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| **Postgraduate Certificate in Academic Practice (PGCAP)**  **Module 3LT Handbook 2018-2019**  Cohort number:  Student ID number:  Student user name: | |

**September 18**

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# Module 3LT Overview: Learning and Teaching

M3LT is concerned with learning and teaching enhancement/innovation*.* By doing this module participants conduct a short enhancement/innovation project to be presented to peers at a university learning and teaching conference, to the PREP Review Board, or an equivalent event.

Participants focus on producing an output which allows them to develop their abilities in innovating teaching and learning. Mentors within Schools will provide participants with advice and participants will also be supported by the PGCAP team as required.

**For further details of the PGCAP Programme please see your Programme Handbook.**

## 1.1 Aims and Learning Outcomes

**Aims**

The aims of this module are:

* to explore and evaluate issues related to enhancing learning and teaching practice and module design

**Learning outcomes**

Having successfully completed the module, you should be able to:

1. Apply knowledge of generic and subject specific educational theory and/or evidence in the design of a learning enhancement activity, within your subject area.
2. Evaluate and reflect on your own professional practice and development through evidence derived from self, peers and the literature.
3. Develop, informed by the analysis of evaluation data, strategies for enhancing the student experience.
4. Critically analyse and reflect upon the appropriateness of learning outcomes for an enhancement activity and the alignment of learning and teaching activities with these learning outcomes.
5. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning.

**Transferable and Generic Skills**

As our participants are experienced staff who will have already demonstrated a wide range of skills, the list below is included for completeness of this profile document.

1. Compose and communicate ideas effectively, both orally and in writing
2. Organise and integrate your own learning with existing commitments and produce work to deadlines.
3. Apply self-directed learning skills
4. Apply education design and delivery skills in different contexts
5. Apply your reflective skills outside of your discipline context
6. Enhance your teaching activities through the integration of your research findings and process
7. Display initiative and personal responsibility

**Professional values**

In addition, the PGCAP Professional Values learning outcomes are:

1. A respect for individual learners and for their development and empowerment
2. A commitment to work with and learn from colleagues
3. The practising of equal opportunities
4. A commitment to continued reflection and evaluation, and consequent improvement of your own practice

## 1.2 Module sessions

There are no formal module sessions. However, participants are expected to **attend CPD workshops** which will support the development of their skills necessary for completion of their project work. **Attendance at a minimum of three CPD workshops is required**. These workshops may be in teaching and learning development in your subject area or other similar events which helped you to develop in your educational practice. These must be evidenced by submission of a **Reflective Log** (see Appendix C for an example of the proforma).

The eight CPD sessions listed below are available as development options for M3 PGCAP participants. Although these sessions are mainly aimed at M3RDM participants, M3LT participants can sign up for them **provided that spaces are available**.

Sessions available are listed below:

Session 1: Anatomy of a Funding Application

Session 2: Lifecycle of a Grant Application

Session 3: The Research Funding Landscape

Session 4: Digital Identity

Session 5: Open Access

Session 6: Research Project Management

Session 7: Embedding Impact into your Research

Session 8: Supervising Research Students

Please check staffbook to sign up for any CPD sessions organised by CHEP.

A brief description of these sessions is provided below. Further details will be provided at the start of each session.

**Session 1: Anatomy of a Funding Application**

This is a practical and analytical one day workshop in which participants dissect a funding opportunity to understand the main components of a successful bid and the content and processes involved, using a well-established methodology (BID4 P-C-O-T). They will have the opportunity to think about the different bid sections in relation to their own research idea/area. Participants should ideally already have an idea they would like to develop into a proposal.

**Session 2: Lifecycle of a Grant Application**

Presented by a very experienced and successful bid author who is also a widely respected bid evaluator/scorer, the session uses a case study approach to discuss the journey of a well-received grant application from its inception to funding, delivery and beyond, analysing a full, real, bid document set. In parallel, the workshop introduces and leads participants to apply a new methodology (Content Categories) for identifying, evaluating and sharing ideas most likely to register with peer reviewers and wider grant panel decision makers.

