

PROGRAMME SPECIFICATION

Awarding body	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	HEA accreditation (for Fellowship) 2015-2018 https://www.heacademy.ac.uk/consultancy-services/accreditation
What type of accreditation does this programme lead to?	Once participants have successfully completed an HEA accredited taught programme/institutional CPD scheme they will be awarded the appropriate category of HEA Fellowship. Completion of the first module 'Supporting Student Learning in HE' leads to recognition as Associate Fellow of the Higher Education Academy (AFHEA) and completion of the full award leads to recognition as Fellow of the Higher Education Academy (FHEA). As the process for achieving HEA accreditation is rigorous and requires institutions to embed the UKPSF within policy and strategy it may be considered as a 'badge of quality' which indicates clear commitment to the enhancement of learning and teaching.
Is accreditation in some way dependent on choices made by students?	Yes – explained above.
Final award/s available, eg BSc/DipHe/CertHE	Postgraduate Certificate
Award title	Postgraduate Certificate in Professional Development in Higher Education
JACS 3 code	
UCAS code (available from Admissions)	Not applicable
Relevant QAA subject benchmark statement/s	None yet published. However, QAA (2010) Master's degree characteristics consulted in programme development.

Other external and internal reference points used to inform the programme outcomes	United Kingdom Professional Standards Framework (2011). https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_Welsh.pdf
Mode/s of study <i>(p/t, f/t, distance learning)</i>	Part-time
Language of study	English
Date at which the programme specification was approved, please include original approval date and dates of any revisions	Approved November 2015

Criteria for admission to the programme

The programme is open to internal staff and external applicants involved in teaching and supporting learning in an HE context. This could include staff who are not employed as lecturers but may have some teaching-related responsibilities or support learning in other ways. For example:

- Early career researchers with some teaching responsibilities (e.g. PhD students and GTAs)
- Staff new to teaching (including those with part-time academic roles)
- Staff who support academic provision (e.g. learning support staff and learning resource/library staff)
- Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities

The applicants described above are typically those likely to be at Descriptor 1 (Associate Fellow). For the Supporting Student Learning participants are expected to log a minimum of 100 hours of teaching or student support and contact time.

Those likely to be at Descriptor 2 (Fellow) and most probably lecturers, include:

- Early career academics
- Academic-related and/or support staff holding substantive teaching and learning responsibilities
- Experienced academics relatively new to UK Higher Education
- Staff with (sometimes significant) teaching-only responsibilities including, for example, within
- work-based settings

Admission

To be eligible for admittance to this programme a candidate shall:

- i. Have qualified for an initial degree awarded by an approved degree awarding body, or hold another qualification which is recognised by the University as being of graduate equivalence.

AND

- ii. Have access to a practice-based or related environment (teaching and supporting student learning in an HE context) to which learning may be applied.

Recognition of Prior Learning (RPL)

Any requests for RPL will be dealt with in line with existing University procedures.

All applicants are interviewed prior to enrolment. The interview provides a method for checking with the participants that they will be able to fulfil the requirements of the UK Professional Standards Framework (UKPSF) at Descriptor 1 for the **Supporting Student Learning in Higher Education**. The interview will also provide the opportunity for those staff wishing to undertake the whole award (PgCPD), to check that they will be able to fulfil the requirements of Descriptor 2 of the UKPSF.

Aims of the programme

The PgCPD programme aims to:

- ensure that participants have demonstrated the development of effective teaching, learning, assessment and evaluation practices through critically applying theoretical conceptual frameworks within the context of the higher education sector;
- promote autonomous learning within the ethical and practical boundaries (Descriptor 1 or Descriptor 2 UKPSF) of professional practice;
- promote critical and effective reflective practice by engaging higher education lecturers in professional development and critical reviews of learning, teaching, assessment and evaluative procedures and processes;
- encourage critical scrutiny and broaden understanding of the institutional, national and international contextual developments impacting upon higher education;
- facilitate participants' professional recognition as Associate Fellow (AFHEA) or Fellow (FHEA) of the Higher Education Academy.

