Learning & Teaching
Prospectus 2015-16
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Online application forms
Apply online at: https://apply.kcl.ac.uk
Introduction

On behalf of King’s Learning Institute, I am pleased to introduce both our initial and continuing professional development provision for 2015-16. The Institute has played an important role in supporting the enhancement of the student experience across the university since its establishment in 2001. Working collaboratively with talented and committed academic and professional staff in the university as well as those working in other institutions, we aim to provide professional development that is tailored to the learning needs and professional aspirations of our participants. We also seek to recognise and promote the work of excellent teachers regardless of their stage of career, role or context.

Our taught provision is designed to support individuals to respond to the changing demands of higher education in the UK. Whilst working with staff to fulfil their professional potential we also believe that well-qualified and well equipped university teachers are fundamental to enhancing the learning experience and ensuring a world-class higher education for all.

For those wishing to seek a formal qualification we offer two Masters programmes – the Masters in Academic Practice in Higher Education and the Masters in Clinical Education. Both programmes have exit awards at the Postgraduate Certificate and Postgraduate Diploma stage as well as at Masters level, and are accredited by the Higher Education Academy against the UK Professional Standards Framework. Our programmes provide qualifications that are portable and can contribute to the employability of postgraduate and postdoctoral staff in the increasingly competitive higher education market as well as enabling more experienced staff to engage critically in the ongoing debates about the role and structure of learning and research in higher education.

The Postgraduate Certificate in Academic Practice in Higher Education (PGCAPHE) is designed to provide challenging opportunities for probationary lecturers and early career researchers with teaching responsibilities to learn and critically engage with their new roles as educators. Successful completion of the PGCAPHE provides participants with Fellowship status of the Higher Education Academy. For those individuals with more experience seeking to formalise their expertise we offer accredited prior learning routes into the Diploma or Master’s award.

For clinical and non-clinical staff working in healthcare settings, the Postgraduate Certificate in Clinical Education is a flexible programme with a range of discipline-specific and interdisciplinary modules related to, for example, teaching in clinical environments, planning for personal and professional development and examining the impact of innovative technologies on healthcare education. For those wishing to progress from the Certificate stage, the Diploma and Masters in Clinical Education provide opportunities to further explore clinical education and, at the Masters stage, to research the specific demands of teaching in the clinical context.

Our taught programmes are also complemented by a range of continuing professional development (CPD) opportunities for those involved in supporting the learning experience including, PhD students, graduate teaching assistants, academics, and clinical educators. These CPD activities are offered as lunchtime seminars and half- or full-day workshops.

Together the taught programmes and the freestanding CPD activities contribute to the Teaching Recognition at King’s (TRaK) programme which provides a framework for individuals wishing to gain support and recognition for their everyday engagement with teaching and learning in practice that is at their own pace and aligned to both their own and their department’s objectives. We hope that you will find opportunities that fit your learning needs and interests and we look forward to working with you over the next academic year.

Dr Kelly Coate
Acting Director, King’s Learning Institute
Which Programme or CPD activity is suitable for me?

Do you teach?

YES

Are you a probationary lecturer?

YES

You are required to register onto the PGCAPHE programme*

NO

Are you a Graduate Teaching Assistant (GTA)?

YES

Are you a postgraduate?

NO

Will you be doing any teaching this coming year?

YES

Unfortunately, we are unable to accommodate you at this stage

NO

Do you have more than three years teaching experience?

YES

You can apply for the TRaK programme

NO

Please arrange a meeting with the PGCAPHE programme leader to explore your options

NO

You can apply for Preparing to Teach in Higher Education (PTT)

YES

You can apply for Preparing to Teach in Higher Education (PTT)

NO

Unfortunately, we are unable to accommodate you at this stage
The Postgraduate Certificate in Academic Practice in Higher Education (PGCAPHE) is a first qualification in academic practice for probationary academic staff. It is increasingly recognised that individuals responsible for the student learning experience in universities in the UK should have access to a teaching qualification and/or Fellowship of the Higher Education Academy (HEA). The PGCAPHE provides a route to both a qualification in higher education academic practice and recognition as a Fellow of the HEA.

