is a compulsory part of this course. It is possible to observe Collaborate sessions or to share online learning materials for dialogic feedback in lieu of face to face opportunities. The scheme will provide participants with the opportunity to have their teaching assessed by an experienced colleague, and reflections from this (both observing and being observed) will form one of the entries to the assessed blog.

The blocks of Foundations of Academic Practice will cover the aspects of Descriptor 2 as follows:

Foundations blocks	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	K6	V1	V2	V3	V4
Academic roles, identities and practice			Y	Y	Y	Y				Y	Y				Y
Promoting active and engaged student learning			Y						Y			Y	Y		
Designing high quality learning environments	Y		Y	Y			Y	Y	Y	Y	Y			Y	
Putting your learning into practice		Y			Y	Y					Y			Y	

## Assessment

### Formative

The course is made up of four Blocks. As an ongoing formative assessment you will be completing a series of reflective blog posts and set tasks as you go through the course. You will receive feedback for these from the course team and your student peers.

Each blog post will address a substantive aspect of their developing academic practice. You are required to draw on your own experience and disciplinary context, as well as the knowledge and understanding gained from engaging with the course and literature. Detailed guidance and support will be provided, and colleagues will be encouraged to use multi-modal methods where appropriate. This assessment strategy will enable colleagues to demonstrate achievement in a number of ways thus promoting inclusion of different learning preferences. Peers will be encouraged to give feedback to one another on the blog posts, and to repurpose the material on the basis of the comments received. This will allow colleagues to explore the risks and challenges around assessment and feedback, as well as ensuring that the course models a range of assessment strategies.

### Summative

Participants are asked to submit an 8,000 word blog (or digital equivalent) based on their developing academic practice.

The summative assessment will involve updating your blogs as you develop to provide an overall reflective synopsis of your learning throughout the course.

As the programme is accredited by AdvanceHE it is also important to address all dimensions of the UKPSF across your blogs. A mapping tool is provided to assist with this and should also be handed in,

## Optional courses (10 M level credits)

The Foundations of Academic Practice course is intended to give baseline coverage all six HEA UKPSF descriptors at Fellowship level together with coverage of all Areas of Activity, Core Knowledge and Professional Values. Participants are also required to take two optional courses to extend their knowledge in aspects of the UKPSF that are particularly relevant to their working contexts and aspirations for future development. Details of the optional courses can be found below together with the main parts of the UKPSF they are intended to cover. The aspects of UKPSF identified for each course are not exclusive: other aspects are likely to be included especially through flexibility in assignments briefs.

### EDUA11391 Researching your Teaching

The course begins from the premise that we can combine our own academic practice with effective educational research practice. This can include qualitative and quantitative research, reflective accounts of practice and other diverse forms of enquiry. The course will work through a step by step process of planning, implementing, analysing and reporting research. It will identify different approaches / methods and the kinds of problems they can be used to address. Through this process it aims to enable you to carry out your own independent educational research that is robust and valid on your own / your students' practice.

#### Assessment

##### Summative

Participants are required to draw on their own experience and disciplinary context, as well as the knowledge and understanding gained from engaging with the course and literature.

Participants are asked to submit an application for funding for an investigation into their teaching, along with a reflective commentary. This will include plans for dissemination in and beyond the university. The submission will follow the format of the Principal's Teaching Award Scheme research strand. Participants may choose to submit their application to the panel but are not required to do this. Please note that success in the course does not guarantee funding.

##### Formative

Participants will receive feedback from tutors and peers on a draft of their application and will have the opportunity to make changes prior to submitting for summative assessment.

This course focuses on UKPSF A5, V3, K2 and D2.v. The research proposal can also focus on engaging with other parts of UKPSF if students wish.

