

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Postgraduate Certificate
4	<b>Programme Title</b>	Certificate in Advanced Studies in Academic Practice
5	<b>Programme Code</b>	3015
6	<b>Programme Accreditation</b>	Higher Education Academy
7	<b>QAA Subject Benchmark(s)</b>	UK HE Professional Standards Level 2
8	<b>FHEQ Level</b>	7
9	<b>Last updated</b>	18 February 2013

### 10 Programme Aims

The aims of the CASAP programme are to:

- 1 Provide participants with the opportunity to critically reflect upon, evaluate, and develop their professional practice as academics or support staff at Newcastle University in the light of relevant scholarship and research, responding positively to our mission, the external context and the diversity of the student population;
- 2 Provide a fertile environment for participants to learn from and work effectively with colleagues from diverse academic backgrounds on matters of academic practice;
- 3 Support participants in developing appropriate knowledge and understanding, skills and professional values for academic practice in alignment with Descriptors 1 and 2 of the UK Professional Standards Framework (UK PSF) and thus provide a pathway to becoming an Associate Fellow/Fellow of the Higher Education Academy.

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### 11 Learning Outcomes

The programme provides opportunities for participants to develop and to demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

#### Knowledge and Understanding

On completing the programme participants should be able to:

- A1 Demonstrate a critical awareness of a range of student learning processes and models, selecting and discussing their use in context

A2	Show an appreciation of the nature of their role in the Newcastle University context
A3	Identify and critically review relevant literature relating to their academic practice including teaching
<b>Teaching and Learning Methods</b>	
<p>A range of online materials and exercises using them; directed and independent reading; and specific workshop sessions introduce student learning processes and models; discuss the evidence for them; their practical and ethical consequences; and the strengths and weaknesses of using them in a range of contexts (session and module design, questioning and assessment approaches, and selected face-to-face situations). The idea of a “student offer” is used to assist reflection on professional development needs. Relevant literature is cited frequently, forms part of online pre-work and assessment surgeries and tutorials. Guidance to key articles and texts is provided in the Programme Handbook and session/topic materials.</p>	
<b>Assessment Strategy</b>	
<p>This outcome is addressed from the outset in a pre-course Personal Statement on “How my students learn and how I support them in my teaching” on which all participants gain feedback before revising and developing their statement.</p> <p>It is subsequently assessed systemically throughout the specific assessment instruments. It is accounted for in requirements to use the “student voice”; to incorporate “how students learn, generally and within your subject-disciplinary area(s) and/ or professional context”; and to “incorporate research and scholarship about learning into your teaching”.</p>	
<b>Intellectual Skills</b>	
<p>On completing the programme participants should be able to:</p> <p>B1 Effectively design sustainable modules with cogent rationales that meet a wide range of curriculum needs, including a central focus on student learning</p> <p>B2 Evaluate their academic practice both individually and with others</p>	
<b>Teaching and Learning Methods</b>	
<p>Detailed online materials provide a foundation for teaching about both these areas, with pre-work exercises required to ensure engagement with them prior to a face-to-face workshop that enables participants to work on their own practical example individually and in groups.</p>	
<b>Assessment Strategy</b>	
<p>Feedback from Faculty Programme Liaison Officers (FPLOs) forming part of the course team enables participants to self-assess their designs and other aspects of their academic practice. Face-to-face teaching is evaluated using state-of-the-art appreciative techniques of Video-Enhanced Reflective Practice (VERP) offered by AVIGuk qualified staff (LTES). Further practice in evaluation is developed through reviews of (a) teaching of a peer colleague on the course by the participant; (b) the participant’s own teaching by FPLOs (in module LTES) and (c) other aspects of academic practice by peers and FPLOs (DST, APP)</p> <p>The achievement of B1 and B2 are crucial aspects of the written summative assessment for DST; and for B2 of both oral and written assessment of LTES and APP.</p>	

