



PRIFYSGOL
BANGOR
UNIVERSITY

Postgraduate Certificate in Teaching in Higher Education

PGCert THE

PROGRAMME HANDBOOK

Academic Year 2020-21

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Introduction

The PGCert THE is a Level 7 qualification, consisting of two 30 credit modules, which are normally completed over two consecutive academic years. The programme is organised by the Bangor University Centre for the Enhancement of Learning and Teaching (CELT) and the final qualification is awarded by the School of Education. On successful completion of the programme, individuals will be recognised as Fellows of the Higher Education Academy.

Programme Aims

The programme is designed to help staff with teaching responsibilities to develop their theoretical knowledge and practical skills in order to become an effective teacher in Higher Education. The course will help individuals to navigate the practical aspects of teaching at Bangor University to increase efficiency, and it will introduce you to the scholarship of teaching and learning. The emphasis is on developing academics as reflective practitioners, and promoting innovative approaches to teaching and learning.

The course can be studied in English or Welsh. All primary resources will be available in both languages, and assignments may be submitted and graded through either medium, or bilingually. Please contact Dr Lowri Ann Rees (l.a.rees@bangor.ac.uk), the Director of the Welsh Medium Programme, if you would like to study through the medium of Welsh, and she will provide additional tutorial support and guidance throughout the year. You may also select a Welsh language Teaching Advisor (see page 8).

Teaching Standards in HE

As part of our commitment to teaching excellence, Bangor University aims to ensure that all staff who teach and support students are qualified to teach in HE. This means that they should either hold a teaching qualification like the PGCertTHE, or a nationally recognised teaching fellowship. Completion of the PGCert THE will give you both a formal qualification in teaching and Fellowship of the Higher Education Academy (HEA). Teaching qualifications and/or Fellowship status are an increasingly important consideration, both for recruitment and promotion within HE, and they are a valuable addition to an academic's CV.

In the UK, Advance HE is the national body responsible for championing teaching quality in universities and within this, the Higher Education Academy provides benchmarks for professional standards in teaching: the UK Professional Standards Framework (UKPSF). The Bangor PGCertTHE programme is aligned with the UKPSF, so on successful completion of the first module (stage 1), participants will have demonstrated the appropriate standards for Associate Fellowship of the HEA, and successful completion of the second module (stage 2) will confer Fellowship of the HEA (refer to Figure 1). Bangor's PGCertTHE programme also meets the requirements for accreditation by the Nursing and Midwifery Council (NMC), so on successful completion of the course, staff within healthcare will receive Registered Nurse Teacher status.

