



*Bath Spa University
School of Education
Lifelong Learning Department*

Student Handbook

Graduate / Postgraduate Certificate
Professional Learning

Higher Education

2005/6

CONTENTS

Section	Page
Section One – Introductory Information	2
1.1 Welcome	2
1.2 Entry Requirements	2
1.3 Staffing	3
1.4 Where does this qualification fit?	3
1.5 Rationale for the learning and teaching approach adopted for the programme	4
1.6 The quality of the work of the School of Education and the Lifelong Learning Department	5
1.7 The Assessment Process	5
1.8 Plagiarism	6
1.9 Quality Assurance, Course Monitoring and Course Committees	6
1.10 Equality of opportunity	6
Section Two – Award details	7
2.1 Assessment	7
2.2 Structure of the award	8
2.3 CPLHE overview	8
2.4 Progression	8
2.5 Programme components and structure	8
Section Three – Modules and assessment Tasks	10
3.1 Diagram of awards	10
3.2 Summary of Assessment Tasks	10
3.3 Module descriptions	11
3.4 Reading List	16
Other Useful Information	18
Staff Contacts	18
Presenting written work for assessment	19
Weblinks on Harvard Referencing	19
Summary Grid - Mapping of award to Academy areas	20

Section One – Introductory Information

1.1 Welcome

Welcome to the Student Handbook, which provides detailed information relating to the Postgraduate Certificate in Professional Learning (Higher Education). This document contains information, advice and guidance, which is crucial to your success during your study, so please become very familiar with the contents.

We have consciously tried to make the content detailed but accessible, and would welcome any comments you may have to improve it further.

1.2 Entry Requirements

If you are a new teacher at the University, you will be expected to undertake this award unless you meet **one of** the following exemption criteria:

1.2.1 Qualifications which would provide exemption

- Any recognised teaching qualification providing Qualified Teacher Status
- The following recognised Post Compulsory teaching qualifications
 - Certificate in Education
 - Post Graduate Certificate in Education
 - Professional Graduate Certificate in Education

1.2.2 Experience which would provide exemption

Two years (or the equivalent) full time teaching of recognised Higher Education ('Full time' is considered equivalent to 12 hours per week, or approx 400 hours per year, and HE in FE is included). Where it is not clear whether these conditions are fully met, a further discussion with the member of staff should take place, at which any areas clarification could be resolved, and a decision made.

1.3 Staffing

The members of teaching staff who work this award are all experienced, well-qualified and well-respected practitioners in their field. There is one main contact and tutor, who is **Jim Crawley, Head of Lifelong Learning in the School of Education**. Other staff take from the School of Education take on a caseload of participants on the course, and support and assess the participants they are allocated. Your **departmental mentor** will also be able to provide you with advice and support which will contribute to you completing the qualification.

Names and contact details of Course Tutors, and other relevant staff, are listed at the end of this handbook.

1.4 Where does this qualification fit?

This qualification is unusual, in that there are several stakeholders both inside and outside the University.

1.4.1 The Higher Education Academy

The **Higher Education Academy** is a UK-wide organisation set up to support quality enhancement in teaching and the student experience in higher education. An important part of the role of the Academy is to develop and maintain standards of professional practice for its Members and to define criteria for people seeking to become Members. One route to Membership is by undertaking an accredited course aimed at developing the knowledge and skills required to teach in higher education. The course at Bath Spa University is one of over 100 accredited staff development programmes in teaching and learning in higher education offered by universities and colleges around the UK.

The key professional reference points for this award are the **Core Knowledge and Professional Values of the Academy**, which can be seen to be present throughout. These are the core knowledge and professional values that are expected of Members and Associates of the Academy. The programme develops participants' understanding of the Five Areas of Learning and Teaching Activity, Core Knowledge and adherence to the Professional Values. These are mapped throughout the programme, module by module, and a summary grid appears at the end of this handbook.

1.4.2 Bath Spa University

As the HE institution which requires staff to undertake this qualification, Bath Spa University has a significant stake and interest in the outcomes, process and context of the course from a variety of perspectives. This is embedded in institutional policies, and the practices of different schools and departments, and underpins this course. There are several key aspects of University policy which impact on this qualification, starting with its **Mission Statement**, which is:

To be an outstanding and distinctive university institution that provides degree courses of the highest quality, informed by a culture of scholarship, expertise and teaching excellence.