The programme is flexible, inquiry-led and work-based to build on participants’ ongoing teaching experience and/or wider academic role. The Postgraduate Certificate aims to:

- Introduce you to theories and methods of learning, teaching, assessment and evaluation of their application in the context of your discipline, the institution and the wider aims of higher education;
- Enable you to contextualise educational processes in relation to your discipline and your own professional value systems;
- Support you to develop collaborative, inquiry-led critical reflection for the purposes of evaluating your teaching practice and planning for innovation of your academic practice.

**Structure**

**Postgraduate Certificate in Academic Practice Higher Education (60 Credits – Level 7)**

**Duration:** Two years part-time

- Core Module (30 Credits)
  - Enhancing Academic Practice (Year One)
- 2x Optional 15-credit Modules (Year Two)

The recommended programme structure provides the space to reflect on and interrogate their own practice with peer and tutorial support over a period of time, in order to enable enhancement of practice through engagement with evidence. The programme is delivered at the Waterloo Campus of King’s College London on a part-time basis and normally takes two years to complete. This is intended to enable participants to undertake the programme whilst also engaging in teaching and research.
Higher Education Academy Accreditation
In 2011-12 the PGCAPHE team gained accreditation for the programme by the HEA against the UK Professional Standards Framework. Successful completion of the core module 'Enhancing Academic Practice' will lead to Associate Fellowship of the HEA and successful completion of the full Postgraduate Certificate will lead to Fellowship of the HEA.

A typical progression route is:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Core module:</th>
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<tbody>
<tr>
<td>Term 1 – 2</td>
<td>• Enhancing Academic Practice</td>
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<td></td>
<td>• Assessment &amp; Feedback</td>
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<td>• Curriculum Design &amp; Development*</td>
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<table>
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<tr>
<th>Year 2</th>
<th>Option modules available to select from:</th>
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<tbody>
<tr>
<td>Term 1 – 3</td>
<td>• Academic Literacy</td>
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<td>• Employability &amp; Enterprise in Higher Education</td>
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<td>• International Perspectives of Teaching and Learning in Higher Education</td>
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<td>• Management &amp; Leadership in Higher Education</td>
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<td>• Postgraduate Research Supervision</td>
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<td>• Rethinking Teaching in the Context of Diversity</td>
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<td>• Supporting Technology Enhanced Learning</td>
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*Once the required credits have been achieved, awards are ratified twice a year (April/November).

Admission criteria and fees
To be eligible to apply for the programme you must be engaged in teaching at higher education level or equivalent. The core 'Enhancing Academic Practice' module involves observation of teaching on at least three occasions as a required element of the module. If you are not currently involved in regular teaching, progress on the programme cannot be guaranteed.

Admission is made through the online admission system at [https://apply.kcl.ac.uk/](https://apply.kcl.ac.uk/)

There are two possible entry routes, depending on your situation:

- For staff including, but not limited to, lecturers completing academic probation, with regular and substantial teaching, assessment and/or course design responsibilities, it is expected that you will normally apply for the full Postgraduate Certificate in Academic Practice in Higher Education. For those participants intending to undertake the programme over two years, option choices will be made at the start of year two. If you plan to complete in one year, please contact the Programme Director, Dr Deesha Chadha at deesha.chadha@kcl.ac.uk or telephone 020 7848 3149 before applying.

Fees are charged per module at the start of the module. The 2015-16 fees will be £480 per 15-credits module and £961.00 per 30-credit module. A full fee waiver is provided to King’s College London staff who have been contracted to teach.

Applicants who have already gained credit on a comparable programme at another institution may be eligible to apply for accreditation of prior learning. Please refer to the ‘Accreditation of Prior Learning (APL) for Postgraduate Taught Programmes’ section of the prospectus.
Postgraduate Diploma in Academic Practice in Higher Education

Stage 2 of the Masters in Academic Practice in Higher Education

The Postgraduate Diploma in Academic Practice in Higher Education has been designed to actively engage participants in the theory-informed enhancement of their own academic practice. It focuses on improving practice through reflection on, and analysis of, experience; through the critical application of theoretical understanding; and through systematic inquiry. The programme sets out to be both challenging and enjoyable. It seeks to provide a positive environment in which to form new insights and understandings, and to consider new issues and challenges relevant to participants’ own practice, as well as the opportunity to share experiences.