Practical Skills
<p>On completing the programme participants should be able to:</p> <p>C1 Deploy a range of personal, curricular and technological approaches to effectively engage students in a range of contexts</p> <p>C2 Teach as part of a curriculum team in ways appropriate to students, subject disciplines, professional contexts and academic levels</p> <p>C3 Practise as personal tutors and research supervisors to assist student learning and progress, including a critical insight into relevant practical, ethical and legal concerns</p>
Teaching and Learning Methods
<p>C1 is taught experientially through the use of online materials on the VLE and exercises using them; and by using the VLE for adaptive release, surveys and assessment submissions. It is also supported in specific taught sessions on student learning and engagement, interactive lecturing, small group teaching, module design, and assessment among others. Finally microteaching workshops demonstrate new ways to use video as well as presentation software; and we further provide specific teaching about and practice using technology in lecturing and blended approaches.</p> <p>The practical, pedagogical and ethical considerations of C2 are taught throughout the course, participants being facilitated to bring out discipline-related considerations at all times. The use of a group of FPLOs to provide discipline-related insight during one-to-one tutorials and in required pre-submission feedback on written work is a particular strength of the course.</p> <p>C3: Personal tutoring is a topic of a specific workshop dealing with the practical, skills, moral and ethical, and legal aspects (DST). The topic of research supervision is introduced in terms of taught programme project supervision in LTES, developed into the postgraduate research context in DST and more advanced aspects are optional in APP.</p>
Assessment Strategy
<p>The observation and review of teaching undertaken with the FPLO assesses the use of technology in a formative context, as does the microteaching (LTES). This area is a specific requirement in the assignments reviewing a taught session (LTES) and of a module design (DST). Outcome C2 is assessed both formatively and summatively in the same ways.</p> <p>Personal practice as tutors and supervisors is reviewed in a secure workshop environment with carefully selected facilitators. Where the participant is undertaking these roles at the time, s/he is required to include them in the self-reflection on progress for DST.</p>
Transferable/Key Skills
<p>On completing the programme participants should be able to:</p> <p>D1 Reflect on and act to develop their own professional practice, evaluating, articulating and reporting on the process</p> <p>D2 Demonstrate achievement of the UK Professional Standards at Descriptor 1, and where selected, Descriptor 2</p>

### **Teaching and Learning Methods**

Outcome D1 is the “organising outcome” for the course as a whole. It forms part of nearly all course processes, from the pre-work before the first module LTES to the reflective interview that caps off APP. All workshop sessions and online exercises, as well as peer review and FPLO meetings and feedback contribute to enabling the participant to achieve this outcome.

Outcome D2 highlights the alignment to the UK PSF that exists at the module level of the programme. Each module includes an element of “mapping” the participant’s academic practice, and learning from it, to the Professional Standards.

Thus, like outcome D1, outcome D2 is a very broad one. The programme elements contribute in a constructive way to achievement of PSF Descriptor 1 during LTES for a wide range of participants who teach in HE; to furthering participant experience in an HE teaching context during DST. Finally APP enables participants to choose elements of academic practice that may or may not contribute to this outcome. Where the participant chooses to meet this outcome, personal guidance will be provided to assist with its achievement, for example in choosing their project, development activities and their reflective focus in APP.

If a participant chooses NOT to address this outcome in full, they will still need to review progress against it, so that they leave the programme with a clear sense of the next steps that can enable them to meet this outcome outside the course structure.

### **Assessment Strategy**

All the assessment instruments provide opportunity for formative assessment of outcome D1. Similarly, it is a universal element in the summative assessments.

Outcome D2 is assessed through both written assignments and elements of mapping and reflecting that are used in each module. So UKPSF Descriptor 1 is achieved as part of LTES, whereas progress beyond that is assessed in DST and APP. For experienced staff, outcome D2 at Descriptor 1 may be assessed through credit for prior learning of the LTES learning outcomes using a “Professional Conversation”.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

There are three linear modules; the first one Learning, Teaching and Engaging Students (LTES) is offered at least three times each academic year, the second one Supporting Learning: Designer, Supervisor, Tutor (DST) twice, and the third one, Academic Practice Project (APP) twice.

### **Key features of the programme (including what makes the programme distinctive)**

The block taught elements of the programme are offered mainly OUTSIDE the normal semesters to avoid interference with the teaching responsibilities of the participants on them.

The programme is designed to help those teaching in Higher Education to reflect on and develop their practice in an engaging way, whilst also enabling them to achieve a minimum of Descriptor 1 of the UK Professional Standards for those teaching and supporting learning in HE. It is only available where participants have minimum amount of HE teaching.

The programme uses a carefully selected combination of experiential, face-to-face, online and peer/small group activities to enact much of the content as well as enabling participants to construct and develop their understandings.

Participants who are part time and postgraduate teachers will normally attend LTES having already had a two day taught block (ILTHE) and an induction to the present programme. They will not undertake certain elements of LTES where they have already been taught that content.

The programme provides a supported environment for a range of participants who teach full time, and those who teach part time to work together (LTES). It makes use of both subject disciplinary and cross-disciplinary insights brought by the participants, as well as staff teaching on it.

In DST the programme focuses on the appropriate design of a module or equivalent learning unit, including specifically key constraints, barriers and communication and implementation problems as well as issues more traditionally categorised as pedagogical, since these are seen as important skill areas for successful academic practice at Newcastle University.

Finally, it provides a flexible but structured way for participants to work on a self-selected project of value to their institution in the final module APP that can produce significant value for the individual as well as to their institution.

#### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/programme/>

### **13 Criteria for admission**

#### *Entry qualifications*

First degree or other evidence of knowledge of the subject material of your teaching.

#### *Admissions policy/selection tools*

All who meet the entry requirements and teach for Newcastle University.

