



INSTITUTE FOR
**ACADEMIC
DEVELOPMENT**

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

Programme Handbook

Autumn 2023

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 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.

The Programme will be taught fully on-line. We hope this will provide you with a rich learning environment and there will be a mix of synchronous and asynchronous activities that will allow you to meet the learning outcomes for each course. Please check the Learn ultra site for each course for full details of these learning activities.

We look forward to meeting you online 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).

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. To come on to the PgCAP you must be employed on a Grade 7 contract or above. This includes everyone who teaches and /or supports learning from teaching fellows to professors and from staff in support services to those employed in information services.

The PgCAP also provides a D2 route for Clinical Educators with significant teaching responsibilities, as well as an exit point for clinical educators able to evidence D1 only.

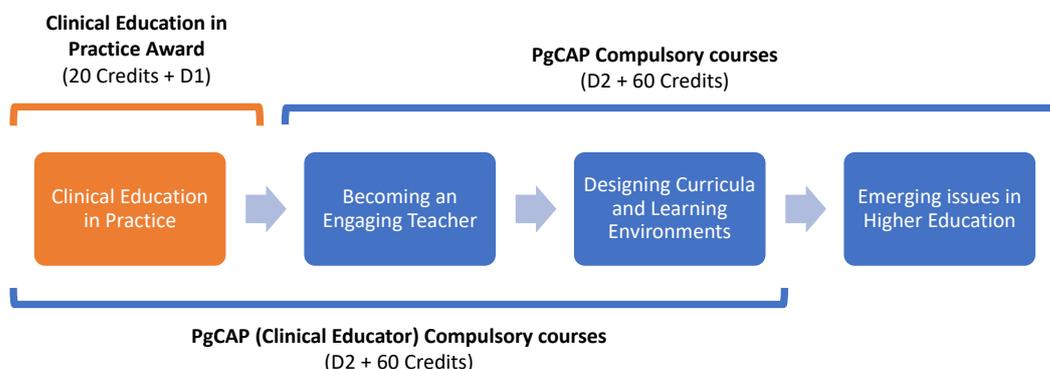


Figure 1: PgCAP All routes

Information for participants undertaking the Clinical Educator route is provided in a separate Handbook.

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)



Figure 2: PgCAP (HE) compulsory courses

All students study three 20 credit courses for award of the PgCAP. The courses are all delivered online through a combination of synchronous (students attend together on MS Teams) and asynchronous (directed learning activities through Learn ultra) delivery. All students begin the PgCAP by participating in the Becoming an Engaging Teacher course. This 20 credit course is taught in the first semester and 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.

In the second semester you will take the course Designing Curricula and Learning Environments. This will invite you to critically consider key perspectives on course and programme design in higher education. In semester three students will take the course Emerging Issues in Academic Practice. Here you will undertake an independent educational research project which will deepen your practice in areas that interest you.

Please note that Clinical Education students will not have to take Emerging Issues in Academic Practice, as they will already have completed Clinical Education in Practice (see figure 1, above). Please refer to the PgCAP Clinical Educator handbook for further details.

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 *Professional Standards Framework (PSF)*, a nationally-recognised framework for benchmarking success within HE teaching and learning support.