The Postgraduate Diploma aims to:

- develop participants' ability to assess, understand and critically analyse both generic and discipline-based literature related to academic practice within higher education and the context in which it is enacted;
- develop participants' evidence-based and theory-informed academic practice and leadership through embedding the habits of reflexivity, systematic inquiry, and appropriate use of the research base to inform innovation and enhancement;
- develop participants' knowledge, skills and analytical abilities to effectively design, plan and execute rigorous inquiry into an aspect of academic practice;
- promote a commitment to learning and research communities that are underpinned by the values of inclusivity, equality of opportunity and ethical practice;
- enhance participants’ skills in identifying their own learning and development needs and in planning for their professional and personal development.

Structure

The Postgraduate Diploma in Academic Practice Higher Education (120-Credits Level 7)

Duration: Two years part-time

Entry onto this Programme is dependent upon completion of the PGCAPHE or equivalent: 60-credits at level 7.
• Core Modules (15-Credits)
  – Using Research in Higher Education (Year One)
  – Advancing Academic Practice (Year Two)
  AND
• If you intend to progress onto the Masters
  – 2 x Optional Modules (15-Credits)
  OR
• If you intend to progress onto the Masters
  – Dissertation Module
  – 1 x Optional Module (15 credits)
  – 1 x Core Module Researching Higher Education (15 credits)

*Once the required credits have been achieved, awards are ratifed twice a year (April/November)

A typical progression route might consist of:

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<tr>
<th>Year 1</th>
<th>Term 1-2</th>
<th>Core module:</th>
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<tr>
<td></td>
<td></td>
<td>• Using Research in Higher Education</td>
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<tr>
<th>Year 1</th>
<th>Option module to be chosen from:</th>
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<td></td>
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<th>Year 2</th>
<th>Term 1-2</th>
<th>Core module:</th>
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<td></td>
<td></td>
<td>• Advancing Academic Practice</td>
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<tr>
<th>Year 2</th>
<th>Core module:</th>
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<tr>
<td></td>
<td>• Researching Higher Education, if you plan to progress to the MA</td>
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<tr>
<th>Year 2</th>
<th>One option module to be chosen from:</th>
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<td></td>
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<td></td>
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<td></td>
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Please note that a module can only be taken once, so if it has been studied at Certificate level, it cannot be included in the 60 credits required to complete the Diploma level.

**Approaches to teaching and learning**

The Postgraduate Diploma is built round group discussion of key readings; feedback from activities undertaken between sessions; and peer review of plans, proposals etc. The approach is designed to be stimulating, challenging and enjoyable. Its success depends on participants’ active contributions.

**Admission criteria and fees**

The Postgraduate Diploma has been designed for academics with some experience of higher education. For example they may have some management responsibilities, have taken on some intellectual leadership, or be in a mentoring role. The programme will enable them to use their experience, enhance it and gain recognition for their effective academic practice.

To apply for the programme applicants must have one of the following:

- Postgraduate Certificate in Academic Practice in Higher Education (King’s College London);
- Postgraduate Certificate in Academic Practice (King’s College London);
- 60-credits at Level 7 awarded from studying on a programme equivalent to the Postgraduate Certificate in Academic Practice in Higher Education at another institution;
- Higher Education Academy Fellow status plus APL review.

Admission is made using the online application at [https://apply.kcl.ac.uk/](https://apply.kcl.ac.uk/)

The normal fee structure is £480.00 per 15-credit module. A full fee waiver is provided to King’s College London staff who have been contracted to teach.

If you are interested in the programme and would like to discuss it further please contact the Programme Director, Sharon Markless at sharon.markless@kcl.ac.uk or telephone 020 7848 3718.
Masters in Academic Practice in Higher Education

*Dissertation (60 credits)*

Once participants have advanced through the Postgraduate Certificate and Diploma stages of the Programme, they can register on the Dissertation Module to complete the Masters in Academic Practice in Higher Education.

The dissertation, which consists of an extended piece of written work of between 10,000 and 15,000 words, provides an opportunity for participants to integrate what they have learned from the first two stages of the Masters Programme (Postgraduate Certificate and Postgraduate Diploma) and combine it with their practical experience to:

- identify a specific area of academic practice related to their role in higher education – one that is amenable to scholarly debate and is of personal interest (for example an aspect of teaching and learning, of leadership, of research practice or a policy issue);
- problematise the practice to formulate research questions;
- undertake a systematic and substantial enquiry to address the research questions.