#### *Non-standard Entry Requirements*

At the discretion of the DPD

#### *Additional Requirements*

1. A formal teaching role for Newcastle University (unless agreed otherwise in writing).
2. Initial teaching experience at Higher Education level that could include supervision in laboratories, project supervision, etc. See comments below.

The CASAP programme is practice-based and achievement of the learning outcomes depends on participants' practice on which they will reflect for learning and assessment. Unless specifically agreed otherwise by the DPD, participants are required to have as a minimum:

- a. Five (5) hours of **formal group teaching**, e.g. lectures, seminars, demonstrating, during the semester following the LTES module block as part of **a combined total of around 20 hours of teaching** accrued by the submission date for module LTES. Note that this larger total could include supervision in laboratories, project supervision, etc.

AND

- b. A further five (5) hours of **formal teaching** during the semester following the DST module block

<i>Level of English Language capability</i> IELTS 6.5 (or equivalent)

## **14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

### *Induction*

Prior to the first block of LTES, participants will be invited to an induction event, supported by web-based information. On the first day of the block participants are offered guidance on the programme processes and requirements (re-visited at the end of the block) and an overview of the programme's context in the University from the Pro-Vice-Chancellor (Learning and Teaching).

During the LTES block, participants will be given a general introduction to the University's principle support services and general information about the Staff Development Unit and their programme, as described in the Degree Programme Handbook. New and continuing participants will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. in the form of a Module Guide and a tutor-led discussion.

### *Study skills support*

Participants will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Further support is available through the Staff Development Unit, for example self-management, leadership, writing and technical skills, including online materials through the Learning Resource Centre. Participants are explicitly tutored on their approach to both group and individual projects by FPLOs and other members of the course team.

### *Academic support*

The initial point of contact for a participant is with their Faculty Programme Liaison Officer (FPLO) or module leader, for more generic issues. Thereafter the Degree Programme Director or Chair of the Board of Studies may be consulted. Issues relating to the programme may be raised at the Staff Participant Committee, and/or at the Board of Studies.

### *Pastoral and well-being support*

All participants are assigned a Faculty Programme Liaison Officer (FPLO) whose responsibility is to monitor the academic performance and overall well-being of their participants in relation to the programme. In addition the University offers a range of support services, including counselling and guidance on a range of topics. Staff should access these services through Occupational Health (<http://www.ncl.ac.uk/occupationalhealth/>) online via Support and Wellbeing (<http://www.ncl.ac.uk/hr/support/>) or via their HR Adviser. There is specialist support available for participants with dyslexia and mental health issues.

#### *Disabled Staff Support at Newcastle University*

Support for disabled staff is available for staff at all stages of their University career. This includes:

- A confidential meeting with a Human Resources Adviser and other University staff who are able to advise and assist.
- Advice and guidance on potential workplace adjustments
- Information and assistance in gaining workplace assessments for disability related adjustments; such as specialist and adaptive equipment, assistive technology, British Sign Language/English Interpreters, alterations to working environments
- Information on self-help disability support groups and other sources of assistance

Full information is available at: <http://www.ncl.ac.uk/hr/support/disability.php>

This includes the Enable staff guidance document that is at:

[http://www.ncl.ac.uk/hr/assets/documents/disability-staff-toolkit\\_pg.pdf](http://www.ncl.ac.uk/hr/assets/documents/disability-staff-toolkit_pg.pdf)

#### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

Where appropriate, in-session language training can be provided.

### **15 Methods for evaluating and improving the quality and standards of teaching and learning**

#### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies. Participant opinion is sought at the Staff-Participant Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Cross-Faculty Learning, Teaching and Student Experience Committee.

#### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Cross-Faculty Learning, Teaching and Student Experience Committee. The Cross-Faculty Learning, Teaching and Student Experience Committee takes an overview of all programmes outside Faculties and reports any Faculty-level or institutional issues to the University Learning, Teaching and Student Experience Committee.

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Cross-Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional participant representatives, through the Staff Participant Committee.

#### *Participant evaluations*

All modules, and the degree programme, are subject to review by participant questionnaires. Informal participant evaluation is also obtained at the Staff Participant Committee, and the Board of Studies. The results from participant surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*Mechanisms for gaining participant feedback*

Feedback is channelled via the Staff Participant Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every six years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a one-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

*Accreditation reports*

Three year accreditation by the HE Academy, as part of the institutional accreditation

*Additional mechanisms*

## **16 Regulation of assessment**

*Pass mark*

The pass mark is 50%

*Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 20 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Cross-Faculty Learning, Teaching and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme



In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>  
and <http://www.ncl.ac.uk/staffdev/workshops/programmes/academic/index.htm>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical participant might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

		Intended Learning Outcomes			
Module	Type	A	B	C	D
LTES	Compulsory	1, 2, 3	2	1, 2	1, 2
DST	Compulsory	1, 2, 3	1, 2	1, 2, 3	1, 2
APP	Compulsory	2, 3	2		1, 2