Distinctive features of the programme

The PgCPD enables higher education (HE) lecturers to become registered practitioners with the Higher Education Academy (HEA) through the alignment of their practice with the UKPSF. The programme is pivotal in supporting and encouraging newly appointed staff and existing staff in both

their academic practices of learning, teaching, assessment and evaluation and in the development of their research and publication profiles.

The UKPSF is a comprehensive set of professional standards and guidelines for HE providers and leaders and is a nationally-recognised framework for benchmarking success within HE teaching and learning support, it can be applied to personal development programmes at individual or institutional level to improve quality and recognise excellence.

The aims of the UK Professional Standards Framework:

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
- Professional recognition demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
- Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities
(UKPSF, 2011 p.2)

Increasingly, when advertising academic job vacancies, HE Institutions are asking for Fellowship of the Higher Education Academy as an essential in the job description alongside specific qualification and experience.

The table below illustrates the significance of the PgCPD programme at Glyndŵr University in relation to increasing the percentage of academic staff with HEA Fellowship.

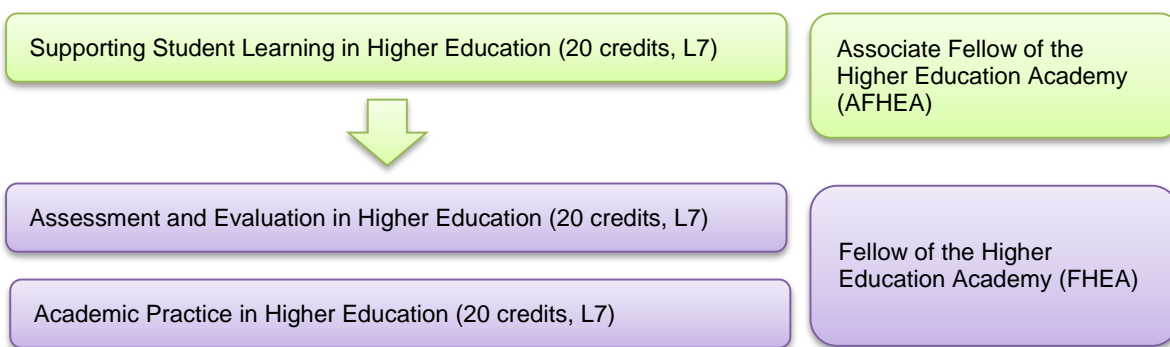
UK-wide recognition data	2010-11	2011-12	2012-13	2013-14
Glyndŵr University % of academic staff with HEA Fellowship	28.45%	32.65%	37.46%	47.89%
Guild HE % of academic staff with HEA Fellowship	26.35%	29.56%	30.88%	37.18%
Wales % of academic staff with HEA Fellowship	15.23%	16.89%	19.81%	24.70%
UK % of academic staff with HEA Fellowship	12.87%	15.99%	19.37%	24.03%

Programme structures and requirements, levels, modules, credits and awards

The programme will be delivered part-time over a calendar year. Starting in September with the last module going to the following September Assessment Board. A series of workshops (repeated each trimester) will enable participants to gain knowledge and understanding required to complete the module assessments, in a flexible manner that can be tailored around their teaching timetable.

Completion and accreditation of the first module (Supporting Student Learning in HE) leads to recognition as Associate Fellow of the Higher Education Academy (AFHEA). Completion and accreditation of all three modules = Postgraduate Certificate in Professional Development in HE and leads to recognition as Fellow of the Higher Education Academy (FHEA). Completion of the programme can also provide advanced standing for 60 credits into the MA Education programme (note: this would give students, who have completed the PGCPD in HE, exemption from module EDS728 Mastering Professional Learning (30 credits) plus any other 30 credit module, not including EDS729 Research Methodology and Enquiry in Education).