The dissertation enables participants to demonstrate their ability to plan, carry out and evaluate a piece of research into an aspect of their academic practice. It will be an original piece of work, although original in this context does not mean groundbreaking or something not previously considered. The dissertation might, for example, present new evidence on a familiar aspect of teaching and learning; apply established leadership models/theories to a new context; or present an independent critique of an existing body of theory.

Those who have completed the King’s College London Postgraduate Diploma in Academic Practice in Higher Education will have already planned an inquiry into an aspect of academic practice and submitted it in the form of a research proposal. The Masters Programme will support participants to turn their proposal into a dissertation. However, there is no requirement to take forward the research proposal submitted as part of the Postgraduate Diploma. The Dissertation Module will equally support those planning and implementing a new inquiry into an aspect of academic practice in higher education.

By the end of the dissertation participants will be expected to be able to:

- understand the nature and scope of research into academic practice;
- critically analyse appropriate literature relevant to the focus of their research;
- demonstrate critical awareness of methods and methodologies used to research academic practice, their strengths, limitations and appropriateness for the participant’s own research.
Academic workloads mean that even the most enthusiastic participants may find it difficult to put aside regular time to make progress on their dissertation. Therefore this module is built on:

- **a programme of peer review meetings and workshops** to support gaining ethical approval, data collection, data analysis and writing. The first four of these sessions will be held on:

  Wednesday 7 October 2015, 13.30 – 16.30
  Wednesday 21 October 2015, 13.30 – 15.30
  Wednesday 18 November 2015, 13.30 – 16.30
  Wednesday 16 December 2015, 13.30 – 15.30

The dates and times of the remaining sessions will be negotiated at the first meeting on 7 October 2015. They will take place every 4-5 weeks.

- **Individual tutorials.** Each participant will be assigned a dissertation supervisor with whom they will be expected to meet regularly for advice to support the planning and implementation of their research, and to provide feedback on their writing. These tutorials will be negotiated between the dissertation supervisor and each participant.

There will be a series of deadlines that require participants to submit draft chapters from their dissertations a set times after their registration on the Module.

**Admission criteria and fees**

To apply for the Masters programme please complete the online application at [https://apply.kcl.ac.uk/](https://apply.kcl.ac.uk/). There are two entry dates, October and January. The normal fee structure is £1,922.00 for the 60-credit dissertation module. A full fee waiver is provided to King’s College London staff who have been contacted to teach.

If you are interested in the programme and would like to discuss it further please contact the Programme Director, Sharon Markless at sharon.markless@kcl.ac.uk or telephone 020 7848 3718.
Postgraduate Certificate, Diploma & Masters in Clinical Education

Developed and delivered in conjunction with colleagues from the clinical and biomedical sciences, the clinical education programme is designed specifically for healthcare professionals to inform and develop their work as educators in their professional settings. Combining opportunities for participants to explore their own teaching practice with a solid theoretical underpinning, this programme is particularly valuable for both clinical and non-clinical practitioners who teach in clinical environments.

Structure
The heart of the programme is the Postgraduate Certificate in Clinical Education. As a recognized teaching qualification in higher education, the programme is the only one of its kind that has been accredited by three different bodies. Successful completion of the programme awards participants Fellowship of the Higher Education Academy, Membership of the Academy of Medical Educators via the expedited accredited application route, and, for participants from a nursing and midwifery background, registered Teacher status from the Nursing and Midwifery Council.

As a 60-credit Level 7 award, the Certificate is comprised of three 15-credit core modules that encourage grounding in pedagogic thinking and practice, and a one 15-credit option module of the participant’s choice. (Participants pursuing NMC Teacher registration must take the NMC Teacher Compendium as their option.)

Participants can continue their study into the Diploma level by pursuing one further core module and three option modules from a range of interdisciplinary and discipline-specific options. After successfully completing 120 credits, participants may choose to conclude with a Postgraduate Diploma, or continue to complete the 60-credit dissertation and gain the full Masters award.