In practice, the mission is carried out through the institution's **Strategic Objectives** and the **Learning and Teaching Strategy**, and supported by the **Staff Development Policy**, which requires new staff to undertake the award. As a **Teaching-led University**, ensuring that teaching staff meet minimum standards of subject expertise, academic rigour and teaching skills, successful operation of this course is central to the mission.

1.5 Rationale for the learning and teaching approach adopted for the programme.

As the school with specialist education expertise, the School of Education, and in particular the Lifelong Learning Department, delivers and manages the course within the University. It is a validated award within the **Professional Masters Programme (PMP)** of the School of Education, and as such is subject to the requirements, regulations and quality assurance procedures of all University awards. All participants become registered students with the School of Education when they join this award, and progression is available for those who may be interested to a **Masters Award in Professional Learning**, and onward to a Ph D.

1.5.1 School of Education philosophy of teaching and learning

We live in a period of social and technological change, both within the global society and in education. What *sort* of society, teaching organisations and teachers do we need in order to meet the needs of the 21st century? What are the purposes of education and lifelong learning? How will it change and develop in the future? How can education contribute to the advancement of social well-being? Lifelong Learning programmes with Bath Spa University attempt to provide some answers to these questions but also seek to stimulate the interest and motivation of participants to question further the subject they are studying. It is our intention to help students to become effective self-aware and self-confident people, who can live responsibly in the world as active citizens and professionals who are open to and involved with the processes of change.

1.5.2 Use of the ‘constructive alignment’ model

We find that the constructive alignment model of ‘aligning learning intentions with the curriculum, teaching, learning and assessment processes and resources to support learning’ (Biggs 2002: 1)¹ resonates effectively with participants on this course. It offers a model which is

implicit in the QAA programme specifications and subject benchmarking which encourage curriculum designers to make .. connections. The idea of constructive alignment within the educational process cannot be separated from the wider resourcing and cultural environment within academics operate.

The model is not however accepted uncritically, and participants are encouraged to evaluate this and other models against their own practice and continuing development.

1.6 Quality of the work in the School of Education and the Lifelong Learning Department

The School of Education generally receives a high commendation in student evaluations, as does the teaching team within the school.

¹ Biggs, J (2002) *Guide for Busy Academics - Constructive Alignment* (Bristol: ESCALATE Education Subject Centre)

The subject of Education was reviewed by the Quality Assurance Agency in December 2001 and received an outstandingly good report. You can read this on the QAA web-site at www.QAA.ac.uk

1.7 The Assessment Process

The assessment process operates as follows:

- You complete and hand in your assessment task on time
- Your tutor marks and gives you feedback on the piece of work, and this includes a result, which will either be a pass, referral (not yet a pass) or an outright fail. (If you fail a piece of work, or it is referred you have one further opportunity to resubmit).
- A proportion of your work is second marked by another member of school of education staff.
- An External Examiner appointed for their specialist expertise in the field also moderates a sample from 20% of the total work assessed.
- Twice a year (normally in November and May) there is an 'Examination Board'. At these boards, results of individual pieces of work are considered, and generally approved in the form of 'Mark Lists', which are then immediately published and sent to students by letter.

The final result of any piece of work is therefore not confirmed until it has been approved by a board.

This process may appear somewhat long-winded, but it is intended to ensure internal consistency and quality of teaching and assessment, and parity with similar HE work nationally.

1.7.1 Deadlines

A schedule of the assessment tasks you will need to complete and when they should be submitted will be provided early in your course, and there will be opportunities available to discuss and clarify these.

Deadlines for assessment tasks are strictly adhered to. Work received late may be failed as a 'non submission'. Extensions through the use of our deferral process may be granted in exceptional circumstances, but **only if sought in advance**. We will be as sympathetic as possible in cases of illness or other exceptional cases such as bereavement, but 'pressure of work' is unlikely to be accepted as a satisfactory reason for deferral. Try to plan your work carefully and avoid work accumulating and assessment deadlines clashing – talk to your Tutor for help if necessary and well before crisis point.

1.7.2 Deferral of Assessment Deadlines

If you are unable for exceptional reasons to complete an assessment task, you **must** complete a 'deferral' form (obtained from your course tutor, and available electronically on the LL web pages) and have Doctor's notes etc., if appropriate. This form must be handed in completed to your Course Tutor **at least one week before the assessment deadline**.