## EDUA11390 Working with Large Student Groups

This option will allow participants to gain a critical understanding of how to organise and design large courses, and to teach large groups of students. The rationale for the course is two-fold. First, this course will address the question of teaching at scale in higher education. Much teaching is done in large classes, often of 200 or more students, and there is a need to consider the kinds of learning environments that can be cultivated in this context. Indeed, the demand for a course of this kind is being raised by staff themselves through avenues such as the networks for experienced teachers and for UG course organisers. Further, there is a need to problematize what we mean by scale in large group teaching. At one end of the spectrum there is the example of the tutorial group that operates with large numbers and, at the other end, the example of Massive Open Online Courses. It is important that our staff consider the kinds of learning environments that can be created in these different sorts of large group teaching.

Second, the course will examine the pedagogies that are important in teaching large groups. This will consider questions of both course organisation and of course design. There will be opportunity to question the opportunities and challenges of teaching at scale, and how to use these productively to create high quality learning environments. A key emphasis will be on strategies and pedagogies for dealing with large groups including lecture recording and flipped classrooms, as well as assessing and giving feedback to large groups. Throughout there will be an emphasis on the use of technology to support learning activities, as well as on questions about how to ensure that teaching is inclusive, accessible and gives due regard to questions about equality and diversity.

### Assessment

#### Summative

Participants will draw on their own experience and disciplinary context, as well as the knowledge and understanding gained from engaging with the course and literature.

Participants are asked to submit a 2,500 word (+/- 10%) group report based on an investigation of a practices that they, or their Schools, use to support teaching at scale. This will allow participants the opportunity to investigate a question about large group teaching that is pertinent and relevant to their needs. Undertaking group work as part of their assessment will give them an authentic experiences of the issues and challenges that staff face in managing and assessing group work undertaken by their own students. Detailed guidance and support will be provided in relation to the project.

#### Formative

Class Feedback: participants will receive informal feedback from lecturers and peers in each block on their engagement and contribution. During the teaching blocks there will be a session on preparing for the summative assessment task. This will allow participants to get formative feedback on their proposed project.

The focus of this course is mainly on A2, A4 and K2 although not necessarily exclusive to these elements.

## EDUA11393 Accessible and Inclusive Learning

This course will provide an opportunity for participants to gain a critical understanding about how to promote accessible and inclusive learning in higher education.

This course will address a complex, political and in current times much debated field within the higher education sector – the subject of how we support our students to become successful learners. At a time when neo-liberal values based on the market and performativity measures are driving change in higher education it is important to look to the affective domain of learning as well as to consider questions about care, compassion and social justice in the sector. There is a need for universities to promote positive health and well-being amongst student populations, and to address the rise in the proportions of students who are reporting mental health problems.

This course will also address the diversity of student learners in higher education sector. The emphasis will be on the ways in which staff can support diverse students to become successful learners. Drawing on themes such as internationalisation, mainstreaming and inclusive practice, the course will investigate ways of encouraging a sense of belonging amongst all students, creating an inclusive curriculum and classroom, and supporting diverse students through the student lifecycle.

This course will provide participants with an opportunity to engage with and critically examine different theories and practices that will prepare them to support students in both pastoral and academic roles. Key to this will be and developing an understanding of issues including boundaries and confidentiality, supporting students with mental health issues and sensitive use of acceptable language.

### Assessment

#### Summative

Participants will use their own experience and disciplinary context together with knowledge and understanding gained from the course.

Participants are asked to submit a 2,500 word +/- 10% report based on a small piece of empirical research that they have conducted. They might, for example, conduct interviews with students with specific needs, undertake a critical investigation of practices in their School in respect to diverse learners or investigate the rhetoric around neo-liberalism. This will allow participants the opportunity to investigate questions about care and compassion, and student diversity that are relevant to their needs. Detailed guidance and support will be provided in relation to the project. This assessment strategy will enable students to demonstrate achievement in a number of ways thus promoting inclusion of different learning preferences.