The programme is designed for working healthcare professionals, and is intended to be taken on a part-time basis. Depending on the qualification, the programme can be...
A typical progression route might consist of:

<table>
<thead>
<tr>
<th>Postgraduate Certificate in Clinical Education (Year 1)</th>
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</table>
| **Term 1** | Core module:  
- Fundamentals of Pedagogy  
- Observing Teaching (stretches over Term 1-2) |
| **Term 2** | Core module:  
- Effective Teaching & Learning |
| **Term 3** | Option module to be chosen from:  
- Assessment in Clinical Education  
- Current Research & Innovations in Clinical Education  
- e-Pedagogy  
- Intercultural Clinical Education  
- Interprofessional Education in the Clinical Context  
- NMC Teacher Compendium  
- Professional Development in the Workplace  
- Simulation in Clinical Education |

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<tr>
<th>Postgraduate Diploma in Clinical Education (Year 2)</th>
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</thead>
</table>
| **Term 1 and 2** | Core module:  
- Using Research in Higher Education |
| **Term 2 and/or Term 3** | 2x Optional modules:  
Option module:  
Select from those listed under the Postgraduate Certificate. Please note that a module can only be taken once, so if studied at Certificate level, it cannot be studied at Diploma level. |

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<tr>
<th>Postgraduate Diploma in Clinical Education (Year 3)</th>
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| **Term 3** | Core module:  
- Researching Higher Education, if you plan to progress to the MA |

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<thead>
<tr>
<th>MA in Clinical Education (Year 3)</th>
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</table>
| **Term 1-3** | Core module:  
- Dissertation |
completed in a minimum of one year and a maximum of two years (Postgraduate Certificate); a minimum of two years and a maximum of four years (Postgraduate Diploma); or a minimum of three years and a maximum of six years (MA).

Most modules are taught as postgraduate seminars, using existing theoretical and research literature as a basis to explore clinical education as a field of practice. In order for useful and meaningful discussions to take place during sessions participants are asked to prepare for each session by thoroughly reading and making notes on the assigned readings. Sessions do not, in the main, consist of lectures; rather participants will have the opportunity to build their understanding through work with the Module Leader, guest speakers, and colleagues. Attendance at all taught module sessions is required.

Once participants have advanced through the Postgraduate Certificate and Diploma stages, they can register on the Masters Dissertation module. This has been designed to support participants as they work through the dissertation that they will submit to gain the Masters qualification.

Admission and fees
To apply for the Postgraduate Certificate, Postgraduate Diploma, or MA in Clinical Education please complete the application at https://apply.kcl.ac.uk. Applications deadlines are normally 1 July for entry to the programme in the autumn, or 1 February for entry into the programme in the spring (normally a much smaller cohort).

The programme is very popular, and is consistently oversubscribed, so admission is competitive. The normal fee structure is £480.00 per standard 15-credit module. A fee waiver of 25 per cent is provided to staff affiliated with King’s Health Partners, and a full waiver is provided to King’s College London staff who have been contracted to teach. Applicants who have already gained credit on a comparable programme at another institution may be eligible to apply for accreditation of prior learning. Please refer to the ‘Accreditation of Prior Learning (APL) for Postgraduate Taught Programmes’ section of the prospectus.
Core Modules

**Academic Practice**
Enhancing Academic Practice
Advancing Academic Practice
Using Research in Higher Education
Researching Higher Education
Dissertation

**Clinical Education**
Fundamentals of Pedagogy
Effective Teaching & Learning
Observing Teaching
Using Research in Higher Education
Researching Higher Education
Dissertation

**Enhancing Academic Practice**
*Programme: Academic Practice*
*Module Leader: Dr Deesha Chadha, King’s Learning Institute*

Enhancing Academic Practice is available as both a core module of the Postgraduate Certificate and as a freestanding 30-credit module for professional development purposes. Probationary lecturers and early career researchers with regular teaching responsibilities study Enhancing Academic Practice as their first and core module of the Postgraduate Certificate. Upon completion participants normally select two 15-credit option modules and fulfil the requirements for a Postgraduate Certificate.