You are not expected to defer assessment tasks for more than one Examination Board, and this could result in a 'non submission fail' (i.e. a failure due to work not being handed in by the agreed deadline)

1.8 Plagiarism

A particular point to beware when producing work for assessment is plagiarism. This is the unacknowledged use of textbooks or other material (including the internet) in order to use as your own ideas and material which is not your own without acknowledging that source. It may be direct (using the book's words) or indirect (e.g. giving the general gist of an idea or critical discussion from one or more textbooks). We will address this early in your course, but always check your written work with the member of staff teaching the module or your Personal Tutor if you need advice or have any worries.

Use of plagiarism is an extremely serious matter, and assignments can be immediately failed when plagiarism is evident.

1.9 Quality Assurance, Course Monitoring and Course Committees

All awards in the department operate within the University's Quality Procedures, which are focussed on ensuring the quality of both the teaching and learning on offer is of the highest quality. Central to the process of collecting feedback and data on quality are the views of the students and teaching staff. This means that students and staff at all levels are involved in the process, and represented on the committees and other groups which effectively manage and review the programmes. Students are represented on the CPLHE Liaison Group and CPD Management Group (which are chaired by the Head of LL Department, Jim Crawley, and the Head of CPD, Dr Steven Coombs respectively), and on the School of Education Board (which is chaired by the Head of School, Dr Chris White). Representatives on these committees are chosen at the beginning of the year. The committees only meet three or four times a year but it is important, and vital for us for students to feed ideas into 'management' and be a part of how the School runs. If you have any comments or suggestions staff need to discuss contact your student representative or your Tutor.

Periodically you will be asked to complete a student evaluation form where you can make more detailed feedback comments on individual modules, learning activities and the course as a whole – these are anonymous.

1.10 Equality of Opportunity

Bath Spa University is committed to promoting equal opportunities and our policies and codes of practice are designed to support this commitment. If you are or feel yourself to be, a disabled student it would be most helpful if you could please advise your course tutor, either personally or by letter, of any special requirements you might need to make your participation in any award easier.

Section Two – Award Details

2.1 Assessment

Learning Outcomes

Assessment in this programme operates in **two dimensions**. Each module has its own **learning outcomes**, which are designed to address the course intentions and the **Core Knowledge and Professional Values** for the HE Academy. They are self-contained within each module, and covered by the assessment tasks.

Assessment criteria

In addition, the **Professional Masters Programme** has generic assessment criteria, which act as a coherent framework embracing the work of all units, and which 'wrap around' the individual modules. The generic assessment criteria are as follows:

Each **assessment activity** is assessed against the following criteria at **Level H** for the **Graduate Certificate**:

1. Can reflect on and describe an element of their own professional experience showing awareness of different perspectives.
2. Can recognise and describe features of an issue of relevance to their own professional practice and development.
3. Can use appropriate literature to identify and discuss the main features of a professional issue.
4. Knows the major contents of the area of study and shows evidence in writing or action that the relationship of these concepts to workplace practice are understood.
5. Can write a coherent and concise report, in an appropriate style, presenting a position or argument based on the outcomes of reading and/or enquiry.

and also the following additional **Level M** criteria for the **Post Graduate Certificate**:

1. Can critically analyse and reflect on professional practice using an identified framework(s) and/or general theory.
2. Can use published research and other literature in a critical way to evaluate findings of an original enquiry or other professional activity.

All modules need to meet level H and / or M criteria in addition to the module learning outcomes

All level M assignments must meet all the level H and level M criteria.

2.2 Structure of the Award

The overall approach is to be flexible and adaptable to the needs of the participants, whilst meeting the assessment requirements of the four modules, which make up the award. In considering how you can provide work for assessment, you will generally be able to select aspects of your professional situation which most suit your teaching, subject, research and development interests, and which fit in best with your own day to day work.

The Award Leader for the certificate is

Jim Crawley, Head of Lifelong Learning.

Tel: 01225 875677 email: j.crawley@bathspa.ac.uk

2.3 Certificate in Professional Learning (HE) Award Overview

The Certificate in Professional Learning (HE) consists of four linked modules, HD4391, 2, 3 and 4. The modules are located within the Professional Masters Programme (PMP) of the School of Education, and lead to either a Graduate Certificate or Postgraduate Certificate (Professional Learning - HE). The award of a Graduate Certificate is based on completion of **all modules at level H**. For the Postgraduate Certificate, **one module (15 credits) can be undertaken at level H, but the rest must all be Level M**.