#### Formative

Class Feedback: participants will receive informal feedback from lecturers and peers in each block on their engagement and contribution. During the teaching blocks there will be a session on preparing for the summative assessment task. This will allow participants to get formative feedback on their proposed project.

The course will focus on A1, V1, V2, and V4. As with others courses this focus is not exclusive (the summative assessment task makes engagement with A5 very likely for example).

## EDUA11389 Digital Education

This course will provide an opportunity for participants to explore the current opportunity afforded by digital technologies to support and enhance teaching practice and the support of learning. Participants will be encouraged to review their existing practice in digital education using the Digital Capabilities Six Elements Framework (Jisc, 2015). As the course progresses, participants will be encouraged to reflect on their own teaching practice by identifying future development needs as they consider the impact that digital can have on educational practice.

The course will consider a series of issues current to the developmental agenda of the University including the importance of digital transformation (Strategic Plan 2016) and the introduction of technologies such as lecture recording and their impact on teaching practices. The middle two weeks will focus on new and emerging pedagogies whilst weeks five and six will encourage participants to consider the role digital can play in assessment practice.

Participants will be encouraged to consider good practice in supporting an inclusive learning experience throughout the course. Technology can act as an enabler and the access and inclusion benefits (and barriers) that digital can bring will be explored during the course with a view to embedding inclusive practice.

### Assessment

There are two assignments: one focused on teaching and learning practice, and one around the area of assessment.

#### Summative

1. The first assignment will involve the creation of some small piece of open educational resource (OER) which ideally the participant would envisage being able to use in his or her own teaching practice. The OER would be fully developed and would be published, with appropriate Creative Commons licence to allow reuse and (perhaps) modification. In addition to the OER the participant would submit a commentary on their creation, setting out the rationale for its use, the learning objectives which it seeks to support, and the way that it might be incorporated into a course of study. The commentary might be a piece of writing (of 1000 words +/- 10%) or an equivalent, in some other medium, to be negotiated with the course tutor.
2. The second assignment will require the participant to design an assessment task (either conceived of as formative or summative) again ideally directed towards some assessment criterion that would be relevant to course that they teach, some other area of their practice which involves formative assessment, or the support of the learners' own reflection on achievement. The participant would develop the assessment specification for the learners, and an associated rationale for the assignment design, and its assessment. The commentary might be a piece of writing (of 1000 words +/- 10%) or an equivalent, in some other medium, to be negotiated with the course tutor.

#### Formative

Draft outlines of the two assessment exercises would be submitted at the ends of weeks 3 and 5, and peer feedback would be required by the ends of weeks 4 and 6. This will be managed by the creation of small groups within which reciprocal feedback will be shared.

This course will enable extended engagement with A4, K4, K5, V1 and V2.

## EDUA11179 Working with Postgraduate Students

This course will focus 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 modules and courses will consider 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. It will explore ways in which overall course design and the interrelationships of teaching, learning and assessment activities can capitalise on the strengths of students to:

- further develop their potential and interest in the disciplinary area;
- help them succeed in meeting the course requirements and aspirations;
- assist them in becoming more autonomous and self-aware learners.

The other part of the unit will be 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 will pay particular attention to the processes entailed in supervision and to student perspectives on supervision and will be undergirded by critical review of the research literature. Consideration will be given to the implications of differences in expectations, scale and time frames between Masters and Doctoral dissertations and theses.

Running throughout will be a concern to make use of the available research literature (which is growing but still somewhat 'patchy' as regards Masters study) and to indicate how it may contribute to our understanding of, and practical activities in, this important area of academic work. The course will also encourage participants' engagement with the Researcher Development Framework (RDF).

### Assessment

#### Summative

The assessment task is a written assignment (around 2500 words)

In order to provide you with the opportunity to apply your learning in a relevant way to your professional setting, there are three assessment options. Please choose the one that is most suitable for you to meet the course learning objectives in your current context.