The module is designed to develop participants’ understanding and engagement with key concepts and evidence emerging from academic and the integration of scholarship, research and professional activities with teaching and learning support. The module introduces participants to inquiry-led approaches to investigating and reflecting critically on their academic practice for the purposes of enhancing the student learning experience.

The module emphasises the importance of collaboration and working with peers. It is taught using a combination of large group workshops, small group postgraduate seminars with your tutor, teaching observation in practice and independent study using resources in the university’s KEATS elearning environment. At the beginning of the module participants will also engage in microteaching as the basis for identifying and reflecting on aspects of teaching practice as well as the different approaches to giving constructive feedback on the practice of others. Microteaching is a formal and time-limited space for undertaking teaching and critiquing practice. Critical reflection on teaching observations, including the microteaching observation, will inform the development of the assessed work for the module.

By the end of the module participants are expected to be able to:
• Develop an understanding of the disciplinary and wider context that informs your practice.
• Evaluate appropriate learning and teaching theories and strategies that inform your practice.
• Design effective assessment and feedback processes.
• Critically reflect on and evaluate your practice.

Following acceptance onto the programme participants must choose the date of their preferred workshops and seminar times. Where possible, participants will work in discipline-specific seminar groups with a tutor with a background and experience of academic practice in their discipline field. Applicants will also be required to attend a microteaching session. Participants must attend all taught sessions.

**Workshop**
Tuesday 8 October 2015 or Wednesday 14 October 2015

**Seminars**
In addition to attending the workshop, participants attend five three-hour seminar groups led by their allocated KLI tutor. Applicants should chose to attend a seminar group on Tuesday mornings, Wednesday afternoons or Thursday mornings on the following dates. Participants are expected to plan to attend all five seminars with their allocated tutor during the module:

**Tuesday mornings 10.00 – 13.00**
27 October 2015
10 November 2015
24 November 2015
19 January 2016
2 February 2016

**Wednesday afternoons 13.00 – 16.00**
28 October 2015
11 November 2015
25 November 2015
20 January 2016
3 February 2016

**Thursday mornings 10.00 – 13.00**
5 November 2015
19 November 2015
3 December 2015
28 January 2016
11 February 2016

**Advancing Academic Practice**
**Programme:** Academic Practice (Diploma)
**Module Leader:** Sharon Markless, King’s Learning Institute

This core module of the Postgraduate Diploma in Academic Practice in Higher Education enables participants to use and build on the professional development activities that they choose to engage in as part of their academic work (for example, mentoring, visiting other universities and conference attendance) in a systematic and rigorous manner in order to advance practice. The module combines the planning and implementation of a work-based development strategy with the development of the participants’ reflexive practice. Adopting a reflexive stance enables us to not only critically analyse development activity and its impact, but also to make the values and assumptions that drive our own practice more transparent.

By the end of the module participants are expected to be able to:
• systematically and critically analyse the function(s) and significance of strategies designed to contribute to academic development, paying particular attention to their appropriateness in specific contexts and their strengths and limitations;
• demonstrate critical insights into theoretical principles, assumptions, values and beliefs that underpin different development strategies and reflect critically on their own values and beliefs in relation to these;
• adopt a reflexive stance towards their academic practice that enables identification of aspects they wish to actively develop;
• use theoretical insights and critical reflection to plan a development strategy designed to enhance a significant aspect of their academic work;
• critically reflect on the effectiveness of the chosen strategy and upon how to apply the learning from their development experience to other aspects of their professional practice.

Please contact Sharon Markless for the timing and availability of this module in 2015-16.

**Using Research in Higher Education**
**Programme:** Academic Practice & Clinical Education (Diploma)
**Module Leaders:** Dr Chris Holland, King’s Learning Institute and King’s Health Partners and Dr Liz Anderson

This core module of both the Postgraduate Diploma in Academic Practice in Higher Education and Postgraduate Diploma in Clinical Education is designed to enable participants to become more critical and effective users of research in order to enhance their academic practice or practice as clinical educators. It seeks to develop participants’ ability to systematically and constructively critique methodologies and related methods used in investigating academic practice in higher education and clinical education, and to reflect on the significance and relevance of the research.

This module has been deliberately timetabled over five months to give participants sufficient time between sessions to read, to make sense of the readings, and to engage in online peer discussion.