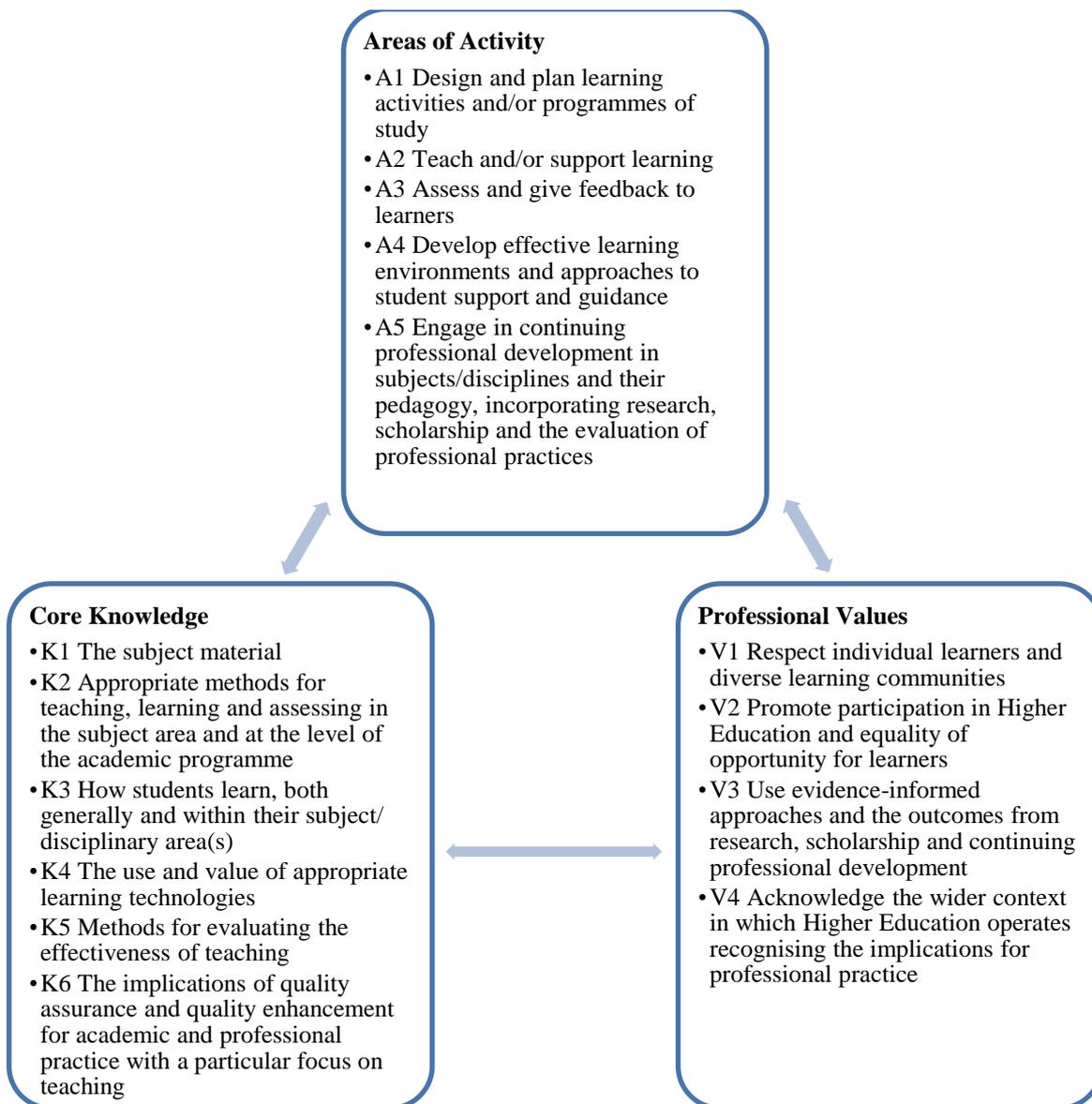


Figure 1. The dimensions of the Professional Standards Framework (UKPSF), as drawn up by the UK Higher Education Academy. Successful completion of Bangor’s PGCertTHE programme shows that the criteria for Fellowship of the HEA have been met, by showing evidence for successful engagement across all five Areas of Activity (Dimensions A1-5), appropriate knowledge and understanding across all aspects of Core Knowledge (Dimensions K1-6) and a commitment to all of the Professional Values shown above Dimensions V1-4). Individuals will also have demonstrated

- I. Successful engagement in appropriate teaching practices related to the Areas of Activity;
- II. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice;
- III. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

The PGCertTHE programme is compulsory for teaching staff with less than 3 years continuous teaching experience in UK Higher Education (unless they are already HEA Fellows). More experienced staff may achieve FHEA status by production of a portfolio of their own professional experience, which demonstrates they have met the standards required for the UKPSF. The University will support staff to achieve Fellowship by whichever route is more appropriate. If you are unsure about which is most suitable for you, discuss this with one of the Course Directors.

Programme Learning Outcomes

On completion of the PGCert THE, you should be able to:

1. Successfully engage in appropriate teaching and practices related to designing and planning learning activities and/or programmes of study
[UKPSF: Dimension A1]
2. Successfully engage in appropriate teaching and practices related to teaching and supporting learning
[UKPSF: Dimension A2]
3. Successfully engage in appropriate teaching and practices related to assessing and giving feedback to learners
[UKPSF: Dimension A3]
4. Successfully engage in appropriate teaching and practices related to developing effective learning environments and approaches to student support and guidance
[UKPSF: Dimension A4]
5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship, and the evaluation of professional practices in relation to teaching, learning, and assessment
[UKPSF: Dimension A5]
6. Demonstrate appropriate core knowledge and understanding of the subject material in your own discipline
[UKPSF: Dimension K1]
7. Demonstrate core knowledge and understanding of appropriate methods for teaching, learning and assessing in your own discipline
[UKPSF: Dimension K2]
8. Demonstrate appropriate core knowledge and understanding of how students learn, both generally and within your discipline
[UKPSF: Dimension K3]
9. Demonstrate core knowledge and understanding of the use and value of appropriate learning technologies
[UKPSF: Dimension K4]
10. Demonstrate core knowledge and understanding of methods for evaluating the effectiveness of teaching
[UKPSF: Dimension K5]
11. Demonstrate core knowledge and understanding of the implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
[UKPSF: Dimension K6]
12. Facilitate learning through a commitment to respecting individual learners and diverse learning communities
[UKPSF: Dimension V1]
13. Facilitate learning through a commitment to promoting participation in Higher Education and equality of opportunity for learners
[UKPSF: Dimension V2]