**Session 3: The Research Funding Landscape**

Presented by a member of RIS, the session overviews the main research funding bodies and their strategic priorities

**Session 4: Digital Identity**

It is important to build a digital identity for the project early on. Case examples are used as a basis for discussing participant’s knowledge of the topics and their application to their work.

**Session 5: Open Access**

Open Access refers to online research outputs that are free of restrictions on access and limited/no restrictions on use. Planning the dissemination and use of Open Access resources is important to establish early on in the project. Case examples are used as a basis for discussing participant’s knowledge of the topics and their application to their work.

**Session 6: Research Project Management**

This session provides an overview of all aspects of research project management. An experienced research project manager will use a case study as a basis for exploring the complexities and considerations of project management.

**Session 7: Embedding Impact into Your Research**

Planning for and demonstrating Impact are fast becoming prerequisites for securing research funding. This session looks at the University’s plans to deliver greater impact from our research and enterprise activities and the contribution individual researchers can make. Topics covered will include current thinking on the Impact Agenda, the importance of Pathways to Impact statements, and an overview of REF.

**Session 8: Supervising Research Students**

One of the most rewarding and, in some cases, demanding academic roles is that of research supervisor. The changing nature of the PhD and the increasing focus on training for students and supervisors makes this a timely workshop. In this workshop participants will be able to consider how to translate policies and guidance statements in terms of their own supervisory practice. Guidance on the copyright and intellectual property right issues associated with the submission of e-theses will also be discussed.

## 1.3 Mentoring

In M3LT the role of the mentor is to provide support for the development of your educator activities, following institutional and School’s guidelines. It is anticipated that you will have already been allocated a senior colleague who fulfils this mentoring role or a similar role for your School. The senior colleague may be a different person to your mentor for PGCAP modules 1 and 2. To act as a mentor for M3LT the individual needs interest, activity and experience in educational enhancement, innovation and/or pedagogic research. We expect PGCAP participants to explicitly discuss their M3LT projects and how to meet the assessment requirements with their PGCAP mentor/senior colleague(s), as appropriate. As with modules 1 and 2, this individual will not normally be your line manager. PGCAP tutors will also be available for you to seek advice on the development and progress of your project.

## 1.4 Assessment (See Appendix A for further details and templates)

### 1.4.1 Overview

#### Part 1. Enhancement or Innovation Project Report/Publication/Other

For this assignment you are required to:

1. Identify an enhancement/innovation or pedagogic research topic for your project
2. Write a project draft, with research questions
3. Implement the project
4. Write a report (3000-4000 words) which reviews the key aspects and findings of the project **OR** submit a paper about your project to a peer reviewed journal  
   (For the former the report will be expected to include the educational reasoning, design, development, implementation, data collection, analysis and conclusions)
5. Submit reflective logs from three sessions which you have attended (See Appendix C for an example of the proforma).

Part 2. Presentation of Enhancement or Innovation Report or Publication  
Presentations are expected to be for a minimum of 15 mins and 5 mins for questions.

For this assignment you are required to present the findings of your project to your peers in:

1. A presentation session to which colleagues from your School will be invited **OR**
2. At an institutional LT conference **OR**
3. At the PREP Review Board, or an equivalent.

During the presentation you should discuss yourProject Report*,* with specific focus on key areas and ideas for future work.

Please write an **abstract** (about 200 words) of your presentation which you circulate to your peer group and to the PGCAP administrator to be submitted **2 weeks** in advance of the presentation.

Part 3. Participant Reflection on own practice and development (500 words maximum, assessed by the PGCAP team)

Write a brief reflection of your learning during this project against each of the LOs for this module. In your reflection please explain how you think you have achieved the LO and provide evidence supporting your claims.

Keep a **record of LT development** and/or enhancement activities which you have attended or participated in and submit **learning logs from 3** of those activities.

## General Guidelines

**Citation of Literature**

In all summative assignments you are expected to use relevant literature to support and explore your arguments. Work that does not include appropriate references and referencing methods will therefore be referred.

You are welcome to use the referencing style that you are most familiar with. The recommended method of referencing is the [Harvard referencing style](http://library.soton.ac.uk/sash/referencing) (click on the hyperlink for useful advice and guidance on using this referencing system).