The programme consists of three 20 credit modules at level 7:



Programme Module Schedule

Trimester One (of programme Sep – Jan)	Trimester Two (of programme Jan- Jun)	Trimester Three (of programme Jun –Sept)
Supporting Student Learning in Higher Education (SSL) EPHM17		Academic Practice in Higher Education (AP) EPHM19
Assessment and Evaluation in Higher Education (A&E) EPHM18		

Participants on the programme will be encouraged to attend the workshops, since they cover the full range of the syllabus. The workshops will be repeated throughout the year so that there is flexibility in supporting their attendance. Participants can discuss with the Programme Leader at the outset

where their strengths and areas for development are, in line with the UKPSF, in order to create a bespoke pathway to support their development and learning towards meeting the intended learning outcomes for each module.

Programme Workshop Delivery Schedule

2015/2016 Academic Calendar Trimester 1			Date and time of workshop	Room
Week No.	Date:	Examples of workshop		
1	27/07/15			
2	03/08/15			
3	10/08/15			
4	17/08/15			
5	24/08/15			
6	31/08/15			
7	07/09/15	PgCPD Programme Induction and introduction to the modules	Wednesday 9 th September 2015 1pm – 4pm	K217
8	14/09/15	Philosophy of Education and conceptions of teaching (SSL)	Wednesday 16 th September 2015 1pm – 4pm	K217
9	21/09/15	Being a reflective Practitioner (SSL and A&E)	Wednesday 23 rd September 2015 1pm – 4pm	K217
10	28/08/15	Introduction to Academic Practice in Higher Education (AP)	Wednesday 30 th August 2015	K217
11	05/10/15	Planning for Learning (SSL and A&E)	Wednesday 7 th October 2015 1pm – 4pm	K217
12	12/10/15	Assessment for Learning (A&E)	Wednesday 7 th October 2015 1pm – 4pm	
13	19/10/17	Schools of Psychology – behaviourist/cognitivist, constructivist/social constructivist Learning about how student learn/ surface and deep approaches to learning/ motivation theories (SSL)	Wednesday 21 st October 2015 1pm – 4pm	K217
14	26/10/15	Personal Tutorial sessions can be booked through Moodle (AP)	Wednesday 28 th October 2015 1pm – 5pm	K22
15	02/11/15	Effective Tutorial Support (SSL)	Wednesday 5 th November 2015 1pm – 4pm	K217
16	09/11/15	Supporting Student learning in Higher Education assignment workshop (SSL)	Wednesday 11 th November 2015 1pm – 4pm	K217
17	16/11/15	Formative and summative assessment practices (A&E)	Wednesday 18 th November 2015 1pm – 4pm	K217
18	23/11/15	Constructive alignment of teaching, learning and assessment practices (A&E)		
19	30/11/15	Learning theories/active teaching methods (SSL)	Wednesday 2 nd December 2015 1pm – 4pm	K217
20	07/12/15	Evaluating own practice (A&E)		
21	14/12/15	Use of technology in learning, teaching and assessment (SSL and A&E)	Wednesday 16 th December 2015 1pm – 4pm	K217
22	21/12/15	Personal Tutorial sessions can be booked through Moodle (AP).	Wednesday 23 rd December 2015 1pm – 5pm	

23	28/12/15			
24	04/01/16	Pedagogical Content Knowledge/subject specific teaching practices (SSL and A&E)	Wednesday 6 th January 2016 1pm – 4pm	K217
25	11/01/16	Assessment and Evaluation in Higher Education Assignment Workshop (A&E)	Wednesday 13 th January 2016 1pm – 4pm	K217

Workshops will be repeated in Trimester 2 and 3.

Participants need to be teaching in an HE context and have a log of a minimum of 100 teaching hours (assessed in ‘Supporting Student Learning in Higher Education’ module).

Mentoring is a key component within the PgCert programme and mentors are identified at the outset with participants encouraged to work with them to support development. Participants, on offer of a place on the Programme are asked to consider who they would like to act as their mentor. Once this role has been agreed mentors are asked to attend a meeting with the Programme Leader, with the participant, to explain the mentor’s role. A mentoring handbook is available to support mentors. Opportunities for CPD and training is offered to mentors.

