ROYAL HOLLOWAY
University of London

PROGRAMME SPECIFICATION

This document describes the **Postgraduate Certificate in Academic Practice in Teaching and Learning.** This specification is valid for new entrants from **September 2008**.

The aims of this Certificate programme are to:

- provide a structured, flexible programme to Royal Holloway staff to support them in their teaching and related academic practice
- demonstrate the College's commitment to excellence in learning and teaching, as articulated in its Mission Statement
- provide professional development to support the College's Learning and Teaching, Human Resources, Information and Widening Participation strategies
- explore what is generic to excellent teaching while recognising the differing needs of different disciplines
- promote innovation in pedagogy, including the use of learning technologies
- enable staff to acquire a professional qualification in teaching, which will gain them national accreditation

The programme is delivered in five modules that run over two academic years:

- Module 1: Introduction to Teaching at Royal Holloway
- Module 2: Design, Development and Diversity
- Module 3: Assessment and Feedback
- Module 4: Beyond the Basics
- Module 5: Integrating Academic Practice

Further information

Learning outcomes
Teaching, learning and assessment
Details of the programme structure(s)
Award Requirements
Student support and guidance
Admission requirements
Further learning and career opportunities
Indicators of quality and standards
List of programmes, with details of awards, degree titles, accreditation and teaching arrangements

This document provides a summary of the main features of the programme, and of the outcomes which a participant might reasonably be expected to achieve if he or she takes full advantage of the learning opportunities on offer. Further information is included in the College prospectus, in the College Regulations and in the handbook issued to participants at the outset of the programme. Whilst Royal Holloway keeps all information for participants under review, programmes and the availability of individual courses are necessarily subject to change at any time. Royal Holloway will inform participants as soon as is practicable of any substantial changes which might affect their studies.

Learning outcomes

Participants who have successfully completed CAPITAL will:

Knowledge and understanding

- have designed learning activities (courses or smaller units of teaching), demonstrably informed by the scholarship of learning and teaching in higher education
- be familiar with relevant recent developments in higher education and the range of possible implications these have for designing learning activities and for undertaking teaching
- have analysed their own learning styles and preferences and integrated an understanding of these into their teaching
- be aware of the scope of the scholarship in learning and teaching in higher education, and familiar with key theories and empirical findings

- have reflected in depth on the implications of at least one area of scholarly enquiry for their teaching
- have designed and marked assignments which demonstrate an understanding of the role of assessment in the curriculum, and the relationship between learning outcomes, course design, assessment criteria, feedback and student learning
- have demonstrated the ability to work co-operatively with other sections of the College to provide effective learning environments and support systems for students
- have shown development in their approach to teaching through reflective practice

Skills and other attributes

- have extended their range of methods for teaching and supporting learning, and developed further the associated skills of:
- presentation*;
- professional reflection*;
- group management*;
- giving feedback*;
- collaborative working*;
- time management *,
- use of a virtual learning environment.

* transferable skills

Back to top

Teaching, learning and assessment

Teaching and learning take a variety of forms including face to face workshop sessions, action learning sets, and online discussion and activities. Learning also takes place through private study and individual research and reflection. Learning methods employed on the programme include: teaching, preparation for teaching, and observing teaching; marking and giving feedback to students, including peer assessment; whole group presentations; whole group discussions and activities; small group and individual tasks; use of a virtual learning environment; reflection and documentation of reflection; action learning sets; research of scholarship, of local and national practice and policy; composition of essay and case study report.

Back to top

Details of the programme structure(s)

CAPITAL is divided into five modules and is assessed through a series of assignments. Attendance at a range of learning activities, as specified in the programme guide, is required, although there is some scope for replacing elements of the planned programme with external events, such as external discipline specific events.

For newly appointed lecturing staff, hours of contact are as follows:

Activity	**Hours contact**
September induction (Module 1) + optional introductory sessions in the use of learning technology	15-20
Modules 2-5: 4 sessions x 1-2 hours	24
Teaching observations x 4, including briefing session, post-observation discussion, & 1 session as observer	6 (additional to own scheduled teaching load);
Total contact hours	*45 or 50*

Back to top

Award requirements

The programme is delivered in five modules, assessed through a series of assignments, each submitted at the end of the relevant module. One assignment will also be submitted at the end of each academic

year. Individuals will be able to complete modules in various sequences and there are no formal requirements for progression as such.

In order to be awarded the postgraduate certificate, all elements of the portfolio must receive a minimum grade of Pass. A Distinction will be awarded if no element receives a grade lower than a Merit (excluding those elements marked as Pass/Fail only), and two elements receive a Distinction, provided a Distinction grade is received for the 3000-5000 word paper. A Merit will be awarded if two elements receive a minimum grade of Merit, provided a Merit grade is received for the 3000-5000 word paper. There is also an attendance requirement: participants must complete the contact hours specified in the programme guide before they can be considered by Sub-Board, unless other comparable activity has been undertaken, as agreed by the Programme Director.

Back to top

Student support and guidance
Participants will be supported through orientation at the September induction module; by peer networking; by a series of action learning sets with programme staff and by personal tutorials if necessary; by their probation advisors; by the programme guide.

Back to top

Admission requirements
It is College policy that all academic staff appointed at the level of Lecturer and Senior Lecturer should complete CAPITAL within the three-year probationary period, unless they can demonstrate grounds for exemption (ordinarily, the possession of an equivalent qualification or fellowship of the Higher Education Academy). Certain other categories of staff including Teaching Fellows, Academic Fellows and Postdoctoral Research Fellows may also be required to complete the Certificate as a condition of their probation.

Appointees to Research Fellowships of less than two years' duration and appointees to other academic or academic-related positions which carry teaching duties should be encouraged to complete the Postgraduate Certificate in Skills of Teaching to Inspire Learning (inSTIL), rather than the Certificate in Academic Practice, unless they hold overall responsibility for a course and/or the design of student assessment.

Back to top

Further learning and career opportunities
Royal Holloway's Mission Statement observes that the College 'is committed to providing an environment which nurtures research, learning and teaching of the highest quality, and which advances knowledge, the personal development of its students and staff'. The College formally reviews teaching through probation, through annual staff appraisal, and through its promotion structures. CAPITAL will support staff in completing their probation requirements, such as the Teaching Profile, and will assist members of staff who apply for promotion mainly or partly because of their excellent teaching. The Programme will also support staff applying for the College Teaching Prizes and external awards such as the National Teaching Fellowships.

Back to top

Indicators of quality and standards
Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Assessment Exercise (RAE 2008) conducted by the Higher Education Funding Council (HEFCE). The new scoring system for the RAE 2008 measures research quality in four categories, with the top score of 4* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour. 60% of the College's research profile is rated as world-leading or internationally excellent outperforming the national average of 50%. The College is ranked 16th in the UK for research of 4* standard and 18th for 3* and 4* research.

The Educational Development Centre was identified for praise in the College's QAA Report in both 2002 and 2005 for its work in providing professional development for staff with teaching responsibilities.

Back to top

List of programmes

The programme is taught by staff at Royal Holloway, University of London, and leads to an award of the University of London (Pg Cert). The Banner programme code is listed in parentheses at the end of the course title.

- Postgraduate Certificate in Academic Practice in Teaching and Learning (CAPITAL) (Pg Cert), accredited by the Higher Education Academy 2003, re-accredited 2008 (**2088**).