**All written submissions must**

* be no smaller than a size 11 legible font (e.g. Lucida Sans), 1.5 line spacing
* must comply with the word count (+/-10%)
* be submitted electronically by email to the PGCAP administrator by the deadline
* include an academic integrity declaration
* be anonymised (i.e. please remove all student and staff names, except your own)

**Marking**

**The marking for this module will not be anonymous**. The project based nature of the assessment, involving staff from the PGCAP team, who may consult with staff from participants Schools, makes it impossible to maintain anonymity. PGCAP cohorts are small in size, individuals or small numbers of participants come from a limited number of Schools, and the members of the PGCAP team are likely to have had discussions with individuals about their work. This approach is aligned with the Anonymous Marking Policy available from the University of Southampton Quality Handbook, [Policy and Procedures](https://cdn.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/FDB7C6BB26774F7688FAC7D6C17FF449/Anonymous%20Marking%20Policy.pdf#_ga=2.241738310.530038309.1536758266-931554478.1525178316) section.

### Assessment deadlines

Please refer to the **dates emailed to you at the beginning of the module.** The assignment completion date will be approximately 2 semesters/8 months from your start date of M3LT.

**Assessment Criteria**

Assessment is on a **pass/fail** basis at M-level (level 7 FHEQ).  
Templates can be found in Appendix A and marking criteria in Table 1.

All learning outcomes and relevant professional values must be demonstrated to at least a threshold standard to pass. Participants must also fulfil all requirements of the assignment instructions.

**The duration of the PGCAP Programme is 2 years.** Please note that **all three PGCAP modules must normally be completed** within two years of your registration for PGCAP module 1.

### Assessment Checklist

|  |  |
| --- | --- |
| Cover sheet LT |  |
| Artefact (Project/research report or equivalent) |  |
| Presentation of Artefact |  |
| Reflection against the module LOs |  |
| 3 reflective logs from activities attended |  |

# Appendix A: PGCAP Module 3LT

**Your M3 submission MUST contain the following cover sheet. Please ensure that you have completed it before you submit the documents required for M3 LT. Submissions without the cover sheet will be rejected.**

**COVER SHEET (LT)**

**Name of PGCAP participant:**

|  |
| --- |
| **PART 1. Research Artefact**  **Title and brief (1 sentence) description of your project artefact:**  **Have you submitted the artefact (i.e. a project report, journal article or other)? YES/NO** |

|  |
| --- |
| **PART 2. Presentation**  **Title of Presentation and Date:**  **Presentation Abstract (about 200 words. Please copy and paste your presentation abstract here):** |

|  |
| --- |
| **PART 3. Participant’s Reflection**  **Have you submitted the reflection in the template provided? YES/NO** |

**Signature (electronic acceptable) of PGCAP participant**

**Date**

## Part 1 Report on your LT project or journal article as applicable

## Part 2 Presentation assessment sheet (to be completed by PGCAP assessors)

**Name of PGCAP participant:**

**Title of Presentation and Date:**

|  |
| --- |
| **Abstract Provided: Y/N** |
| **Feedback** (normally 200-300 words, e.g. on strengths, gaps and areas of concern/for development, etc.)  **[Presentations significantly contribute to LO6. Compose and communicate ideas effectively, both orally and in writing]** |
| 1. **General comment on presentation** 2. **Strengths of argument/presentation** 3. **Comment on research questions/methodology** 4. **Comment on communication of ideas (handling questions etc.)** 5. **Areas for improvement** 6. **Optional suggestions for further professional development** |
| **Result:** Pass / Refer |
| **Name and signature of PGCAP Team member Assessor:**  **Name: Signature: Date:** |
| **Moderated by:**  **Name: Signature: Date:**    **School (if not PGCAP team member)** |

**Notes for Part 1 and Part 2:**

**If you have published your work:**

**Educational Research/Development Paper**If a paper has been accepted by a journal for publication then the journal review process will normally eliminate the need for internal review, as long as the refereed journal is of good standing, although this is at the discretion of the PGCAP team. Please attach a copy of the journal review and the paper reference or publication information, along with a copy of the feedback received through the associated peer review processes.

**Education Research/Development Paper presentation**  
If a paper has been accepted for presentation at an established academic refereed conference then the conference review process will normally eliminate the need for internal review, although this is at the discretion of the PGCAP team. Please attach a copy of any relevant documentation, such as the abstract for your presentation, feedback received and the conference reference to the abstract.