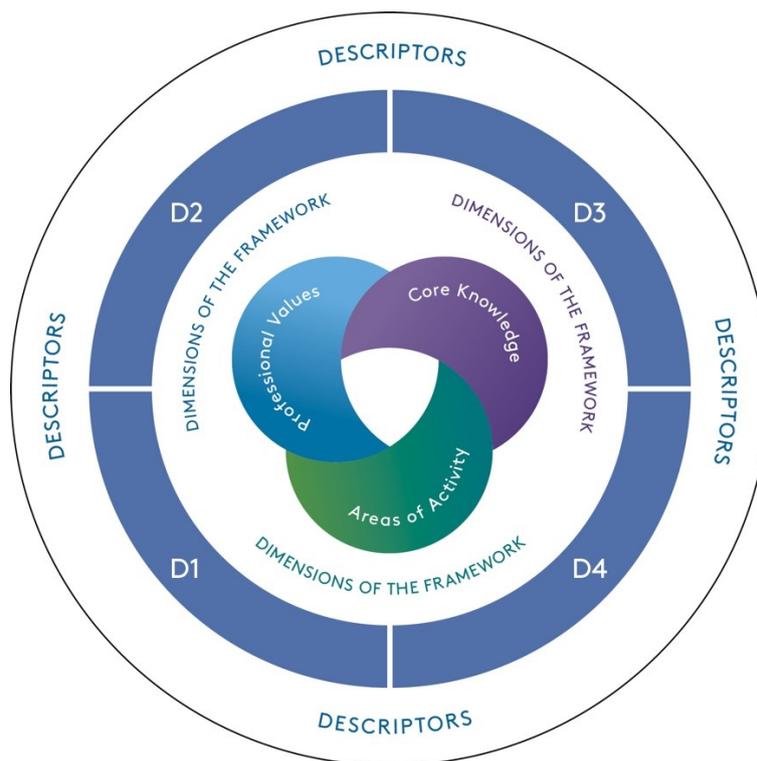


Figure 3: The PSF describes the Areas of Activity, Core Knowledge and Values (the ‘Dimensions’) expected from university teachers in a variety of roles and the four categories of fellowship, which are Associate Fellow (Descriptor One or D1), Fellow (D2), Senior Fellow (D3) and Principal Fellow (D4).

The Dimensions of the Framework in full are:

Areas of Activity	Core Knowledge	Professional Values
A1 Design and plan learning activities and/or programmes	K1 How learners learn, generally and within specific subjects	V1 Respect individual learners and diverse groups of learners
A2 Teach and/or support learning through appropriate approaches and environments	K2 Approaches to teaching and/or supporting learning, appropriate for subjects and level of study	V2 Promote engagement in learning and equity of opportunity for all to reach their potential
A3 Assess and give feedback for learning	K3 Critical evaluation as a basis for effective practice	V3 Use scholarship, or research, or other evidence-informed approaches as a basis for effective practice
A4 Support and guide learners	K4 Appropriate use of digital and/or other technologies and resources for learning	V4 Respond to the wider context in which higher education operates, recognising implications for practice
A5 Enhance practice through own continuing professional development	K5 Requirements for quality assurance and quality enhancement and their implications for practice	V5 Collaborate with others to enhance practice

<https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0>

The PgCAP is accredited by Advance HE to award D2 Fellow on successful completion of the PgCAP.

A Fellow of the HEA (D2) is someone whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness in teaching and/or support of high quality learning can be demonstrated through examples in practice across all Dimensions. The Programme is designed around the key elements of Descriptor 2 of the PSF and the assessments will allow you to show how each of these elements has been incorporated into your own academic practice.

You will be using the PSF as the cornerstone of each of the three 20 credit courses. Throughout *Becoming an Engaging Teacher* and *Designing Curricula and Learning Environments* you will be shown how to link your learning to the three Dimensions and how to demonstrate engagement with them in your assessments. In the final 20 credit course *Emerging Issues in Academic Practice* we give you the opportunity to personalise and broaden your experience of development in relation to the PSF by choosing to do an in depth project on an area of your professional practice. 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 will be covered in each.

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 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.

The Programme Manager will inform you when you have successfully completed the programme requirements and give you details of graduation. Advance HE 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 Advance HE website (<https://www.advance-he.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 Advance HE.

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 PSF. 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 PSF, 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 PSF

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	V1	V2	V3	V4	V5
critically analyse and apply research-informed approaches to teaching and learning		X		X		X	X	X			X		X		X
Use relevant research and enquiry to develop high quality curriculum design and learning environments	X	X	X	X		X		X	X	X	X		X		X
Ensure inclusive approaches are used for teaching and designing learning environments				X			X		X	X	X	X		X	
Critically and reflectively adopt active and engaged approaches to learning and teaching	X	X	X	X			X	X	X		X	X			X
Use relevant research, technical and practical skills to be a confident digital practitioner in all dimensions of teaching	X		X		X				X	X			X		

Scheduling

Each course is normally offered once per year. Please consult the PgCAP programme pages in LEARN ultra for possible changes and updates on scheduling. The typical schedule is as follows

Semester 1

- Becoming an engaging teacher

Semester 2

- Designing curricula and learning environments

Semester 3

- Emerging issues in academic practice

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 18 months).

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).