2.4 Progression

Progression is available from this award into other programmes within the PMP. For further advice contact Dr Steven Coombs, Head of Continuing Professional Development. Tel: 01225 876149 E-mail: s.coombs@bathspa.ac.uk

2.5 Programme Components and Structure

This programme involves the following components :

- Taught content
- Practical teaching
- Tutorial support
- School-based peer and mentor support
- Workplace independent study

The programme is not structured as a taught linear programme, as the route to the award will vary depending on individual needs and circumstances, and the staff concerned all have differing teaching timetables, commitments and work schedules. An outline learning plan will be agreed with each participant, identifying their route through the award, and at times individuals will come together through group meetings or activities to work together. Satisfactory progress through the award would normally involve at least one single module being completed each semester, or a double module over a year, and in the majority of cases participants will start with the first double module HD393a.

2.5.1 Taught Content

Induction

You will need to attend an induction to the award, and these take place up to three times each year.

The induction will:

- clarify requirements for undertaking the award
- discuss the intentions, aims, content and structure of the programme
- describe the assessment and completion requirements
- discuss your own teaching experience, awareness of supporting theoretical frameworks, learning and support needs in relation to the award requirements
- share experiences and discuss the mutual benefits of peer support networks
- establish a timescale for completion of the award

Teaching Development Workshops / Support Sessions

Each year a programme of Teaching Development Workshops and Support Sessions will be organised on themes and topics of relevance and interest to participants. These will normally be one or two sessions long, and will be self-contained within those sessions. They will be taught by a variety of staff from inside and outside the University, and are intended to develop capability in key areas of teaching.

For 2005/6 these will include:

- Working with diverse groups of learners
- Using virtual learning environments
- Tutoring skills
- Assessment in Higher Education
- Making the most of seminars
- Power Point in HE Teaching

2.5.2 Teaching practice

Over the course of completing this award, you will be observed teaching three times each by a peer and a tutor, making **six observations** in all. The reports on observations, your own self-evaluations, and a 'Teaching File' of evidence of your teaching activity with a reflective commentary will be developed and produced to complete a set of evidence for assessment of teaching practice.

2.5.3 Tutorial support

Is available to participants from their Course Tutor face to face, by appointment, through email and by telephone. Support to achieve the award, carrying out observations, monitoring of progress and liaising between participants, their schools and the University's personnel department will also be undertaken with or by your tutor as appropriate.

2.5.4. School-based peer and mentor support

Each participant has access to peer and mentor support through their school, and this will contribute to their progress through the award. The Course Tutor may also play a role in helping this support to contribute to achievement of the award.

2.5.5 Workplace independent study

A large proportion of the study for this award will be undertaken in relation to and within the participant's own work-based situation. The programme will provide opportunities therefore for the person's own teaching, research and scholarly activity to be a central feature of the award. The additional reflection on, and development through the award will heighten their understanding of their practice, and its effectiveness, and contribute to the process of continuous improvement sought by the institution. For example one person will be able to use the work undertaken for a new module they are developing or updating by them as the assessment focus for a particular part of this award, whilst another person who is producing a virtual tutorial for use with their students will be able to make use of that work.

Section Three - Modules and Assessment Tasks

3.1 Diagram of Modules

Module No.	Title	Size (Credit)	Level
HD4391	Teaching and Learning in Higher Education	15	Masters (M) / Honours (H)
HD4392	Curriculum Models and Curriculum Development in Higher Education	15	Masters (M) / Honours (H)
HD4393	Using Learning Technology in Higher Education	15	Masters (M) / Honours (H)
HD4394	Roles and Responsibilities the HE Lecturer	15	Masters (M) / Honours (H)

3.2 Summary of Assessment Tasks

Module No.	Title	Assess Task No	Assessment Task
HD4391	Teaching and Learning in Higher Education	4391 a	Teaching File
HD4392	Curriculum Models and Curriculum Development in Higher Education	4391 a	Assignment – The HE Curriculum (2000 words)
HD4393	Using Learning Technology in Higher Education	4393 a	Learning technology project and seminar presentation (2000 words equivalent)
HD4393	Roles and Responsibilities of the HE Lecturer	4393 a 4393 b	Assignment - Reflective Account of Professional Development to date (2000 words) Individual Action Plan for Professional Development

3.3 Module Descriptions

Module HD4391 - Teaching and Learning in Higher Education

Summary of Content

This module will be the first you start on the course, and probably the last you will complete, as it provides a developing set of evidence about you as a lecturer over the whole period you are engaged in this course. It addresses some key aspects of both 'scholarly performance' and 'student-focussed' teaching. Observations of your teaching by a course tutor and a peer will take place at regular intervals over your time on the course, to provide an opportunity for development and experimentation.