14. Use evidence-informed approaches and outcomes from research, scholarship and continuing professional development as part of an integrated approach to academic practice
[UKPSF: Dimension V3]
15. Acknowledge the wider context in which Higher Education operates recognizing the implications for professional practice
[UKPSF: Dimension V4]

Course Structure

The course consists of two, 30 credit modules, which are usually taken over 2 consecutive academic years:

STAGE 1 (Module XVE-4008 Teaching and Learning in Higher Education) will focus on the practical aspects of teaching to help you to be more efficient and effective in your current teaching role. There will be a series of topics which cover relevant aspects of the UKPSF, and which support your teaching activities throughout the academic year. Online resources will be provided for private study, and there will be at least three optional TEAMS (online) workshops per semester to support your development. In addition, there will be an asynchronous discussion forum for networking between participants.

Stage 1 will be assessed by a portfolio of evidence which documents your teaching experience, your reflections on the process and your professional development. If it meets the required standards, the portfolio will be awarded a “Pass” which is worth 30 credits. If the portfolio does not meet the required standards, your work will be referred, and you will be given feedback on how you can improve your work prior to resubmission. Your portfolio should be prepared by using the pro-forma workbook provided (appendix I). This provides advice on what each section should contain, so that you will not waste time on structuring and formatting your work, and you can easily check that all relevant components are present.

Successful completion of stage 1 demonstrates that you have met (and exceeded) standards required for Associate Fellowship of the HEA. If you are not contractually obliged to complete the PGCertTHE, then you can exit the programme after stage 1, when you will receive 30 academic credits and you will gain AFHEA status.

STAGE 2 (Module XVE-4009 Enhancing Academic Practice) will focus on pedagogical research and independent scholarship. You will be able to explore new teaching innovations or study topics in more depth to further develop your teaching practice. Successful completion of stage 2 confers FHEA status and the award of a further 30 academic credits (plus the award of PGCertTHE).

Stage 2 will be assessed by a piece of pedagogical scholarship in the form of a journal paper, with supporting documentation. If it meets the required standards, the submission will be awarded a “Pass” which is worth 30 credits. If the work does not meet the required standards, it will be referred, and you will be given feedback on how to improve prior to resubmission. Your stage 2 submission should be prepared by using the pro-forma paper workbook provided (appendix III). This provides advice on the required structure and format of your work, so that you can easily check that all relevant components are present prior to submission.

Submission of assignments must be via the Turnitin portal on the appropriate module Blackboard site. Each assessment should be submitted as a single file. The submission portal will not be available until you have signed to indicate your agreement with the Assessment Declaration. Automated plagiarism checks will be carried out by the Turnitin system. Please ensure you are familiar with the University guidelines on academic misconduct to ensure your work does not breach any regulations. Note that the rules of self-plagiarism only apply to work that has received *academic credit*, so whilst using large sections of your Stage 1 portfolio in your Stage 2 paper would be unacceptable, it would be acceptable to include some of your teaching resources in your stage 1 portfolio.

Additional Support. As you will be officially registered as a student on this course, you will be entitled to access all support services available at Bangor University. Please contact the Student Services Centre to learn more about the range of support available, including the disability service and dyslexia team.

Late submissions are allowed, but they may not be marked in time for the next Exam Board, in which case they will be considered during the next academic year. You may formally request an extension, or submit a Report of Special Circumstances (ROSC) for consideration. If your request for an extension is granted, we will endeavour to process your work quickly, but it still may not be possible to process your grades at the next Exam Board (though informal notification of your result will be given as soon as it is available).