1. Critical evaluation of practice
  - Identify an area of concern related to some aspect of working with postgraduate students. Carry out an investigative enquiry to provide recommendations for future ways of thinking or acting. Your enquiry can be based on an evaluation of relevant literature, empirical data gathering and analysis or both.
2. A strategy or policy document
  - Identify an area of concern related to some aspect of working with postgraduate students. Using relevant literature and research produce a strategy or policy document to inform professional practice. You should draw on conceptual and practical sources as well as general and subject specific.

### 3. Reflective Report on an initiative

- If you are involved with, or have the opportunity to carry out a new way of working with postgraduate students (e.g. a new assessment format, changes to induction procedures, additional support for international students), produce a report on the initiative. The report should outline the identified matter of concern, engage with and evaluate relevant literature (conceptual and practical, general and subject specific), describe the initiative undertaken and reflect on outcomes and potential future directions. The specific role of the student in the initiative should be clear. Please note you do not have to have completed the initiative to attempt this assessment.

#### Formative

Students will be supported to choose the most appropriate form of assessment for their learning needs and have the opportunity to receive feedback on a draft.

This course will enable focused engagement with A1, A4, V1, V2 and K2.

## EDUA11392 Leadership in Higher Education

This course will provide participants with an opportunity to develop a deeper and more critical understanding of leadership in higher education. Participants will be staff from across the university at different points in their careers and with varying balances of teaching, research, administration and other responsibilities.

The course will focus on the relevance and role of leadership for individuals and for organisations. Academic roles are multi-faceted, complex and subject to constant change. Leadership is a key requirement and challenge in these circumstances and is relevant to leadership of self and of others, leadership of discipline, projects, groups and organisations. It is relevant to all dimensions of an academic role, teaching, research, knowledge exchange and administration.

Through background readings, lectures and discussion we will introduce some of the key concepts in leadership, in general and with a specific focus on higher education. This will include the relationship between leadership and management, leadership styles and approaches, techniques to understand and improve leadership skills, performance and impact.

With contributions from participants and from guest presenters with experience of a range of academic leadership roles in different parts of the University, we will provide opportunities for participants to consider the relevance of leadership to their role and career – now and in the future. We will also look in more detail at the challenges of leadership in specific academic contexts and situations (e.g. teaching teams, research projects or groups, management roles).

During the course, through independent study and the assignment, participants will consider and develop a range of practical strategies to address the specific leadership challenges they face.

### Assessment

#### Summative

Participants will write two blog posts, each of between 750 and 2000 words (total of 2,000-2,500) and including links to relevant research articles or reports, on two of the following topics:

- An overview and reflection on the application of own and one other recipe to their personal context and situation (based on activity between days 1 & 2).
- A personal reflection on leadership styles and approaches to leadership in higher education. This could include an analysis of one's own leadership style and management practice, along with future plans for development.
- A case study of leadership and management practice (for example a teaching/course team or research group). This could include an assessment of the current approach to leadership and management, along with plans and recommendations for practical improvements, including consideration of indicators of success, time scales and risk.
- Reflection on time spent shadowing a colleague in their leadership role, including consideration of activities, challenges and approaches.

### Formative

Participants will be encouraged to steer their treatment of these assignment topics in a direction that is of most use to them personally, and to think creatively and flexibly about their approach. Time will be set aside on both days to discuss possible topics and approaches. Participants will be invited to submit blog outlines or drafts to the course organiser in advance of final submission to ensure alignment with course learning outcomes and obtain formative feedback on their ideas.

This course connects particularly well with A5 and D2.v1.

## EDUA11310 – Clinical Education and Academic Practice

***This course is for credit for those who have completed the Clinical Educator Programme (level 3) 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 and 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.

# 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 programme 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 option courses offered within the PgCAP are very short, limited to two-full days of actual in-class time. This approach was chosen to honour participants' many other commitments. The compulsory 40-credit course is traditionally offered over 3 face-to-face days and equivalent one online day. During the COVID-19 crisis, all courses will be delivered online.