Becoming an engaging teacher (20M level credits)

Summary

This course is designed for participants to gain a rich understanding of how to develop staff-student and student-student educational relationships as the foundation of their practice. Participants will explore their identity as a teacher in relation to key theories and evidence-based approaches to teaching, such as: active learning; reflective practice; student engagement; and co-creation. There will also be opportunities to explore the key role of dialogic approaches to assessment and feedback in building meaningful student-staff relationships. Participants will develop understandings of the link between building positive educational relationships and supporting inclusive learning communities. They will be provided with opportunities to explore cutting-edge developments in HE inclusive practice, including developing anti-racist pedagogy. Participants will have the opportunity to experience peer observation of teaching, which will provide feedback on their teaching practice. Participants will then be supported in reflecting on how the feedback from the peer observation of teaching, as well as ideas and examples from the course, can be applied to their own context to enhance their practice. A strong emphasis will be placed on participants becoming engaged learners and co-creating elements of the course. Participants will play a strong role in directing discussions and finding appropriate resources/scenarios to make use of and discuss with peers. On-line environments are used for the teaching, learning and assessment of all courses on the Programme. This includes using LEARN Ultra and Microsoft Teams, among other platforms, for synchronous and asynchronous activities and a range of interactive means of communication.

Becoming an engaging teacher will cover the aspects of Descriptor 2 as follows:

Becoming an engaging teacher	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
demonstrate a critical understanding of the key concepts and theories around educational relationships and engagement		X		X			X				X				X
apply concepts and theories from relevant research to enhance your own academic practice	X	X	X		X		X	X	X		X	X	X		
demonstrate the ability to analyse teaching approaches and evaluate a range of options to ensure your practice is inclusive	X	X			X	X		X		X	X	X		X	
critically reflect on your own growth as a teacher					X								X		X

Assessment

The assessment will require participants to draw on the PSF 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 a 4,000 words blog (or multi-media equivalent) based on their developing academic practice. This comprises the following three blogs:

- Blog 1: Who am I as a teacher? (1000 words)
- Blog 2: Conduct a reflective self-evaluation of an element of your teaching and/or support for learning, and write up your evaluation (1500 words).
- Blog 3: Peer observation of Teaching. Participants will be required to have their teaching observed, to reflect on the feedback they receive from an observer, and to connect this to a broader action plan for developing their future teaching practice (1500 words).

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

Each blog post will address a substantive aspect of your 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.

Peer observation of teaching is a compulsory part of this course. It is possible to observe online 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 will form one of the entries to the assessed blog.

Designing curricula and learning environments (20 M level credits)

Summary

In this course we will provide a broad introduction to designing curricula and learning environments in higher education. We will begin by considering the basics of course and programme design, including University approval processes. We will discuss broad conceptualisations of curriculum, to include all aspects of the student learning experience. We will invite participants critically to consider space, place and time in learning and the implications of post-digital and hybrid approaches. Important through-lines for the course are inclusive design and education for sustainability.

The course will include a broad understanding of what students learn in higher education, encompassing the practices of academic disciplines and diverse ways of being, in addition to knowledge and core concepts. We will draw on post-digital perspectives and conceptions of hybrid learning that recognise outdoor and online spaces as well as varied forms of classroom and spaces beyond the campus. Course topic will include: the basics of course and programme design; curriculum conceptualisations; evaluating teaching and assessment practices in higher education; inclusive course and programme design; course and programme design for sustainable development; hybrid and post-digital course and programme design. We will run the course wholly online over a ten-week period. Learning and teaching activities will include: short video introductions; reflective blogging; synchronous and asynchronous discussion; group design activities.

Designing curricula and learning environments will cover the aspects of Descriptor 2 as follows:

Designing curricula and learning environments	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
apply specific knowledge, skills and understanding to complete paperwork for course approval effectively	X		X	X			X			X			X		X
Design courses that show critical awareness of flexible pedagogies including multimodality and hybridity	X	X	X	X		X	X			X	X	X			
Critically reflect on the impact of different course design approaches on inclusive learning	X					X	X		X		X	X		X	
Evaluate different approaches to course design in light of University strategic priorities and the wider purposes of higher education					X		X	X					X	X	

Assessment

The assessment will require participants to draw on the PSF 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 the following four components:

- Part 1: Group course design proposal
- Part 2. Group course rationale as either screencast, podcast, or video.
- Part 3: Group design of a CC licenced resource for that course.
- Part 4. Individual reflective blog on the process (1000 words).

As the programme is accredited by AdvanceHE it is also important to address the dimensions of the PSF across each component of your assessment.