The key module topics include:

- Teaching and supporting student learning
- Developing and teaching your own subject
- Designing and planning of learning activities and/or programmes of study
- Assessment and giving feedback to learners
- Developing effective learning environments, student guidance and support systems
- Selecting, developing and adapting effective and inclusive learning resources and materials
- Evaluation of practice individually and within an organisational context
- Engaging in research and scholarly activity
- Planning for continuous improvement

Learning Outcomes:

By the end of this unit participants will have demonstrated in their academic, pastoral, research and scholarly activity roles that they are able to:

- 1 demonstrate an awareness of factors which motivate higher education learners and potential barriers to learning, and select appropriate strategies to overcome these barriers.
- 2 plan, deliver and evaluate a sequence of teaching/learning events, paying attention to such issues as equal opportunities, inclusion and health and safety.
- 3 deploy a wide and appropriate range of teaching and learning methods, including the use of learning technology, effectively and efficiently to work with large groups, small groups and one-to-one.
- 4 make and moderate assessment judgements of teaching and learning using a wide and appropriate range of assessment techniques.
- 5 use a range of evaluation techniques, and made recommendations for improvement based on the results
- 6 engage in research and scholarly activity in their own subject

This module addresses the following HE Academy areas (See Summary Grid on final page of handbook):

Areas of Learning	A1 – A5
Core Knowledge	CK1 – CK6
Professional Values	PV1 – PV5

Assessment Tasks for HD4391

4393 a A **Teaching File** (this can be in any agreed format including a paper folder / electronic presentation / web pages / CD Rom / Presentation).

The file **should include**:

- Your Job Role / Description
- An up to date CV / Staff Profile
- Your teaching timetable
- Records of **three peer observations**, and **three tutor observations**, the *observer feedback* from those sessions, and your own separate *self evaluation of each session*.
- one **Module Handbook, which you are the sole author of**, including details of:
 - Module aims, discipline specific, intellectual and transferrable / key skills
 - Learning Outcomes
 - Assessment activity and criteria
 - Module outline and session plans (including methods and resources)
 - Other relevant supporting guidance / information
- A selection of your teaching resources (e.g. handouts; presentations; lecture notes; assessment tasks / activities)
- Assessment results and examples of feedback to students
- Tutorial records
- Results of monitoring and evaluation of your courses including feedback on your teaching from students; internal reviews; QAA; OfSTED etc
- Extracts from your research and scholarly activity profile over the duration of the course.

Module HD4392 - Curriculum Models and Curriculum Development in Higher Education

Summary of content

- curriculum models, theory and practice of curriculum development.
- approaches to curriculum development, roles of the teacher and learner, models of curriculum evaluation
- the curriculum of your subject in context
- the future HE curriculum

Learning Outcomes:

By the end of this module participants will have demonstrated in their academic, pastoral, research and scholarly activity roles that they are able to:

- 1 plan, implement, assess and evaluate a curriculum development

- 2 identify different curriculum models and illustrate the way in which these meet the interests of differing groups and their implications for the roles of teacher and learner and modes of assessment
- 3 distinguish between concepts and models of programme design influenced by different learning theories and curriculum formation
- 4 identify and evaluate the historical and philosophical values and principles which have influenced higher education curriculum development
- 5 describe and evaluate the curriculum models which apply to their own practice
- 6 critically appraise the forces and agencies involved in curriculum change

This module addresses the following HE Academy areas:

Areas of Learning	A1, A2, A5
Core Knowledge	CK1, CK6
Professional Values	PV1, PV2, PV4, PV5

(See Summary Grid on final page of handbook)

Assessment Task for HD4392

4392 a **Assignment** - A **2000 word** consideration of one or more key aspects of, or issues related to the curriculum within your subject area, and how they operate in your professional practice including consideration of:

- The curriculum models which are operating, and the historical and philosophical context within which they have developed.
- The key forces and agencies which have been involved in your curriculum as it has developed.
- How these have manifested themselves in terms of programme design, evaluation and modification.
- An evaluation of the way in which the curriculum meets (or not) the interests of differing groups, including students, staff and other stakeholders, and the implications for your role as lecturer.