Grading of assignments will be by (at least) two accredited HEA Fellows, with further scrutiny from an examiner who is external to Bangor University (also an HEA Fellow). Your work will be assessed against the learning outcomes for the modules, and the appropriate standards of the UKPSF, using the following criteria:

PASS Complete submission with all required evidence
Solid understanding and application in all core areas of Teaching Activity
Strong Core Knowledge of Teaching, Learning and Pedagogy
Professional Values clearly demonstrated

*NB. A **borderline** pass will be awarded if the submission meets the minimum standards required, but some areas are rather weak. Feedback will indicate where future development is needed.*

FAIL (REFER) Incomplete submission with missing evidence
Inadequate understanding/application in some core areas of Teaching Activity
Major omissions in Core Knowledge of Teaching, Learning and Pedagogy
Inadequate demonstration of Professional Values

Staff roles

In this handbook, we will use the term 'participant' to refer to those studying on the PGCert THE, so that we can use the terms 'student' and 'teacher' in the context of the activities discussed.

We will refer to the academic staff supporting you according to their role: Course Director & Deputy Director, Course Administrator, Teaching Advisor, Grader, External Examiner, etc.

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The Course Director for the PGCertTHE is Dr Rosanna Robinson (r.l.robinson@bangor.ac.uk), and she is also a Learning and Teaching Development Leader in CELT and a Senior Lecturer in the School of Natural Sciences.

The Deputy Course Director for the PGCert THE, and the **Director of the Welsh Medium Programme** is Dr Lowri Ann Rees (l.a.rees@bangor.ac.uk). Lowri is also a Learning and Teaching Development Leader in CELT and a Senior Lecturer in Modern History.

Tutors Both Lowri & Rosanna are available to support you through the programme, and they will be available during TEAMS workshops to answer questions and provide guidance on academic and pastoral matters. Either Rosanna or Lowri will be assigned as your personal tutor, so you should email them directly if you need to discuss personal matters. If necessary, you can then arrange a telephone call or 1:1 TEAMS chat with your tutor. Please be aware that Rosanna and Lowri only work one day per week for CELT, so we ask that you be patient when awaiting a response by email.

The Course Administrator is Elizabeth Williams (elizabeth.williams@bangor.ac.uk), who is also administrator for other courses in the School of Education. Elizabeth can assist with queries about registration and bureaucracy.

Teaching Advisors. Early in the course you should identify an experienced colleague in your school who is willing to support you on the PGCert THE programme and take on the role of Teaching Advisor. This person must be someone who is familiar with teaching in your discipline, an employee of Bangor University with at least 3 years teaching experience, and they should have at least FHEA status. If you teach through the Medium of Welsh, then it would be better for you to choose a Welsh-speaking Teaching Advisor. Once you have identified a suitable person and they have agreed to act as your Advisor, then you should inform the Course Administrator, Elizabeth Williams. Your teaching advisor will be given guest access to the Blackboard site, where they will find all relevant course information, plus information about the role of Teaching Advisor.

Your Teaching Advisor will provide opportunities for you to observe their teaching and they will be willing to observe and comment on your teaching, in either face-to-face or online sessions. [Try to arrange these observations early in the academic year]. Your advisor will not be expected to meet with you on a regular basis, but they must be willing and available to discuss and support your teaching practice at several times during the academic year. Reference letters from your advisor are needed for assignment submissions at the end of stage 1 and stage 2: these are to authenticate your practice and confirm how you have met the learning outcomes of the course.

Course Calendar

September	2020	Registration & Course welcome
October 7 th	2020	Start of self-guided learning topics
October 21 st	2020	Stage 1: ONLINE TEAMS WORKSHOP 1-3pm
November 5 th	2020	Exam Board for 2019-20 modules
November 18 th	2020	Stage 1: ONLINE TEAMS WORKSHOP 1-3pm
December 16 th	2020	Stage 1: ONLINE TEAMS WORKSHOP 1-3pm
January-July	2021	<i>Schedule for Stage 1 semester 2 to be released on Blackboard</i>
August 25 th	2021	Deadline for stage 1 & 2 assignment submission, 2020-21 cohort
Sept/Oct	2021	Grading & release of preliminary results, by individual email

November	2021	Exam Board for 2020-21 cohort (confirmation of results)
>November	2021	Details of successful stage 2 candidates uploaded to HEA portal, followed by Award of Fellowship of the HEA

2. Requirements for registration

To enrol on stage 1 of the course:

- You must complete either the staff or postgraduate online registration form, available on the University's CELT website.
- All participants must have at least 100 hours of activity in teaching or supporting learning during the academic year, at least one quarter of which must be leading student activities (e.g. lecturing, small group discussions, workshops, seminar, tutorials, supervisory meetings, personal tutorials etc.). This must be on HE modules which are subject to Bangor University's Quality Assurance procedures.
- If you are contractually obliged to complete the course as part of your probation, you will automatically be allowed to register.
- If you are not contractually obliged to complete the PGCertTHE, you must submit a letter from your Head of School which details your teaching responsibilities (> 100 hours) for the next academic year (activities, modules etc.). In most cases, Post-graduate students and Post-doctoral researchers will not be in a good position to enrol on the course, unless they also have significant teaching responsibilities.

To enrol on stage 2 of the course

- You must have been notified of successful completion of stage 1, and you should notify the course administrator that you would like to enrol.

3. Advice on preparing your stage 1 portfolio workbook

Introduction

Please read the instructions in your stage 1 workbook (Appendix I) for guidance on format, wordcount etc. All guidance notes (i.e. text highlighted in yellow) should be removed from the workbook prior to submission.

Your stage 1 submission should provide evidence for:

- All areas of Activity: A1-A5
- Core Knowledge: K1, K2, K3, K4, K6
- Professional Values: V1, V2, V4.

You should indicate where evidence is provided in your portfolio by inserting brackets with abbreviations for the relevant dimension e.g. [A1]. Choose examples carefully to ensure that all relevant evidence is provided. This will be summarised on the UKPSF mapping form.

Teaching Philosophy (approx. 500 words)

Here you should reflect on your personal experiences, beliefs, and knowledge in relation to teaching and learning. Describe how you approach your teaching, and offer evidence to indicate why you think this is effective. As a reflective statement, it is expected that you will write in the first person and it is acceptable to refer to your own thoughts and feelings. However, your teaching philosophy should demonstrate your engagement with pedagogical scholarship, and it must include references to the literature. As such it should contain both examples of your personal experiences and evidence from the peer-reviewed pedagogical literature. You could include evidence of excellence in your teaching (student feedback, awards, evaluation scores etc.), but it also acceptable to refer to how you have learned from past mistakes. Overall, your teaching philosophy should demonstrate that you are both a reflective practitioner and that you engage in evidence-based practice.

It may be worth considering:

- The role of Higher Education
- Your objectives as a teacher
- The whole student experience (*cf.* classroom activities and academic achievement)
- Challenges to learning and teaching
- Innovations that demonstrate a creative approach to teaching
- How we can evaluate the effectiveness of teaching

The following websites offer guidance on writing a teaching philosophy, but please note that you need to write a personal statement, rather than a generic document:

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/start/index.html>

<http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>

<http://www.apa.org/gradpsych/2005/11/teach.aspx>

Teaching Experience

Teaching Experience Evidence Form (approx. 500 words).

Learning Outcomes 1, 2 and 3 [*UKPSF: Dimension A1, A2, A3*].

This table must account for 100 hours of practice during the current academic year, at least one quarter of which must be leading student activities (e.g. lecturing, small group activities, workshops, seminar, tutorials, supervisory meetings, personal tutorials etc.). The remaining 75 hours can include preparatory work (such as lesson planning or assessment design) and marking of assignments. Please note:

- The recorded activities must all be in Higher Education, on courses which are subject to the Bangor University Quality Assurance procedures.
- Activities completed in previous academic years cannot be included.
- This form should evidence your areas of Teaching Activity

Reflective statement. (approx. 500 words).

Learning Outcomes 4, 5, 6 and 7 [*UKPSF: Dimension A4, A5, K1 and K2*].

You should write a reflective piece focusing on your experiences outlined in the Evidence form, and you should refer to the literature to demonstrate your engagement with scholarship.

Teaching Observations

Peer observation is a critical part of the continuing professional development of all teachers in Higher Education across the UK. Research suggests that an effective peer observation scheme is associated with increased teacher confidence, improved staff-student interactions, greater staff collegiality, and increased dissemination of best practice (Marshall, 2004; Bell & Mladenovic, 2008). On the basis of research findings such as these, the QAA (2005) have strongly encouraged the development of peer observation schemes across Higher Education as a form of quality enhancement.