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 PgCAP, 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) or the equivalent online activities for fully online courses. This remains

the case during the COVID-19 crisis although the focus will be on participation rather than attendance. Completion of tasks can be carried out on a more flexible basis, but still within timeframes. Please check the relevant Learn sites and information from course leaders to ensure you are aware of what these are.

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.

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](mailto: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 postgraduate 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.

During the COVID-19 crisis, it is even more important than usual to stay in contact with your personal tutor and course team so that we can ensure that we are aware of any issues or difficulties that may arise and can work together to resolve them swiftly. We want to stress that we are ready and willing to help, even if it is for an encouraging chat – you do not have to have a ‘problem’ to get in touch!

### ***The practicalities of the Personal Tutoring system.***

All new students on the PgCAP will be allocated 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 online. The onus rests with you to decide if you want to participate in this aspect of the personal tutoring scheme i.e. 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***

<b>Objectives of a PT system designed to strengthen and update academic and pastoral support</b>	<b>Support offered to you across the PgCAP</b>

<p><b>1. Course selection.</b></p> <p>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.</p>	<p>The practicalities of course selection are handled by Programme Manager who liaises regularly with you about course choices and pathways through the degree.</p> <p>There is the opportunity to have a one-to-one meeting with your Personal Tutor at which option choices are discussed.</p>
<p><b>2. Reflection on links between PgCAP, other aspects of academic and professional development, and academic career planning.</b></p> <p>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.</p>	<p>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.</p> <p>There is the opportunity to meet with your Personal Tutor to reflect on your professional development and career planning.</p> <p>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.</p>
<p><b>3. Support with academic difficulties and challenges.</b></p> <p>We want to provide you with the support you need to meet the challenges you face when you become a participant on the PgCAP. 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.</p>	<p>There may be occasional group meetings or writing retreats open to everyone and are used as a space in which to discuss support with assessments, as well as academic or pastoral issues.</p> <p>Many opportunities throughout the taught courses to develop peer support networks that can be enormously helpful in addressing academic difficulties and challenges.</p> <p>Opportunity to discuss academic difficulties and challenges with your Personal Tutor at any time.</p>
<p><b>4. Pastoral support needs.</b></p> <p>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.</p>	<p>You should feel free to contact your Personal Tutor when you have any pastoral support needs.</p>

<p><b>5. Belonging to an academic community</b></p>	<p>This is a key principle of the PgCAP where you will meet and network with a wide variety of people from across the University.</p> <p>You will also build networks with your peers on the PgCAP as you make your way through the core course and your option courses.</p>
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## Teaching methods

The Programme is taught primarily through face to face teaching but will make use of some online learning activities. The 'Foundations of Academic Practice' will have one section delivered 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.

## 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, as well as to the UKPSF. A considerable degree of choice is built into each of the assessments by allowing for substantial flexibility in how to approach the required assignment.

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. We do not accept APL from colleagues who have done Graduate Teaching Assistant programmes elsewhere. APL is not possible for Foundations of Academic Practice.

## 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.

## Postgraduate Assessment Regulations

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/academic-services/policies-regulations/regulations/assessment>

***A 10 M level credits course is associated with 100 notional effort hours. A 40 M level credits course is associated with 400 notional effort hours.***

## 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 and Sport'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](mailto:iad.pgcert@ed.ac.uk) or by phone at 651 6661.

## Assessment framework

### ***Assignment submission***

All assignments should be **submitted electronically to each course's LEARN site** through MyEd. With Blog assignments, these are continued within the Blog set up through LEARN and Wordpress. Any difficulties should be identified as soon as possible to the Programme Manager via email [iad.pgcert@ed.ac.uk](mailto: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 entitle your submission through LEARN and turnitin assignment submission within your course's LEARN site – please use the name of your course and your matriculation number as identifier on your title.