Module HD4393 – Using Learning Technology in Higher Education
--

Summary of Content

- Developing skills and understanding in the operation and use of Learning Technology
- Learning technology in higher education and forces which influence its development
- Evaluating the strengths and weaknesses of learning technology
- Developing activities to support student learning with learning technology

Learning Outcomes:

By the end of this unit participants will have demonstrated they have:

- 1 appraised their own skills and understanding in the uses of learning technology

- 2 described the development of learning technologies in their own subject field, placed it in the context of HE overall, and analysed its impact on teaching and learning
- 3 undertaken a self directed project in using learning technology with students, and evaluated the results
- 4 discussed the effects of developments in learning technology on present day provision, and on BSU in particular
- 5 examined contemporary issues relating to learning technology and how they affect their professional role

This module addresses the following HE Academy Areas:

Areas of Learning	A1 – A5
Core Knowledge	CK1 - CK5
Professional Values	PV1- PV5

(See Summary Grid on final page of handbook)

Assessment Tasks for HD4393

- 4393 a** Carry out a **development project** involving a new use of learning technology with students.

The actual nature of the project is open to negotiation, but it should be small and manageable.

Possible areas could include:

- Using digital cameras for field work records
- Internet literature searches to support student learning
- Video recording to analyse and discuss performance
- E-learning and using virtual learning environments (VLEs)
- Providing web based course information and resources

- 4393 b** Evaluate the benefits and barriers involved through a **seminar presentation** to a group of peers.

Ensure the presentation includes:

- Critical engagement with the field of Learning Technology
- Analysis of the experiences, activity/ies involved in the project.
- The impact on the learning process and outcomes
- Your conclusions as to the success or otherwise of the endeavour.

Peer seminar presentation events will be held through the year.

Module HD4394 - Roles and Responsibilities of the HE Lecturer
--

Summary of Content

- Analysing and explaining the HE Lecturer's role in context
- Internal forces such as modularisation, semesters, college policies

- External forces such as government policy, globalisation, subject review, international trends and practices in teaching and learning
- Managing issues of equality, diversity and inclusivity to inform your practice and promote student learning
- Operating within appropriate ethical and professional frameworks
- Relating your teaching practice to pedagogic theory and research around the student experience

Learning Outcomes :

By the end of this unit participants will have demonstrated in their academic, pastoral, research and scholarly activity roles that they are able to:

- 1 describe their teaching, support and administration roles and responsibilities as a higher education lecturer.
- 2 critically analyse their practice relating to issue of equality, diversity and inclusivity in the promotion of student learning, drawing on key contemporary literature in the field.
- 3 interpret their own subject through application of theoretical models and frameworks that promote student learning
- 4 reflect critically on their personal and professional experience of higher education lecturing to date, considering the opportunities and constraints of their institutional setting, supporting the analysis with key contemporary literature.
- 5 Produce an Individual Action Plan for Professional Development which will inform your development over the next two years.

This module addresses the following HE Academy areas:

Areas of Learning	A1 – A5
Core Knowledge	CK1 – CK6
Professional Values	PV1 – PV5

(See Summary Grid on final page of handbook)

Assessment Tasks for HD4394

- 4394 a** **Assignment - A 2000 word Reflective Account of your professional development to date as follows:**

Introduction

Briefly outline the purpose of the assignment, and the areas that you intend to cover. Define your key ideas, briefly introducing some of your reading, and establishing your main points.

Analysis and reflection on your professional and personal development

Reflect critically on your particular path to taking up teaching. Consider examples of learning experiences you have had in your life, and / or

examples of working with colleagues which you feel have contributed to your experience and your learning. Drawing from literature relating to teaching and learning, explain how your own philosophy towards teaching has developed to its current point.

The Role of the University Lecturer

Critique your professional experience as a Bath Spa University Lecturer to date, critically analysing your strengths and weaknesses. Argue your own personal vision of what you believe it means to be a University Lecturer, and explain any conflicts or contradictions which emerge from the analysis.