Each component will address a substantive aspect of the processes involved in designing curricula and learning environments. You are required to draw on your own experience and disciplinary context, as well as on the knowledge and understanding gained from engaging with the course and literature. Detailed guidance and support will be provided. You are required to participate in group work as well as individual work, and the assessment will be multi-modal in nature. This assessment strategy will enable colleagues to demonstrate learning in a number of ways thus promoting inclusion of different learning preferences. Group will be encouraged to give work collaboratively on the assessments and give peer feedback on the course design proposal, 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.

Emerging issues in academic practice (20 M level credits)

Summary

This course is designed for students with an interest in learning and teaching. The aim of the course is to allow students to design and implement an in-depth learning project into a topical issue of their choice in academic practice. The course will allow students to develop their educational research and design skills, produce writing and outputs appropriate to their project and engage in academic debate that is useful and relevant to their roles. While the topic will be the students' choice, it is envisaged that they will include topics relevant to their School's Learning and Teaching Strategy, to wider University strategy, mission, policy and objective, as well as emerging issues in the higher education sector.

This will be a co-created course where students work in conjunction with teaching staff to define and critically investigate learning and teaching practices. Students will lead in directing peer discussions, finding appropriate resources and making use of and investigating their topics. The course will be taught on-line in common with the rest of the PgCAP programme. This includes Microsoft teams for regular, synchronous conversations and a Learn Ultra site with discussion forums for asynchronous dialogue, and other interactive visual, audio and graphical modes of communication.

Emerging issues in academic practice will cover the aspects of Descriptor 2 as follows:

Emerging issues in academic practice	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
Propose and undertake an independent and self-driven learning and teaching project on a topic of your choosing	X	X		X	X		X	X		X	X		X		
Critically evaluate and synthesise the knowledge base relevant to your project			X			X	X		X				X	X	
Apply an evaluation or research-based framework appropriate to the learning project, and analyse the evidence to show the efficacy of your approach					X		X	X				X	X		X
Share the findings from the learning project in a format appropriate to the learning environment and context					X			X	X				X		X

Assessment

The assessment will begin from the PSF and this will be used as the basis from which participants choose their research projects to reflect on their own practice and the needs of their Schools/disciplinary contexts.

Participants are asked to submit the following three components:

- Learning and teaching project proposal (1000 words)
- Learning project presentation
- Learning and teaching project final report (2000 words)

As the programme is accredited by AdvanceHE it is also important to address the dimensions of the PSF across your assessment.

Each component will address a substantive aspect of the merging issue that you have chosen to focus on. You are required to draw on your own experience and disciplinary context, as well as on the well as School plans and University policies. You will also be required to demonstrate knowledge and understanding of the relevant scholarship and literature on your chosen topic. Detailed guidance and support will be provided. You will have an opportunity to gain tutor and peer feedback on the learning and teaching project proposal and on the learning project presentation. This assessment strategy will enable colleagues to develop their learning project in a number of ways thus promoting collaborative working and critical evaluation as a basis for effective practice. This will allow colleagues to explore the risks and challenges around different evaluative approaches, as well as ensuring that the course models a range of assessment strategies.

General Features of this Programme

General Expectations

What you can expect of us

Offering well-planned and varied learning opportunities

- a. Our 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 online 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

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 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 the online teaching activities. Completion of tasks can be carried out on a more flexible basis, but still within timeframes. Please check the relevant Learn ultra 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

Student Support

All participants on the PgCAP have access to the team of Student Advisors in Moray House School of Education and Sport who offer you high quality academic and pastoral support which is flexible and responsive to your needs. The Student Advisors are based in the Student Experience and Support Office (SESO). You also have a cohort lead who is one of the staff teaching on the PgCAP and who is based in the Institute for Academic development. This will be the Programme Director. We also recognise that your needs may be different from those of more conventional postgraduate students. As such, we have enhanced the Student Advisor remit in ways that that we hope will better suit your circumstances. To this end we have specified five objectives of our support system. In the table below we set out these objectives and indicate how we hope to achieve them in practice. The Student Advisor is only one player in the midst of a wider landscape of support available to you .

It is important to stay in with the 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 Student support model.