Your evidence of engagement with the process of peer observation should include records of:

- Your teaching practice being observed by an experienced colleague
- Your teaching practice being observed by a participant on the PGCertTHE course
- Your observations of teaching by an experienced colleague
- Your observations of teaching by a participant on the PGCertTHE course

Please note:

Ideally the observations should involve face to face teaching sessions in a synchronous environment (in a classroom or online), but if this is not possible, they may involve appraisal of online teaching materials. Ideally, the experienced practitioner should be your Teaching Advisor. If this is not possible, please clarify that your alternative choice is acceptable, by discussion with one of the Course Directors.

It is imperative that you complete all sections of the peer observation forms, and especially the post-session reflection (approx. 300 words). This allows you to demonstrate how you have benefitted from each experience. If you were observed, then consider how the feedback from your observer might influence your teaching in future. If you were observing a colleague, consider what you learned from the observation which may be useful in future.

Consider how this section provides evidence for the UKPSF in your particular case.

Engagement with Teaching (there is no word count for this section)

In this section, you need to include *at least* 5 pieces of evidence to demonstrate your successful engagement with teaching. The evidence will be in the form of resources that *you* have produced during teaching activity. Rather than include many examples with little depth, think carefully and about which ones demonstrate teaching excellence. Choose examples to demonstrate that you have met the learning outcomes of the course, and in each case state explicitly which Dimensions of the UKPSF are being evidenced.

In each case, you should write a short narrative (a paragraph) to describe the rationale and context for the teaching activity and introduce the evidence, and then another paragraph in which you evaluate the success (or otherwise) of the intervention, and reflect upon how you might develop this aspect of your teaching in future.

Examples might include

- A podcast or lecture slides with voice-over and notes or Panopto recording;
- Resources from a workshop (e.g. lesson plan, handouts), with record of class activities and student feedback;
- Description of an assessment that you have designed (including question/instructions,

guidelines, Learning Outcomes, marking criteria);

- Novel evaluation methods designed to assess the effectiveness of teaching methods, improve time-detail balance of feedback, or encourage the student voice;
- Quality Assurance documents for a module or programme which you have designed.
- Validation documents for a module or programme which you would intend to run in future, with examples of module content, assessments etc.
- If you have been nominated for a teaching award, you could include the nomination and student evaluations.

[This evidence of your teaching excellence can be expanded in future to illustrate your accomplishments to potential employers, or to support applications for academic promotion].

Professional Development

Evidence of Continuous Professional Development (Approx. 1000 words).

In this section, you should incorporate research, scholarship and the evaluation of teaching practice in Higher Education (in order to meet Learning Outcome 5 [UKPSF: Dimension A5]).

In order to evidence your engagement with continuous professional development, you will need to reflect upon *at least* ten of the weekly topics from the stage 1 course, and you should record related training events which you have attended, either in person or online (including the PGCert THE workshops, or other CPD events or teaching conferences). Each reflection should be approximately 100 words.

Action plan for future Continuous Professional Development. (approx. 500 words).

This should be a reflective statement identifying areas for your future development, and outlining plans for training and further experience in teaching in HE. Continuous development is essential to ensure that your teaching practice evolves with the changing landscape of HE. It is necessary to keep up-to-date with new technology, innovation, and evidence. Although citations are not compulsory in this reflective piece, evidence of active research into the topic of teaching in Higher Education will enhance the quality of your work.

Your plan could explore the following issues:

- Areas where you have little experience or where you lack confidence in your teaching
- Plans for future learning (e.g. Stage 2 of the PGCert THE)
- Plans to attend (either virtually, or in person) any seminars/workshops/events focusing on teaching development.
- Other ideas for how you could develop as a teacher (e.g. setting up teaching development groups in your department)

UK Professional Standards Framework for Teaching in Higher Education. (approx. 500 words). You need to map your experiences on this course against the Dimensions of the UKPSF, which describe the benchmark for Professional Standards of Teaching in HE. Successful completion of the module will ensure that all criteria of Descriptor 1 (Associate Fellowship) of the framework have been met, so we recommend that you make yourself familiar with this form at the start of the course so that you choose teaching examples that cover all of the relevant areas. Note that the Learning Outcomes and Assessment Criteria for stage 1 exceed the requirements of UKPSF Descriptor 1, since the module is designed as an induction for Bangor teaching staff, and it results in an award of 30 credits at level 7.