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

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

## Assignment Practical Guidance

a	Consider contacting your course director for 'feed-forward' support.
b	Submission is via LEARN, through the Assignments area of your course's LEARN site – email <a href="mailto:iad.pgcert@ed.ac.uk">iad.pgcert@ed.ac.uk</a> or phone 0131 651 6661 if you have any problems.
c	<p>Your LEARN site for your courses will give assignment tasks and how to submit through Turnitin within the 'Assignments' area. Your submission should be entitled in the style 'WwPgS_s1234567' where 'WwPgS' is the name of the course (Working with Postgraduate Students as an example) and s1234567 is your matriculation number. If, for some reason, there has been an issue with your matriculation, you would use your staff number SN_1234567.</p> <p>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.</p>
d	For ease of marking, please choose a typescript of font size 12, using 1.5 line spacing, with a sans serif font (A sans serif font is one without additional flourishes at the ends of letters, for example, Calibri or Arial). Number the pages of your document and use either your student matriculation number as a footer.
e	<p>The PgCAP is Masters level postgraduate study and therefore academic referencing is expected. The Harvard referencing system is predominantly used by Moray House School of Education and Sport. See the following for additional guidance on using this :</p> <ul style="list-style-type: none"> <li>• Information Services (University of Edinburgh) document on Harvard style of citing references:</li> <li>• <a href="http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf">http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf</a></li> <li>• Harvard referencing tutorial by the University of Cardiff's Library <a href="https://ilrb.cf.ac.uk/citingreferences/tutorial/index.html">https://ilrb.cf.ac.uk/citingreferences/tutorial/index.html</a></li> <li>• Harvard style referencing Tutorial by Leeds University library <a href="http://library.leeds.ac.uk/downloads/tutorials/harvard-referencing/index.html">http://library.leeds.ac.uk/downloads/tutorials/harvard-referencing/index.html</a></li> </ul>

f	Consider your good practice in academic writing. This website <a href="http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/learning-resources/standards">http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/learning-resources/standards</a> gives information and resources to help improve your academic writing and ensure that you understand what plagiarism is and how it can be avoided.

## 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 organiser and explain why you require an extension. Normally a one 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 compulsory course means that you will not be able to graduate from the Programme. In exceptional circumstances, further resubmissions may be allowed for the compulsory course due to the link with professional accreditation. This must be approved by the College Postgraduate Office and Programme Director (along with any formal programme extension timing if required).

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

## Marking

All assignments submitted for the PgCAP will be marked and then internally moderated. We aim to return provisional assessments (subject to moderation and confirmation by the following Board of Examiners) and feedback 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).

### 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 demonstrate they have met the learning outcomes for course (see course information on LEARN or on the Degree Regulations and Programmes of Study).

***All programme participants are asked to follow the assignment guidance and criteria included under the section ‘Assignments’ under each course in LEARN.***

### Marking template Foundations of Academic Practice

In order to meet the intended learning outcomes and award a pass the marker must be satisfied all parts of Descriptor 2 of the UKPSF (D2.I to D2.VI) are adequately covered. (D2.I to D2.IV) are addressed through the relevant Areas of Activity; Core Knowledge and Values). If any part of the Descriptor is not met then feedback needs to be given on what the student needs to do to meet these requirements upon resubmission.

