

## PROGRAMME SPECIFICATION

This document describes the **Postgraduate Certificate in Academic Practice in Teaching and Learning**. This specification is valid for new entrants from **September 2018**.

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, consistent with [Our Future the Royal Holloway Strategic Plan \(2013 – 2020\)](#)
- provide professional development to support the College's strategies in Learning and Teaching, E-learning, Employability, Human Resources, and Widening Participation
- 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 recognition

The programme, generally taken over two years, consists of four main themes:

- Learning & Teaching
- Student Diversity
- Curriculum Matters
- Research and Teaching

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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 demonstrated an appropriate range of methods for teaching and supporting learning for their teaching context;
- have designed learning activities (courses or smaller units of teaching), demonstrably informed by good practice in learning and teaching in higher education;

- have shown familiarity with relevant recent developments in higher education and the possible implications of these for designing learning activities and for undertaking teaching;
- have applied scholarly texts on learning and teaching in higher education, including key theories and empirical findings, to their own context;
- 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 others to provide effective learning environments and support systems for students;
- have shown development in their approach to teaching through analysis, evaluation and planning;

#### *Skills and other attributes*

have extended their range of methods for teaching and supporting learning, and developed further the associated skills of:

- professional reflection\*;
- group management\*;
- giving feedback\*;
- collaborative working\*;
- time management \*;
- use of a virtual learning environment.

\* transferable skills

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#### **Teaching, learning and assessment**

Teaching and learning take a variety of forms including face to face workshop sessions 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 discussions and activities; small group and individual tasks; use of a virtual learning environment; reflection and documentation of reflection; research of scholarship, of local and national practice and policy; composition of essay.

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#### **Details of the programme structure(s)**

CAPITAL consists of four themes and is assessed through a series of assignments. Attendance at a range of learning activities, as specified in the programme handbook, 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:

<b>Activity</b>	<b>Hours contact</b>
September induction + introductory sessions in the use of learning technology	6 - 10
Themed workshops	Minimum 16
Teaching observations x 3, including briefing session, post-observation discussion, & 1 session as observer	6 (additional to own scheduled teaching load);
<i>Total contact hours</i>	<i>28 - 40</i>

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## **Award requirements**

The programme is delivered via themed workshops and assessed through a series of assignments, each submitted by a suggested due date (or when is reasonably practicable for the participant). Individuals will be able to attend workshops, and complete assignments in various sequences and there are no formal requirements for progression as such.

In order to be awarded a Pass in the postgraduate certificate, all elements of the portfolio must receive a grade of Pass. All elements will be graded as either Pass or Fail.

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## **Student support and guidance**

Participants will be supported through orientation at the September induction; by peer networking; via the Moodle virtual learning environment; by personal tutorials if necessary; by their probation advisors; and by the programme handbook.

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## **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 Programme 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.

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## **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, Teaching Initiatives, College Teaching Fellowship; submission of case studies to the [Teaching and Learning Space](#), and external awards such as the National Teaching Fellowships.

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## **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 Excellence Framework (REF 2014) conducted by the Higher Education Funding Council (HEFCE). The scoring system for the REF 2014 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 and 3\* indicating research that is internationally excellent. 81% of the College's research profile was deemed to be within the 4\* or 3\* categories, an increase of over 20% since 2008. This results for the quality of our

research outputs placed Royal Holloway 15<sup>th</sup> in the UK based on an overall Grade Point Average (GPA) score and 20<sup>th</sup> in the UK for 4\* and 3\* research.

Educational Development was identified for praise in the 2017 Periodic Departmental Review of its provision:

'The Panel commends EDC on the high-levels of stakeholder satisfaction across all EDC programmes, which was demonstrated through the exceptionally positive feedback of the staff and students who met with the Panel, and which was also apparent in the feedback data examined by the Panel'.

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### **List of programmes**

The programme is taught by staff at Royal Holloway, University of London, and leads to an award (Pg Cert) of Royal Holloway and Bedford New College. 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 and 2015 and 2018 (**2088**).