Recognition and Recommendations.

You need to include a letter from your teaching advisor. Present the contents of your portfolio to your teaching advisor when you request the reference letter, which should provide authentication of your practice. This letter must be clearly unique to you (not a standard template copy) so it must refer to examples of your individual practice. It should explicitly verify that your portfolio presents a fair and honest reflection of your practice meeting the Learning Outcomes of the module.

You may also include other letters of recommendation and recognition in this section, such as emails from colleagues and students, quotes from students on module evaluations, nominations, awards, etc.

Please do not include an appendix.

5. Advice on preparing your stage 2 paper workbook

Choice of Pedagogical Journal

Specify your chosen journal and provide a link to guidelines for authors

You can find a pedagogical journal in your own discipline by doing a Google Scholar search using a subject keyword and the word 'pedagogy' or 'teaching'. (e.g. Computer Science Education; Research in the Teaching of English) or you can choose to write a paper that is appropriate in style and content for a general pedagogical journal such as Teaching in Higher Education or the Wales Journal of Learning and Teaching in Higher Education (which accepts submissions in English or Welsh).

Note that regardless of your chosen journal's requirements, your manuscript for the assessment should be between 4000-6000 words in length (excluding abstract and references).

We strongly encourage you to submit your pedagogical paper to your chosen journal, but this is not essential for the purposes of the PGCertTHE. A pedagogical publication would strengthen your CV whatever type of contract you are on, as it shows engagement with the scholarship of pedagogy which would be useful in future job applications and promotion

Pedagogical Paper (4000-6000 words excluding abstract and references)

Your academic paper should reflect the style, content, and format of work published in your chosen journal, though the word count should be between 4000-6000.

The exact type of paper required for the assessment is flexible: you could submit an empirical research study, reflective account, debate point, literature review, etc.

In your stage 2 paper, you must specifically provide evidence for Knowledge of Methods for Evaluating the effectiveness of Teaching (K5) and the Professional Values relating to the use of Evidence-informed approaches and the outcomes from Research, Scholarship and Continuing Professional Development (V3), since these may not have been included at stage 1.

UK Professional Standards Framework Form

By the end of stage 2, you must have covered all of the programme learning outcomes and provide evidence to show that you met all of the relevant Dimensions of the UKPSF for Descriptor 2, which denotes appropriate standards for Fellowship. This evidence should be summarized in the table, with a short paragraph for each descriptor. Note that K5 and V3 should have been covered in your stage 2 paper, but for the other dimensions, you can refer to evidence in your stage 1 portfolio or later teaching practice.

References and Recommendations

You MUST include a letter of recommendation from your teaching advisor. This is an extremely important part of your submission because it provides authentication of your practice. You must present your Stage 2 paper to your teaching advisor when you request this reference letter. Their letter should explicitly verify that your assessments present a fair and honest reflection of your

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practice meeting the requirements of Descriptor 2 of the UKPSF. This letter must be clearly unique to you (not a standard template copy) so it must refer to examples of your individual practice. You may also include other letters of recommendation and recognition in this section, such as emails from colleagues and students, quotes from students on module evaluations, nominations, awards, etc.

Appendix I. Portfolio workbook for stage 1 (XVE-4008)

Appendix II. Marksheet for stage 1 portfolio

Appendix III. Paper workbook for stage 2 (XVE-4009)

Appendix IV. Marksheet for stage 2 paper workbook

Appendix V. Acronyms

Like many professional organisations, there are lots of long titles and labels that are shortened into acronyms for ease of use. In this handbook, we will try to give you the full name and remind you of the acronym at the start of new sections, but we will need to use the shorthand versions on occasion

- HE = Higher Education
- CELT = Bangor University Centre for the Enhancement of Learning and Teaching
- PGCert THE = Postgraduate Certificate in Teaching in Higher Education
- XVE4008 = Teaching and Learning in HE module is Stage 1 of PGCert THE
- XVE4009 = Enhancing Academic Practice module is Stage 2 of PGCert THE
- NMC = Nursing and Midwifery Council
- HEA = Higher Education Academy
- Advance HEA = Agency formed from the merger of the HEA, Equality Challenge Unit, and Leadership Foundation in 2018.
- HEA = Higher Education Academy is the title associated with Fellowship
- Descriptor 1 = Criteria to be awarded Associate Fellow of the HEA
- Descriptor 2 = Criteria to be awarded Fellow of the HEA
- A1, A2, A3, A4, A5 = Five areas of activity listed in the UKPSF
- K1, K2, K3, K4, K5, K6 = Six dimensions of core knowledge listed in the UKPSF
- V1, V2, V3, V4 = Four professional values listed in the UKPSF