## Part 3. Participant Reflection (maximum 500 words)

Using the table below, write a brief reflection against each of the M3LT LOs indicating **how conducting your project has enabled you to demonstrate the LOs. Please provide evidence from your practice in support of your claims**.

| **Module 3LT Learning Outcomes**  By the end of the module you should be able to: | **Critical reflection**  In order to support your critical reflection provide evidence from your practice or from any sessions you attended demonstrating how you have achieved the LOs | **PGCAP marker’s comments** |
| --- | --- | --- |
| 1. Apply knowledge of generic and subject specific educational theory and/or evidence in the design of a learning enhancement activity, within your subject area |  |  |
| 1. Evaluate and reflect on your own professional practice and development through evidence derived from self, peers and the literature |  |  |
| 1. Develop, informed by the analysis of evaluation data, strategies for enhancing the student experience |  |  |
| 1. Critically analyse and reflect upon the appropriateness of learning outcomes for an enhancement activity and the alignment of learning and teaching activities with these learning outcomes |  |  |
| 1. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning |  |  |
| 1. Compose and communicate ideas effectively, both orally and in writing |  |  |
| 1. Apply education design and delivery skills in different contexts |  |  |

|  |
| --- |
| **Please identify and list any development activities which you will be following up. These will support your development as a researcher and may include workshops you plan to attend.** |

## **Table 1**. Guideline Assessment Criteria for each Learning Outcome

**Assessment is on a Pass/Fail basis. The criteria below are indicative to guide the assessors and aid your self-assessment**

| **LO\*** | **Refer** | **Masters Pass (50-60%)** | **Merit (60-70)** | **Distinction (70 +)** |
| --- | --- | --- | --- | --- |
| **1** | Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques  Little or no evidence of wider reading  Very limited or no engagement with the literature  Inadequate ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques  Moderate evidence of wider reading  Moderate engagement with the literature  Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques  Significant evidence of wider reading  Significant engagement with the literature  Good at applying knowledge of educational theory and evidence to learning & teaching situations. | Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques  Evidence of extensive wider reading  Excellent engagement with the literature  Excellent at applying knowledge of educational theory and evidence to learning & teaching situations. |
| **2** | Inadequate ability to evaluate and reflect upon professional practice.  Little or no evidence of personal insights  Personal development needs not identified  Inadequate evidence from self, students and peers  Little or no evidence from literature and/or incorrectly referenced.  Little or no integration of theory, evidence and practice | Moderate ability to evaluate and reflect upon professional practice.  Moderate evidence of personal insights  Moderate identification of Personal development needs  Moderate evidence from self, students and peers  Moderate evidence from literature correctly referenced  Moderate integration of theory, evidence and practice | Good at evaluating and reflecting upon professional practice.  Considerable personal insights  Personal development needs examined and identified.  Considerable evidence from self, students and peers  Considerable evidence from literature correctly referenced  Good integration of theory, evidence and practice | Excellent at evaluating and reflecting upon professional practice.  Extensive personal insights  Personal development needs thoroughly examined and identified.  Extensive evidence from self, students and peers  Extensive evidence from literature correctly referenced  Excellent integration of theory, evidence and practice. |
| ~~3~~ | Inadequate ability to critically analyse evaluation data  Inadequate ability to use evaluation data to inform the development of plans to enhance the student learning experience. | Moderate ability to critically analyse evaluation data  Moderate ability to use evaluation data to inform the development of plans to enhance the student learning experience. | Good at critically analysing evaluation data  Good at using evaluation data to inform the development of plans to enhance the student learning experience. | Excellent at critically analysing evaluation data  Excellent at using evaluation data to inform the development of plans to enhance the student learning experience. |
| 4 | Inadequate ability to critically analyse and reflect upon the appropriateness of the learning outcomes for an enhancement activity and the alignment of learning and teaching activities with them. | Moderate ability to critically analyse and reflect upon the appropriateness of the learning outcomes for an enhancement activity and the alignment of learning and teaching activities with them. | Good critical analysis and reflection upon the appropriateness of the learning outcomes for an enhancement activity and the alignment of learning and teaching activities with them. | Excellent critical analysis and reflection upon the appropriateness of the learning outcomes for an enhancement activity and the alignment of learning and teaching activities with them. |
| 5 | Inadequate ability to critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning. | Moderate ability to critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning. | Good at critically analysing and reflecting upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning. | Excellent at critically analysing and reflecting upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning. |
| 6 | Inadequate ability to compose and communicate ideas effectively, both orally and in writing | Moderate ability to compose and communicate ideas effectively, both orally and in writing | Good at composing and communicate ideas effectively, both orally and in writing | Excellent ability to compose and communicate ideas effectively, both orally and in writing |
| 9 | Inadequate ability to apply design and delivery skills in different contexts | Moderate ability to apply design and delivery skills in different contexts | Good at applying design and delivery skills in different contexts | Excellent ability to apply design and delivery skills in different contexts |