- 4394 b Produce an Individual Action Plan for your next two years as a lecturer which:
- summarises your strengths and areas for development
 - identifies areas of both pedagogic and subject specific professional development which would be relevant for you to undertake
 - includes an outline plan and timescale for achieving the plan

This module addresses the following HE Academy Areas:

Areas of Learning	A1 – A5
Core Knowledge	CK1, 3, 6
Professional Values	PV1- PV5

(See Summary Grid on final page of handbook)

3.4 Reading List

OVERALL RECOMMENDED TEXT

Biggs, J (2003) *Teaching for Quality Learning at University (2nd ed)* Open University Press

Other Reading

There are a number of sources of reading available and they include:

BSU library at Newton Park

Archer, L; Hutchings, M; Ross, A (2003) *Higher education and social class, issues of exclusion and inclusion* - Routledge Falmer

Ashcroft K. & Foreman-Peck L. (1994), *Managing teaching and learning in higher education*, Falmer Press

Baume, D; Baume, C (1996) *Learning to teach, assessing students' work* - Oxford Centre for Staff Development

Bird, J (1996) *Black students and higher education* - SRHE/Open UP

Boud, D (1995) *Enhancing learning through self-assessment* - Kogan Page, 1995

Bourner, T; Katz, T; Watson, D (2000) *New directions in professional higher education* - Buckingham : SRHE/Open UP

Brooks, A (1997) *Academic women* - SRHE/Open UP

Brockbank, A & Mc Gill, I (1998) *Facilitating reflective learning in higher education* - Buckingham : SRHE/Open UP

Brown S. Bull, J and Pendlebury, M. (1997), *Assessing student learning in higher education*, Routledge

Caprez, E (2002) *The disabled student's guide to university* - Trotman & Co

Collis, B; Moonen, J (2001) *Flexible learning in a digital world, experiences and expectations* - Kogan Page

Delanty, G (2001) *Challenging knowledge, the university in the knowledge society*. Buckingham : Society for Research into Higher Education/Open UP , 2001

Edwards, A; Knight, P (1995) *Assessing competence in higher education* - Kogan Page

Field, J (ed.) (1997) *Electronic Pathways – Adult Learning and the new communication technologies*. Leicester : NIACE

Gibbs G. & Habeshaw T. (1989), *Preparing to teach: an introduction to effective teaching in higher education*, Technical & Educational Services

Gibbs G. (1992), *Teaching larger classes in higher education*, Kogan Page

Gibbs G. (1992), *Improving the quality of student learning*, Technical & Educational Services

Gibbs G., Habeshaw S. & Habeshaw T., (1984), *53 interesting ways to appraise your teaching*, Technical & Educational Services

Gibbs G., Habeshaw S. & Habeshaw T., (1984), *53 interesting things to do in your seminars and tutorials*, Technical & Educational Services

Gibbs G., Habeshaw S. & Habeshaw T., (1986), *53 interesting ways to assess your students*, Technical & Educational Services

Gipps C. (1997), *Assessment: a teacher's guide to the issues*, 3rd ed Hodder & Stoughton

Inglis, A; Ling, P; Joosten, V (2002) *Delivering digitally, managing the transition to the knowledge media* - Kogan Page

Maher F.A. & Tetreault M.K.T. (1994), *The feminist classroom*, Harper Collins

Mason, R (1998) *Globalising education, trends and applications* - Routledge

McCarthy, D; Hurst A (2001) *A briefing on assessing disabled students*; LTSN GENERIC CENTRE. - York

Moon, J (1999) *Reflection in learning and professional development, theory and practice* - Kogan Page, 1999

Mumtaz, S. (2000) *Factors Affecting Teachers' Use of Information and Communications Technology : a review of the literature* Journal of Information Technology for Teacher Education, Vol. 9, No. 3, 2000

Parry G. & Wake C. (eds) (1990), *Access and alternative futures for higher education*, Hodder

Race, P (1999) *2000 tips for lecturers*. - Kogan Page, 1999

Race, P (2001) *Assessment, a guide for students* - York: Learning and Teaching Support Network

Race, P; Brown, S (1995) *Assess your own teaching quality*. - Kogan Page

Ramsden, P. (2003) *Learning to Teach in Higher Education*. London: Routledge.

Rowland, S (2000) *The enquiring university teacher* - Open UP

Schoenholz-Read, J; Rudestam, K, E (2002) *Handbook of online learning, innovations in higher education and corporate teaching* - Sage

Schuetze, H G; Slowey, M (2000) *Higher education and lifelong learners, international perspectives on change* - Routledge Falmer

Trow M. (1994), *Managerialism and the academic professions: quality and control*, Quality Support Centre/OU

Web sources :

There are special pages for this course available, and you will be provided with the details of how to access them when you have your induction session.