Appendix VI. Data Protection and Privacy

Privacy Statement: All data is held in the first instance by the Course Team in the School of Education and the Reward and Recognition for Teaching (RRT) team in the Centre for the Enhancement of Learning and Teaching (CELT) at Bangor University. This data is managed in accordance with the Data Protection Act 2018.

Submitted Work: all submissions will be held by Turnitin on behalf of the University, and this data will be used to run future plagiarism checks. Ownership of any data held by Turnitin remains with the University/student and Turnitin complies with the data security standards of the US, EU and Switzerland. Students can opt to submit work anonymously and can request that the work is deleted from Turnitin after the Exam Boards (contact the PGCert THE Course Director for more information). Your work may be printed for consideration at the Exam Boards and by the institutional Reward and Recognition for Teaching Group. Your work may be shared within the institute for the purpose of quality control and in the event of appeal. Your work may be emailed to external reviewers and/or examiners as required to award the fellowship and ensure the quality of the scheme. Your work may also be shared with Advance HE as part of their quality assurance procedures. Those who have submitted exemplary work

may be contacted to request the use of their anonymized work in training or samples for future students.

Personal data in this context refers to your name, title, email address, department, category and date of fellowship and associated qualifications (e.g. PGCertTHE). Personal data will be held by the School of Education and the RRT team following your registration on the programme. This data will be held for the duration of your employment and/or studies at Bangor University. This personal data will also be shared within Bangor University for the purpose of updating your Human Resources record and informing your department and/or line manager about your qualifications to teach. This information may also be used by the RRT team to invite you to participate in further CPD, grading, or reviewing activities (with no obligation). After you have successfully completed the programme, your personal data will be submitted to Advance HE in order for them to award your fellowship. Your data will then be held on their online database accessible only to relevant HE Advance staff and the institutional contact at your place of employment.

Anonymised data will contribute towards statistics for the number of fellowships/qualifications held at a departmental and institutional level. This data may be used external to the institute, but it will be anonymised and will not be individually identifiable in any way.

You have the right to request access to your personal data, to rectify or erase your data, or restrict the use of your data. However, please be aware that erasing data may have a contractual impact, as the institute will have no evidence of your qualifications to teach. Please email the Course Director and the RRT Manager to submit requests relating to your data.

Appendix VII. Appeals and Complaints

- 1a) Concerns about your grade should be raised with one of the Course Directors in writing (via letter or email). The situation will be investigated and any errors will be corrected, misunderstandings addressed, or mitigation employed as appropriate, or the work will be referred to a 3rd FHEA for confirmation of grading. You will be informed of the initial outcome and action within 2 weeks. Receiving feedback from a 3rd member of staff may take a little longer to arrange. If you are not satisfied with the outcome of this process, you can request that your case is considered by the External Examiner.
- 1b) Alternatively, if you do not wish to discuss your issue with the Course Director or Deputy, you may contact the Reward and Recognition for Teaching Manager or the Head of the School of Education to submit your complaint, concerns, or questions.
- 2) If this does not lead to a satisfactory outcome, then you should submit a formal appeal through the University to check for any errors (arithmetical or factual), mitigating circumstances not already considered by the examiners, or defects/irregularities in the conduct, instructions, or advice for the assessments (please refer to the Bangor University Code of Practice for Complaints and Appeals and the Confirmation and Appeals Procedure). Appeals are considered by the Pro Vice-Chancellor (Teaching & Learning) or nominee and then either rejected or referred back to the exam board for reconsideration, or referred to the Senate Appeals Panel. You will be informed in writing of the final outcome of this procedure and the decision of any reconvened or new exam board.
- 3) If you remain dissatisfied after this procedure has been completed, then you may submit a complaint to either the Office of the Independent Adjudicator or to Advance HE, if it relates to the standards, policy requirements, or deviation from the accredited process as outlined in this handbook.

Appendix VIII Guidance for Teaching Advisors