The programme intends to challenge lecturers on their teaching skills, practices and knowledge in order for them to improve and develop their practice, advantageous not only to the participants themselves but also their colleagues and the students they teach. The programme is designed to enable lecturers to extend their knowledge and understanding of pedagogy and how their own philosophy of teaching influences their professional practice. Participants will be expected to question the methods and strategies they utilise within their classrooms, in order to evaluate their effectiveness in relation to supporting student learning. The challenge to be able to define and defend practice is integral to the teaching and assessment modules.

The ‘Academic Practice in Higher Education’ module encourages an internal personal dialogue as to professional identity, in terms of the student as a lecturer/researcher and the complexity of the teaching-research nexus in higher education. The personal dialogue explores the possible ways in which research and teaching can be linked for the enhancement of student learning. This personal dialogue is facilitated via the range of topics the modules cover, including, amongst other, ethics, sustainability, the student experience, education for employment, work based learning and widening participation. The exact range of topics will vary from year to year in negotiation between the participants and the programme team. There is an opportunity for participants to publish the work from this module (if suitable for publication) at the end of the programme. All of the programme team have experience of publishing in peer-reviewed journals and are therefore able to support participants in progressing their research through to publication, if it is deemed to be of a publishable standard.

The programme is flexible and can accommodate a wide range of disciplines and professional backgrounds. The schedule of workshops enables participants (in discussion with the programme Leader at the outset) to select those that are required by the individual lecturer in order to meet the requirements of a particular module. It provides generic teaching skills which can be applied in participants’ discipline contexts with suitable pedagogic content knowledge developed, particularly in consultation with mentors.

Intended learning outcomes of the programme

On successful completion of the programme participants will be able to demonstrate their understanding, knowledge, skills and competencies under the headings overleaf:

A) Knowledge and understanding

Participants will be able to:

1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;
2. Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks;
3. Critically reflect upon and share insights into assessment and accreditation procedures.

B) Intellectual skills

Participants will be able to:

1. Critically evaluate their own and others' teaching performance, drawing upon principles of good practice, values and attitudes;
2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.

C) Subject skills

Participants will be able to:

1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;
2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.

D) Practical, professional and employability skills

Participants will be able to:

1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience;
2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;
3. Align pedagogical practice to subject specific and institutional strategic goals;
4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.

CURRICULUM MATRIX : Programme outcomes mapped against module outcomes

Academic practice in Higher Education	<i>At the end of this module, students should be able to:</i>		
Programme Outcomes	Critically evaluate the role of academics and higher education in society in relation to the implications for own professional practice.	Develop, and critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline.	Identify and execute a negotiated critical study into an applied area of HE academic practice and develop criteria to assess the negotiated critical study.
Knowledge and Understanding: Participants will be able to:			
1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;	✓	✓	✓
2. Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks;	✓	✓	
3. Critically reflect upon and share insights into assessment and accreditation procedures.			
Intellectual Skills: Participants will be able to:			
1. Critically evaluate their own and others' teaching performance, drawing upon principles of good practice, values and attitudes;	✓		
2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.	✓	✓	✓
Subject Skills: Participants will be able to:			
1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;		✓	✓
2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.	✓	✓	

Academic practice in Higher Education	<i>At the end of this module, students should be able to:</i>		
Programme Outcomes	Critically evaluate the role of academics and higher education in society in relation to implications for own professional practice.	Develop, and critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline.	Identify and execute a negotiated critical study into an applied area of HE academic practice and develop criteria to assess the negotiated critical study.
Practical, Professional and Employability Skills: Participants will be able to:			
1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓	✓	✓
2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓	✓	
3. Align pedagogical practice to subject specific and institutional strategic goals;	✓	✓	
4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.			✓

Supporting Student Learning in Higher Education	<i>At the end of this module, students should be able to:</i>			
Programme Outcomes	Write a well-researched and theoretically based philosophy of teaching statement	Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's intended learning outcomes	Critically evaluate a variety of methodologies and resources to support learning	Critically evaluate own teaching practice in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement
Knowledge and Understanding: Participants will be able to:				
1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;		✓	✓	✓
2. Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks;	✓			✓
3. Critically reflect upon and share insights into assessment and accreditation procedures.		✓		
Intellectual Skills: Participants will be able to:				
1. Critically evaluate their own and others' teaching performance, drawing upon principles of good practice, values and attitudes;		✓		✓
2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.				✓
Subject Skills: Participants will be able to:				
1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;	✓	✓	✓	✓
2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.	✓			✓