The **Itslife** web site at <http://www.itslifejimbutnotasweknowit.org.uk> may also be useful

OTHER USEFUL INFORMATION

Staff contacts

Head of Lifelong Learning Department

Jim Crawley, Bath Spa University, Newton Park, Bath BA2 9BN
Tel : 01225 875677 fax : 01225 875499 email : j.crawley@bathspa.ac.uk

Head of Continuing Professional Development

Dr. Steven Coombs Bath Spa University, Newton Park, Bath BA2 9BN
Tel: 01225 876149 Fax: 01225 875499 E-mail: s.coombs@bathspa.ac.uk

Course Tutor CPLHE Award

Jim Crawley – details as above

School of Education Administration

Simon Boyce	CPD Administrator	01225 875993
s.boyce@bathspa.ac.uk		
Liam Forbes	Admissions Officer, Registry	01225 875690
l.forbes@bathspa.ac.uk		

Presentation of Written Work for Assessment

- a) The work should be typed/word-processed.
- b) A4 international standard size paper is required.
- c) Only one side of the paper should be used. Pages should be numbered consecutively throughout the main text including tables, figures and photographs. The pagination of appendices should be continuous within each appendix, but separate from the main text.
- d) The title (and where appropriate assessment task number) of the piece of work, the name of the student, the title and number of the module and the **exact word length** should all be on a separate front sheet.
- e) Typing should be double-spaced. Quotations should be indented and single-spaced. Font size 12 pt.
- f) Ample side margins (approximately one and a half inches on the left and one inch on the right) should be used, with reasonable sized top and bottom spaces, say, one inch.
- g) The piece of work should be soft bound when submitted.
- h) A suitable bibliography should be included. The bibliography is not included in the word length, nor is any supporting material used in the appendices.
- i) The **exact word length** must be included on the title sheet.

Web-info on Academic Referencing

These web sites provide further advice on the Harvard system of referencing as well as how to cite Web-based sources and e-Journals etc.

Reference Type	URL source
Library – Bridges: Harvard System (including Internet)	http://www.bournemouth.ac.uk/library/using/harvard_system.html (A downloadable pdf file)
Citing references – a short guide	http://www.ntu.ac.uk/lis/citinh.htm
Citation Guides	http://www.lmu.ac.uk/lss/lis/docs/harvfron.htm
Another Useful Web site	
The ItsLifelongLearning web site	http://www.itslifejimbutoctasweknowit.org.uk

SUMMARY GRID

AREAS OF LEARNING AND TEACHING ACTIVITY / CORE KNOWLEDGE AND PROFESSIONAL VALUES

<u>HE Academy Item</u>	Module HD4391	Module HD4392	Module HD4393	Module HD4394
Five Areas of Learning and Teaching Activity (A) Participants will develop understanding of :				
A1 teaching and the support of learning	X	X	X	X
A2 contribution to the design and planning of learning activities and/or programmes of study	X	X	X	
A3 assessment and giving feedback to learners	X			
A4 developing effective learning environments and learner support systems	X		X	X
A5 reflective practice and personal development	X	X	X	X
Core Knowledge (CK) Participants will develop knowledge and understanding of:				
CK1 the subject material that they will be teaching	X	X	X	X
CK2 appropriate methods for teaching and learning in the subject area and at the level of the academic programme	X		X	
CK3 models of how students learn, both generically and in their subject	X			X
CK4 the use of learning technologies appropriate to the context in which they teach	X		X	
CK5 methods for monitoring and evaluating their own teaching	X		X	X
CK6 the implications of quality assurance for practice	X	X		X
Professional Values (PV) Participants will be expected to adhere to the following professional values:				
PV1 a commitment to scholarship in teaching, both generally and within their own discipline	X	X	X	X
PV2 respect for individual learners and for their development and empowerment	X	X	X	X
PV3 a commitment to the development of learning communities, including students, teachers and all those engaged in learning support	X		X	X
PV4 a commitment to encouraging participation in higher education and to equality of educational opportunity	X	X	X	X
PV5 a commitment to continued reflection and evaluation and consequent improvement of their own practice	X	X	X	X