All new students on the PgCAP will have access to the team of Student Advisors. You will be e-mailed to advise you of how to contact the team. The onus rests with you to decide if you want to participate in this aspect of the student support model 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 Student Support model 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
<p>1. Reflection on links between PgCAP, other aspects of academic and professional development, and academic career planning.</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</p>	<p>All courses use 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 cohort lead to reflect on your professional development and career planning.</p>

<p>network of academic colleagues through the PgCAP, awareness of funding like PTAS and AdvanceHE, consideration of opportunities to take or develop your leadership role, and other aspects of IAD and University support.</p>	<p>Individual meetings also offer an opportunity for your cohort lead to offer a perspective on your progress at programme level which is tailored to your individual circumstances.</p>
<p>3. Support with academic difficulties and challenges.</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 can be raised with the Student Advisors at any time.</p>
<p>4. Pastoral support needs.</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 the Student Advisors when you have any pastoral support needs.</p>
<p>5. Belonging to an academic community</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>

Teaching methods

The Programme is taught through a mix of online methods relying on both synchronous and asynchronous activities. 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 study.

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 PSF. A considerable degree of choice is built into each of the assessments by allowing for substantial flexibility in how to approach the required assignment.

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 20 M level credits course is associated with 200 notional effort hours.

Student-Staff 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 Enhancement 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, workloads, 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. The student reps will be put on LEARN as soon as they are announced.

Administrative advice

Administrative advice can be obtained from the Programme Manager by email iad.pgcert@ed.ac.uk.

Assessment framework

Assignment submission

All assignments should be **submitted electronically to each course's LEARN ultra site** through MyEd. With Blog assignments, these are continued within the Blog set up through LEARN ultra and the University's academic blogging service. 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 entitle your submission through LEARN ultra and turnitin assignment submission within your course's LEARN ultra site – please use the name of your course and your matriculation number as identifier on your title.

The deadlines for each component of the assessment will be detailed on the LEARN ultra site.

Participants should keep a copy of all assignments submitted.

Assignment Practical Guidance

a	Consider contacting your course organiser for 'feed-forward' support.
b	Submission is via LEARN ultra, through the Assignments area of your course's LEARN ultra site – email iad.pgcert@ed.ac.uk if you have any problems.
c	Your LEARN ultra 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 'BAET_s1234567' where 'WwPgS' is the name of the course (Becoming an Engaging Teacher) 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. 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 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 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"> • Information Services (University of Edinburgh) document on Harvard style of citing references: • http://www.docs.is.ed.ac.uk/docs/Libraries/PDF/SEcitingreferencesHarvard.pdf • Harvard referencing tutorial by the University of Cardiff's Library https://ilrb.cf.ac.uk/citingreferences/tutorial/index.html • Harvard style referencing Tutorial by Leeds University library http://library.leeds.ac.uk/downloads/tutorials/harvard-referencing/index.html
f	<p>Consider your good practice in academic writing. This website http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/learning-resources/standards gives information and resources to help improve your academic writing and ensure that you understand what plagiarism is and how it can be avoided.</p>

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 leader.

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'.

Not meeting the required standard on the resubmission in the courses means that you will not be able to graduate from the Programme. In exceptional circumstances, further resubmissions may be allowed for the courses 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. The marking rubrics require markers to indicate if the relevant Dimension has been met in addition to the academic learning outcomes. 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 ultra 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 ultra.

Marking rubrics

In order to meet the intended learning outcomes and award a pass the marker must be satisfied all parts of Descriptor 2 of the PSF (D2.1, D2.2. and D.2.3) are adequately covered in the assessment for the three courses. D2 is 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.

Becoming an Engaging Teacher marking rubric

1. demonstrate a critical understanding of the key concepts and theories around educational relationships and engagement	Commentary
Areas of Activity PSF A2, A4 Knowledge PSF K2 Values PSF V1, V5	WHAT WENT WELL WHAT COULD BE IMPROVED
2. apply concepts and theories from relevant research to enhance your own academic practice	Commentary
Areas of Activity PSF A1, A2, A3, A5 Knowledge PSF K2, K2, K3 Values PSF V1, V2, V3	WHAT WENT WELL WHAT COULD BE IMPROVED
3. demonstrate the ability to analyse teaching approaches and evaluate a range of options to ensure your practice is inclusive	Commentary
Areas of Activity PSF A1, A2, A5 Knowledge PSF K1, K3, K5 Values UKPSF V1, V2, V4	WHAT WENT WELL WHAT COULD BE IMPROVED
4. critically reflect on your own growth as a teacher	Commentary
Areas of Activity UKPSF A5 Knowledge Values UKPSF V3, V5	WHAT WENT WELL WHAT COULD BE IMPROVED