Supporting Student Learning in Higher Education	<i>At the end of this module, students should be able to:</i>			
Programme Outcomes	Write a well-researched and theoretically based philosophy of teaching statement	Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's intended learning outcomes.	Critically evaluate a variety of methodologies and resources to support learning.	Critically evaluate own teaching practice in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement
Practical, Professional and Employability Skills: Participants will be able to:				
1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience;				✓
2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;		✓	✓	✓
3. Align pedagogical practice to subject specific and institutional strategic goals;		✓		✓
4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.				

Assessment and Evaluation in Higher Education	<i>At the end of this module, students should be able to:</i>			
Programme Outcomes	Critically reflect on own assessment practices informed by current scholarship and research	Critically evaluate a variety of methods and strategies to assess student learning	Critically evaluate formative and summative assessments in the light of educational theory	Critically evaluate own assessment and evaluation practices in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement
Knowledge and Understanding: Participants will be able to:				
1. Critically apply knowledge and understanding of the theoretical concepts of teaching, learning, assessment, evaluation and research skills to practice;	✓	✓	✓	✓
2. Critically evaluate own practice in relation to the diversity of learners' needs and learning support frameworks;				
3. Critically reflect upon and share insights into assessment and accreditation procedures.	✓	✓	✓	✓
Intellectual Skills: Participants will be able to:				
1. Critically evaluate their own and others' teaching performance, drawing upon principles of good practice, values and attitudes;	✓		✓	
2. Respond reflectively, critically and confidently with the complexity and contradictions in educational theory and practice in an HE context.	✓			✓
Subject Skills: Participants will be able to:				
1. Provide a reasoned, scholarly and informed rationale for their teaching and assessment practice;				✓
2. Provide a considered statement of their role as an academic within their HE context and more broadly in society.				✓

Assessment and Evaluation in Higher Education	<i>At the end of this module, students should be able to:</i>			
Programme Outcomes	Critically reflect on own assessment practices informed by current scholarship and research	Critically evaluate a variety of methods and strategies to assess student learning	Critically evaluate formative and summative assessments in the light of educational theory	Critically evaluate own assessment and evaluation practices in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement
Practical, Professional and Employability Skills: Participants will be able to:				
1. Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer through reflecting critically on their own practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓			✓
2. Reflect on own and others' practice in order to enhance the quality of teaching, learning and assessment and the student experience;	✓			✓
3. Align pedagogical practice to subject specific and institutional strategic goals;	✓			✓
4. Identify, share and promote good practice, including innovative approaches to subject-based pedagogy.	✓			✓

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The overall aim is to encourage participants to think critically about learning, teaching and assessment in both the taught element and in their own professional practice. Participants are encouraged to link educational theory to their own practice in a reflective manner. Assessment criteria is designed to ensure that practice is analysed critically and evaluated, informed by references to relevant literature and research.

The three modules are delivered over the course of the calendar year, but they are not sequentially timetabled. Instead the students at the start of the programme are introduced to the modules and shown the connections that exist between them. The teaching and learning then follows aspects of different module content (through the workshops and seminars). In addition participants will have access to tutorial support throughout the duration of the programme. It is anticipated that by the end of the programme an holistic view of learning, teaching, assessment and evaluation is created.

Whilst a range of teaching strategies are adopted on the Programme, including seminars, workshops, group work, direct study, VLE forums and many others, a key feature of the Programme is the discussion of these methods and approaches in relation to supporting student learning. The range of methods adopted on the Programme are designed to model best practice in teaching and learning within a higher education context. As a result participants have the opportunity to experience a range of methods and approaches that support learning as a student and then have the opportunity to evaluate the potential to incorporate and develop similar (if appropriate) methods in their own teaching practice. This supports the notion of theory in action and gives the programme a unique feel and flavour in terms of staff development.