By the end of the module participants will be able to:
• demonstrate critical insights into the assumptions, values and beliefs that underpin different approaches to research into academic practice and reflect critically on their own values and beliefs in relation to these;
• analyse the scope, function(s), and significance of research in higher education, including its relationship to institutional and national policy;
• systematically and critically analyse research methodologies and methods for their appropriateness in specific contexts and their strengths and limitations;
• select and apply appropriate criteria and review processes in order to evaluate research into academic practice in higher education, with particular reference to methodological complexity;
• Understand complex ethical issues related to undertaking research into academic practice in higher education.

The module is available once in 2015-16 and is delivered over seven sessions:

**Term 1 – 2 Thursday afternoons 13.30 – 16.30**
1 October 2015
22 October 2015
19 November 2015
10 December 2015
14 January 2016
11 February 2016
3 March 2016

**Researching Higher Education**
**Programme:** Academic Practice & Clinical Education (Diploma to Masters)
**Module Leaders:** Sharon Markless and Dr Thushari Welikala, King’s Learning Institute

This module is optional for those participants wishing to conclude their studies at Postgraduate Diploma and core for those wishing to progress to the MA in Academic Practice in Higher Education or MA in Clinical Education. The module focuses on the processes of problematising an aspect of professional practice and then designing a research proposal to study it. Participants apply concepts and insights gained during the module ‘Using Research in Higher Education’ to design a study enabling them to move from being effective users of research to becoming producers of research.

The research proposal provides an important bridge between the study of research into academic practice and the planning and implementation of a piece of research for a dissertation. For those who do not want to progress to the dissertation, the module provides the opportunity to plan a piece of research to systematically enhance an aspect of professional practice that they find problematic or challenging.

By the end of the module participants are expected to be able to:
• adopt a reflexive stance to their academic practice that gives rise to significant questions they want to address;
• critically analyse different research methodologies and methods to ascertain their strengths, limitations and appropriateness in relation to their own research questions;
• be able to isolate, assess and resolve problems related to the design of their chosen research study;
• reflect critically on ethical issues related to research into academic practice and formulate strategies to address them.

The module is available once in 2015-16 and is delivered over five sessions:
**Term 2 Tuesday afternoon 13.30 – 16.30**

12 April 2016  
26 April 2016  
10 May 2016  
24 May 2016  
14 June 2016

**Dissertation**

**Programme:** Academic Practice & Clinical Education  
(Masters level only)  
**Module Leaders:** Sharon Markless and Dr Thushari Welikala, King’s Learning Institute

The dissertation enables participants to demonstrate their ability to plan, carry out and evaluate a piece of research into higher education, or into education in their profession or in a clinical setting. The dissertation might, for example, present new evidence on a familiar aspect of teaching and learning; apply established models/theories to a new concept; or present an independent critique of an existing body of theory. The dissertation forms a major part of the assessment for the MA in Clinical Education or the MA in Academic Practice (60 credits or 33 per cent of the total work) and provides an opportunity to integrate what participants have learned from the different components of the Masters. It consists of an extended piece of written work of between 10,000 and 15,000 words.

Those who have completed the King’s College London Postgraduate Diploma in Clinical Education or Postgraduate Diploma in Higher Education will have already planned an inquiry into an aspect of higher education or clinical education and submitted it in the form of a research proposal as their assignment for part of the module Research in Higher Education. The Masters programme supports participants to translate their proposal into a dissertation. However, there is no requirement to take forward the research proposal submitted as part of the Postgraduate Diploma. The Masters programme will equally support those planning and implementing new inquiry into an aspect of teaching and learning in clinical education or higher education.

Academic and clinical workloads mean that even the most enthusiastic participants may find it difficult to put aside regular time to make progress on their dissertation. Therefore the Dissertation Module is built on required sessions of peer review meetings and workshops to support gaining ethical approval, collecting data, analyzing data, and writing research reports. The first four of these required sessions will be held on:

- **Wednesday 7 October 2015, 13.30 – 16.30**
- **Wednesday 21 October 2015, 13.30 – 15.30**
- **Wednesday 18 November 2015, 13.30 – 16.30**
- **Wednesday 16 December 2015, 13.30 – 15.30**

The dates and times of the remaining sessions will be negotiated at the first meeting on 7 October 2015. They will take place every 4-5 weeks.