Designing curricula and learning environments marking rubric

1. apply specific knowledge, skills and understanding to complete paperwork for course approval effectively	Commentary
Areas of Activity PSF A2, A3 Knowledge PSF K2, K5 Values PSF V3, V5	WHAT WENT WELL WHAT COULD BE IMPROVED
2. Design courses that show critical awareness of flexible pedagogies including multimodality and hybridity	Commentary
Areas of Activity PSF A1, A2, A3, A4 Knowledge PSF K1, K2, K5 Values PSF V1, V2	WHAT WENT WELL WHAT COULD BE IMPROVED
3. Critically reflect on the impact of different course design approaches on inclusive learning	Commentary
Areas of Activity PSF A1, A2 Knowledge PSF K2, K4 Values PSF V1, V2, V4	WHAT WENT WELL WHAT COULD BE IMPROVED
4. Evaluate different approaches to course design in light of University strategic priorities and the wider purposes of higher education	Commentary
Areas of Activity PSF A5 Knowledge PSF K2, K3 Values PSF V3, V4	WHAT WENT WELL WHAT COULD BE IMPROVED

Emerging issues in academic marking rubric

<p>1. Propose and undertake an independent and self-driven learning and teaching project on a topic of your choosing</p>	<p>Commentary</p>
<p>Areas of Activity PSF A1, A2 Knowledge PSF K2, K3 Values PSF V1, V3</p>	<p>WHAT WENT WELL</p> <p>WHAT COULD BE IMPROVED</p>
<p>2. Critically evaluate and synthesise the knowledge base relevant to your project</p>	<p>Commentary</p>
<p>Areas of Activity PSF A3 Knowledge PSF K1, K2, K4 Values PSF V3, V4</p>	<p>WHAT WENT WELL</p> <p>WHAT COULD BE IMPROVED</p>
<p>3. Apply an evaluation or research-based framework appropriate to the learning project, and analyse the evidence to show the efficacy of your approach</p>	<p>Commentary</p>
<p>Areas of Activity PSF A5 Knowledge PSF K2, K3 Values PSF V2, V3, V5</p>	<p>WHAT WENT WELL</p> <p>WHAT COULD BE IMPROVED</p>
<p>4. Share the findings from the learning project in a format appropriate to the learning environment and context</p>	<p>Commentary</p>
<p>Areas of Activity PSF A5 Knowledge PSF K3, K4 Values UKPSF V3, V5</p>	<p>WHAT WENT WELL</p> <p>WHAT COULD BE IMPROVED</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. All members of the Board, with the exception of the Convenor, hold at least FHEA and are qualified to make Fellowship judgements.

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). 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 through appropriate approaches and environments
- A3 Assess and give feedback for learning;
- A4 guide and support learners;
- A5 enhance practice through own continuing professional development

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. The notification includes once again the specific dates the courses are offered. Applicants who know that they will not be able to attend any teaching sessions should immediately contact IAD (iad.pgcert@ed.ac.uk) to explore whether they can engage fully with the course or will have to attend at a later iteration.

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 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>

Extensions and Special Circumstances 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

Prof Catherine Bovill is a Principal Fellow of the HEA, a National Teaching Fellow and Co-director of the Institute for Academic Development. She has a diverse portfolio of work and leads a range of strategic initiatives including supporting academic staff across the institution to enhance student engagement in learning and teaching. She leads a team within the IAD to support Programme and Course Design across the University. Her research focuses on co-created curriculum and student-staff partnership in learning and teaching.

Dr Hazel Christie is a Senior 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 Jacqueline Dohaney is a Senior Fellow of the HEA and Academic Developer with a specific remit for SOTL. She designs and leads the IAD's SOTL activities and Network and is the academic convenor for the Principal's Teaching Award Scheme. She works with academics to design and adapt their teaching across the Colleges and is particularly interested in interdisciplinarity and STEM learning experiences.

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. 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.

Ian Lee is a Senior Fellow of the HEA and a lecturer on the Clinical Educator Programme. His main role is to provide support for participants on the programme in developing their clinical teaching skills. This involves teaching, feedback and assessment in medical education. Other university roles involve facilitating sessions for the Edinburgh Summer School in Clinical Education, mentoring on the Edinburgh Teaching Award and working with MBChB students and clinical educators on the Year 4 Team module.

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

Prof Velda McCune is a Principal Fellow of the HEA and a Professor. 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 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.