The work-based/placement learning statement

Participants are expected to be teaching in an HE context for a minimum of 100 hours. A compulsory part of the programme is the practice-based element assessed through the 'Supporting Teaching and Learning in Higher Education' module, including assessments of participant's teaching through tutor and mentor/peer observations.

Mentors will be offered appropriate training in order to support the participants and it is anticipated that mentors will be Fellows of the Higher Education Academy themselves so that they can in turn support the participants' understanding and reflective evaluation of their practice against the UKPSF. A mentor handbook is available to support mentors and CPD and training is also offered.

Welsh Medium Provision

Although the Programme is delivered through the medium of English, Welsh speakers who may prefer to submit assignments through the medium of Welsh are able to do so.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment strategies include, amongst others, written assignments, critiques, personal philosophy statements (and their refinement), devising and developing assessments, portfolios of work including theory and evidenced based reflections on practice informing professional development action planning. Full details for each module are contained in the module specifications.

	Assessment type and weighting	Assessment loading	Indicative submission date
Supporting Student Learning in Higher Education	50% Portfolio 50% Essay	2,000 words 2,000 words	31 st July 2016
Assessment and Evaluation in Higher Education	50% Portfolio 50% Essay	2,000 words 2,000 words	31 st July 2016
Academic Practice in Higher Education	100% Project	4,000 words	31 st July 2016

Given that participants on the programme are predominantly staff it is important that they are able to undertake the modules using a flexible approach that fits in with their workload commitments, assignments are presented at the September Assessment Board.

Assessment regulations that apply to the programme

Regulations for Taught Masters Degrees apply to this programme.

All modules and programme outcomes are assessed. Participants can submit assessment tasks at any point during the year, following discussions with the Programme Leader. As previously noted earlier, participants will have a discussion with the Programme Leader at the outset where their strengths and areas for development are, in line with the UKPSF, in order to create a bespoke pathway to support their development and learning towards meeting the intended learning outcomes for each module.

Informal formative assessment is built into modules through the workshops and participants can have one draft of their assignment formatively assessed prior to final hand-in. Students are given the opportunity for tutorial support and feedback on initial work on all assessments.

The learning outcomes in all modules are mapped to the UKPSF in order to meet the criteria for recognition as Associate Fellow or Fellow of the Higher Education Academy.

Programme Management

The current programme team:

Sue Horder - Programme Leader (PgCPD)/Module Leader SSL and A&E/Workshop tutor
John Luker – Programme Leader (MA Education)/ Module Leader AP/workshop tutor
Dr Paula Hamilton – Workshop tutor

The programme leader has responsibility for the administration, co-ordination, monitoring and review of the programme. This includes:

- The management and development of the curriculum and course portfolio.
- Appointment and liaison with external examiners.
- Identification of staff development needs of members of the team and provision of support to sustain and enhance the quality of provision.
- Student tracking.
- Collation of assessment data and its presentation at assessment boards.
- Quality assurance and annual monitoring procedures.
- Co-ordination of admissions, recruitment and marketing activities.

Tutorship ensures that all participants are engaged in individual tutorials within the taught programme. Informal tutorials and meetings with mentors occur at points of observation or specific arranged meetings to monitor progress.

Primarily the design of the programme is aligned to the overarching professional standards established in the UKPSF.

Quality Management Arrangements

The programme complies with University policies and procedures associated with the quality assurance of programmes. A percentage of assignments are 2nd marked and moderated internally within the team in line with University policy. A sample of assessments that are borderline, average or outstanding are sent to the external examiner prior to the Assessment Board and Award board which meets once a year (in September) to consider the assessment results and gain feedback from external examiners on the progress and development of the programme.

Participants have the opportunity to contribute to the evaluation of their programme through the student evaluation of module (SEM) questionnaire and programme procedures. Feedback from students, together with tutor evaluations are brought together to improve the overall quality of the programme including curricula content and delivery. Once student feedback has been discussed at programme level responses to the feedback is posted on the Moodle VLE.