1. Demonstrate critical understanding of key concepts and theories relating to core areas of academic practice.	Commentary
<b>Areas of Activity</b> UKPSF A3 <b>Knowledge</b> UKPSF K1, K2, K3, K4, K5, K6 <b>Values</b> UKPSF V3 <b>and D2.V</b>	<b>WHAT WENT WELL</b>  <b>WHAT COULD BE IMPROVED</b>

2. Application of concepts and theories research to enhance academic practice appropriate to discipline and working context.	Commentary
<b>Areas of Activity</b> UKPSF A1, A2, A3, A4 <b>Knowledge</b> UKPSF K1, K2 <b>Values</b> UKPSF V3 <b>and D2.V</b>	<b>WHAT WENT WELL</b>  <b>WHAT COULD BE IMPROVED</b>

<b>3. Critically evaluate practical constraints and affordances in work settings: identify practical solutions.</b>	<b>Commentary</b>
<b>Areas of Activity</b> UKPSF A1, A4 <b>Knowledge</b> UKPSF K2, K4, K5 <b>Values</b> UKPSF V3, V4  <b>and D2.V</b>	<b>WHAT WENT WELL</b>  <b>WHAT COULD BE IMPROVED</b>
<b>4. Communicate ideas persuasively to colleagues, students and others. Includes diversity through ensuring academic practice is inclusive.</b>	<b>Commentary</b>
<b>Areas of Activity</b> UKPSF A2, A5 <b>Knowledge</b> UKPSF K6 <b>Values</b> UKPSF V1, V2, V4 <b>and D2.VI</b>	<b>WHAT WENT WELL</b>  <b>WHAT COULD BE IMPROVED</b>
<b>5. Understand practice is informed by critical reflection on their work and their own development as an academic practitioner. Working with others to bring about change and development.</b>	<b>Commentary</b>
<b>Areas of Activity</b> UKPSF A1, A5 <b>Knowledge</b> UKPSF K6 <b>Values</b> UKPSF V3 <b>and D2.V, D2.VI</b>	<b>WHAT WENT WELL</b>  <b>WHAT COULD BE IMPROVED</b>

## Foundations of Academic Practice – Marking Criteria

The staff team will be using the following criteria when marking your work:

Criteria	Refer/Fail	Pass
<b>1. Demonstrate critical understanding of key concepts and theories relating to core areas of academic practice.</b>	Little or no use of literature or research in HE L&T. Mentions theories but shows poor understanding of their relevance to practice. Little or no engagement or understanding of Quality Assurance shown	well-referenced, citations used to back up points made and choices for academic practice and quality assurance (A5,V3). Draws on key theories in HE L&T and demonstrates critical understanding of these through reflection on their role in creating effective learning (K1-6).

<p><b>2. Application of concepts and theories research to enhance academic practice appropriate to discipline and working context.</b></p>	<p>Very few or no examples of how the student has put concepts and theories into practice either in the classroom or online. Where there are practice examples, these are described rather than demonstrating the pedagogical reasoning behind the actions taken.</p>	<p>Good examples of practice provided (A1-4) and these show clearly how the student has drawn on concepts and theories (K1-2, V3) in order to design for learning, teaching and assessment (A1). Their pedagogical reasoning is evident through well chosen examples of application (K1-2, A1-4),.</p>
<p><b>3. Critically evaluate practical constraints and affordances in work settings: identify practical solutions.</b></p>	<p>There is little or no consideration of the context or realities of practice. Teaching has not been designed to optimise learning for students in the particular discipline or context. Poor discussion of the use of learning technologies in teaching. Little or no understanding of how to evaluate teaching. The wider context of HE is not considered.</p>	<p>There is clear evidence that the student has taken the disciplinary and university context of practice into account when designing for learning (V3, A1, A4)). Wider contexts of HE are also evident in the design of teaching (V4). There is critical evaluation of the possible uses of learning technology (K4). The student can demonstrate engagement with some common forms of evaluation of teaching (K5).</p>
<p><b>4. Communicate ideas persuasively to colleagues, students and others. Includes diversity through ensuring academic practice is inclusive.</b></p>	<p>Examples of practice and teaching observations are poor and do not suggest an understanding of students' diverse needs and the importance of fostering equal opportunities for participation. There is little or no indication that inclusivity has been designed in from the the outset. The relationship to QA and the student experience is not well understood</p>	<p>Examples of practice and teaching observations show the student is able to communicate well with a diverse range of people in order to ensure they all feel able to participate equally (A2, A4, V1-2). Learning is designed to ensure that principles of inclusive practice are built into all teaching activities (V1, V2). The relationship to QA and equality of the student experience is evident (K6, A4, V4).</p>
<p><b>5. Understand practice is informed by critical reflection on their work and their own development as an academic practitioner. Working with others to bring about change and development.</b></p>	<p>Little or poor critical reflection. It is hard to discern development or progression through the course. Over-reliance on own thoughts to consider changes or adaptations to practice rather than seeking ideas from literature or advanced practitioners.</p>	<p>Critical reflection is evident throughout (A5). The development of knowledge and skills as an academic practitioner is well-documented through examples and reflective narrative (A1, A5). The importance of engagement with theories and scholarship of HE L&amp;T to continuous professional development can be seen (A5, K6, V3).</p>