\*Learning Outcomes

1. Apply knowledge of generic and subject specific educational theory and/or evidence in the design of a learning enhancement activity, within your subject area.
2. Evaluate and reflect on your own professional practice and development through evidence derived from self, peers and the literature.
3. Develop, informed by the analysis of evaluation data, strategies for enhancing the student experience.
4. Critically analyse and reflect upon the appropriateness of learning outcomes for an enhancement activity and the alignment of learning and teaching activities with these learning outcomes.
5. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning
6. Compose and communicate ideas effectively, both orally and in writing
7. Apply education design and delivery skills in different contexts

# Appendix B: Learning Outcomes Mapping

Mapping PGCAP Module 3LT Learning Outcomes to Learning and Teaching Activities and Assessments

| **Learning Outcomes**  By the end of this module you should be able to: | **Learning and Teaching Activities** | **Assessment** |
| --- | --- | --- |
| 1. Apply knowledge of generic and subject specific educational theory and/or evidence in the design of a learning enhancement activity, within your subject area | Workshops as appropriate  Discussions with mentor/PGCAP tutor | Project report &  Presentation |
| 1. Evaluate and reflect on your own professional practice and development through evidence derived from self, peers and the literature | Workshops as appropriate  Discussions with mentor/PGCAP tutor | Participant Reflection and  3 Reflective logs |
| 1. Develop, informed by the analysis of evaluation data, strategies for enhancing the student experience | Workshops as appropriate  Discussions with mentor/PGCAP tutor | Project report &  Presentation |
| 1. Critically analyse and reflect upon the appropriateness of learning outcomes for an enhancement activity and the alignment of learning and teaching activities with these learning outcomes | Workshops as appropriate  Discussions with mentor/PGCAP tutor | Project report &  Presentation |
| 1. Critically analyse and reflect upon the appropriateness and effectiveness of learning and teaching activities and resources to facilitate quality learning | Workshops as appropriate  Discussions with mentor/PGCAP tutor | Project report &  Presentation |
| 1. Compose and communicate ideas effectively, both orally and in writing | Discussions with mentor/PGCAP tutor | Project report &  Presentation |
| 1. Apply education design and delivery skills in different contexts | Workshops as appropriate   Discussions with mentor/PGCAP tutor | Project report &  Presentation |

# **Appendix C:** Reflective Log Proforma

PGCAP participants are strongly recommended to complete this form or similar for each workshop/learning event that they undertake. **To complete Part 3 of your assignment you will need to submit the logs from three of these activities.**

|  |  |
| --- | --- |
| **Name:** |  |
| **Title of Session/Activity** |  |
| **Date** |  |
| **Location** |  |
| **Duration** |  |
| **Outline of the activity as advertised** |  |

**To be completed BEFORE the activity/session**

| *Which Module Learning Outcome(s) does this session support and why?*  *Is there anything else, not covered above, which you are hoping to learn/gain from the session/activity?* |
| --- |

**To be completed AFTER the activity/session**

| *What did you learn from the session?* |
| --- |

**To be completed AFTER the activity/session**

| *What might you do differently in your educator’s role as a result of this session/activity?* |
| --- |

**To be completed AFTER the activity/session**

| *What can you find in the literature to support or discuss what you learnt from the session and/or what you are going to change as a result of the session/activity* |
| --- |