It is also worth emphasising again the reflexive nature of the course. Any teacher education programme should model best practice and welcome critical review. In the case of quality management the administering of a SEM presents an opportunity to review the data collection

instrument and the rationale behind it. Clearly such reviews require the participants to observe confidentiality, a stipulation that is made clear very early in the programme. Indeed, on the current programme much lively, productive, learning debate centres on institutional processes and procedures.

The nature of the Programme and its participants (mostly internal staff) means that engagement in the staff/student consultative (SSCC) process has the potential to raise some issues, although the programme is also open to external applicants. The team recognises the importance of providing participants with the opportunity to engage in discussions relating to the programme. As a result the programme team will ensure that SSCCs are very much part of the evaluation processes in the new revalidated programme. The team wish to create an atmosphere of collegiality and collaboration and by creating an atmosphere and environment of partnership on the programme any issues, as they arise, are dealt with through the appropriate University processes.

Curriculum Development

The nomenclature and constitution in terms of level and credit value has been considered in line with other Higher Education Institution and University provision across England and Wales. Most universities in England and Wales now offer a similar programme to their staff including HEA fellowship level accreditation.

All members of the programme team are engaged in research and scholarly activity. Dr Paula Hamilton is a Senior Fellow of the HEA and Sue Horder and John Luker are both Fellows of the HEA and currently both are working on their applications for Senior Fellowship. Both are also working on their Professional Doctorates (in their fourth year) and hope to complete during 2015/16 academic year. The programme team all have emerging research profiles.

Sue Horder – Research interests include; mentoring and peer observation to improve and enhance professional development and the influence of teachers' epistemological beliefs on their conceptions of teaching and classroom practice.

John Luker – Research interests include; The use of VLEs and technology to support learning and student-centred learning in higher education.

Paula Hamilton – Research interests include; Inclusion of Eastern European children in primary settings and inclusive practice in education.

Particular support for learning

Participants on the programme will have access to tutorial support throughout the academic year and tutorials can be booked via the Moodle VLE. Participants can expect to have at least one tutorial session per module but this can be extended based on individual student needs. Participants also have access to the normal university student support mechanisms. The Glyndŵr Assessment Centre provides a professional assessment, advice and training service to people with disabilities attending the university.

The programme uses the Moodle VLE to support learning and this includes access to a range of journal articles and eBooks (via Athens). Students who have been unable to attend a workshop will have access to the presentation and any handouts used during the session. In addition further reading is also available to support reading and research outside of the workshops sessions. Video clips and interactive elements such as forums and discussion boards.

Examples of current Moodle pages

The top screenshot shows a Moodle course page for 'Course: EPH702 14/15 WREX...'. The page title is 'Instructions: Clicking on the section name will show / hide the section.' The page is organized into sections: 'Module Documentation', 'Useful Links', 'Planning for Learning', 'Learning Theories', 'Subject Specialist Pedagogy (10th December 2014)', 'Socratic Questioning (28th January 2015)', 'Large Lecture Classes', 'Journal Articles', and 'eBooks available on Athens'. Below the 'eBooks available on Athens' section, there is a link to 'http://www.openathens.net/' and three book covers: 'Teaching for Quality Learning at University', 'UNIVERSITY TEACHING IN FOCUS', and 'Evaluating Teaching and Learning'.

The bottom screenshot shows a Moodle course page for 'Course: EPH701 14/15 WREX...'. The page title is 'EPH701 14/15 WREXHAM Academic Practice in Higher Education'. The page is organized into sections: 'News forum', 'EPH701: Academic Practice is Higher Education Module Specification', 'Open all / Close all', 'Book Tutorials Here', 'Annotated Bibliography', and 'Literature Review'. The 'Annotated Bibliography' section includes a link to 'Annotated bibliography' and a link to 'Writing an annotated bibliography'. The 'Literature Review' section is also visible.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background.

This programme, as a teacher education programme and as a part of the University's provision is committed to respect priorities given to individual care of our students. It is our aim to anticipate and meet particular needs and requirements of the students. Consideration is given to ensuring, through teaching and learner support, and advice and guidance that students who are in a gender minority have a positive and successful study experience. Indeed the programme has built in opportunities for students to study and discuss issues of equality and diversity, particularly in a widening participation context.