## Marking scheme

The standards required for a pass are derived from and consistent with those of the University Postgraduate 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].

## Board of Examiners

The Board of Examiners meets twice a year (usually in spring and autumn). The Board reaches a decision, based on your submission, whether you have successfully completed all the requirements for the PgCAP and whether you are now eligible for FHEA.

## 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](http://www.ed.ac.uk/iad)). Eligibility of those that apply will be checked automatically through this system.

Normally all staff are eligible to take courses (including staff on research contracts) but priority is given to new academic staff on regular lecturer's appointments. To complete the programme you must be able to show successful practice across all of the Areas of Activity from the UKPSF, so if you have limited teaching duties, this may not be possible:

- 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.

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](mailto:iad.pgcert@ed.ac.uk)) to explore whether they can secure a place on an alternative course.

## Official Registration for the Programme

Although we appreciate that course participants' lives are busy and additional obligations may easily conflict with course requirements, we will be requiring students to formally register and matriculate in advance of joining us for the first block of their compulsory course. We do not require auditing participants to go through this process.

You will be asked to complete a formal application form, which will lead to full registration and matriculation as a student on the programme. The programme manager 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 Student Administration (Registry) will formally contact you as a student to complete matriculation. From this point on you are officially enrolled within the PgCAP and fees apply (see section under fees below).

## Fees

The PgCAP 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/academic-services/students/appeals/what-is-an-appeal>

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

## University of Edinburgh Degree Regulations and Programmes of Study

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

## Programme Team

**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 Senior 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 Hazel Christie** is a Fellow of the HEA and Head of the CPD Framework for Learning and Teaching within the University. 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.

**Dr Andrea English** is a Senior Fellow of the HEA. Andrea is a Chancellor's Fellow in Philosophy of Education in Moray House School of Education and Sport. Andrea has taught in teacher education and graduate education programmes in Canada and Germany and currently leads the international research network on Listening in Education: "Listening Study Group".

**Rayya Ghul** is a National Teaching Fellow and Principal Fellow of the HEA and member of the IAD's Learning and Teaching team. She is a Lecturer in University Learning and Teaching and the Deputy Programme Director for the Postgraduate Certificate in Academic Practice. Rayya is an experienced academic developer with a background in teaching on undergraduate and postgraduate programmes for higher education learning and teaching and health professions. She has carried out research into critical reflective practice and service user involvement in learning and teaching and led the development of the Learning and Teaching Strategy at her previous institution.

**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 Donna Murray** is a Senior Fellow of the HEA. Donna is Head of Taught Student Development at the Institute for Academic Development (IAD). In relation to PGT provision through IAD, Donna works on developing different models for supporting the academic development of students; transitions from and to higher education; and the pedagogy of online and distance learning at the Masters level. Donna is also a member of the Education for High-Growth Innovation research group which formed from the Cambridge-MIT Institute. My research in this area is focused on self-efficacy and entrepreneurial intent.

**Prof 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.

**Celeste McLaughlin** is a Senior Fellow of the HEA and 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.