Further, the Dissertation module includes a series of Individual tutorials. Each participant will be assigned a dissertation supervisor with whom they will be expected to meet regularly for advice to support the planning and implementation of their research, and to provide feedback on their writing. These tutorials will be negotiated between the dissertation supervisor and each participant.

There will be a series of deadlines that require participants to submit draft chapters from their dissertations a set times after their registration on the Module.

**Fundamentals of Pedagogy**

**Programme:** Clinical Education  
**Module Leader:** Dr Gabriel Reedy, King’s Learning Institute

As the core module in the Postgraduate Certificate in Clinical Education, this module is focused on the theory and practice of teaching and learning in higher education in general, and in clinical education contexts in particular. The aim of the module is to encourage participants to explore and expand their notions of each of these concepts, with the help of existing research and theoretical literature and discussions in module sessions.

By the end of the module participants are expected to be able to:

- critically evaluate theories of learning and teaching as applicable to higher education contexts;
- analyse learning to ensure that it is appropriate and effective within the chosen context;
- explore and critically evaluate models of design and development of learning.

The module is available in two timeslots in Term 1 and once in Term 3 over five seminars:

**Term 1 Tuesday Mornings 10.00 – 13.00**

- 29 September 2015
- 13 October 2015
- 27 October 2015
- 10 November 2015
- 1 December 2015

**Term 1 Wednesday evenings 17.30 – 20.30**

- 30 September 2015
- 14 October 2015
- 28 October 2015
- 11 November 2015
- 2 December 2015

**Term 3 Tuesday mornings 10.00 – 13.00**

- 12 April 2016
- 26 April 2016
- 10 May 2016
- 24 May 2016
- 7 June 2016
Effective Teaching & Learning
Programme: Clinical Education
Module Leaders: Dr Chris Holland, King’s Learning Institute and King’s Health Partners and Dr Liz Anderson

As a core module of the Postgraduate Certificate in Clinical Education this module gives participants the opportunity to use various frameworks and models to build on core pedagogical concepts. The module begins by considering the ways that clinical professionals learn about their practice and develop clinical expertise, and the evidence for various teaching methods used in clinical settings. As the module progresses participants will be able to consider how to modify their own teaching and learning environments so that it is more effective.

The aim of this module is to stimulate participants to critically analyse what effective clinical teaching and learning is. By the end of the module participants should be able to analyse critically the scholarly aspects of medical education, and have acquired a greater insight into the requirements for medical educators, especially for supervising trainees in clinical settings.

As part of the module participants will have an opportunity to:
• critically analyse the student-teacher dynamic involved in skills training and the characteristics of the effective technical skills training;
• analyse the complex developmental nature of the clinical supervision process as it moves from a state of dependency to student autonomy;
• analyse how the workplace-based assessments can be used in ways, both summative and formative, to document the acquisition of professional expertise;
• become familiar with the current academic discourse surrounding portfolios, personal development plans, learning contracts, induction, and annual reviews, and be able to evaluate critically the benefits and possible drawbacks of these tools and their influence on reflective professional practice.

The module is available four times in 2015-16 and is delivered over five seminars:

Term 1 Monday afternoons 14.00 – 17.00
5 October 2015
19 October 2015
2 November 2015
16 November 2015
30 November 2015

Term 2 Tuesday evenings 17.30 – 20.30
6 January 2016
20 January 2016
3 February 2016
17 February 2016
2 March 2016

Term 3 Thursday afternoons 14.00 – 17.00
14 April 2016
28 April 2016
12 May 2016
26 May 2016
9 June 2016

Observing Teaching
Programme: Clinical Education
Module Leader: Dr Frederico Matos, King’s Learning Institute

This core module of the Postgraduate Certificate in Clinical Education enables participants to gain a comprehensive understanding of the process of teaching observation from the perspectives of both the observer and the observed, as a tool for the professional development of clinical teachers.

By the end of the module participants are expected to be able to:
• critically evaluate possible methods of teaching observation;
• compare benefits of inter- and intra-disciplinary teaching observation;
• compare the perspectives of the observer and the observed;
• consider various theoretical lenses for the guidance of teaching observation;
• reflect upon the relationship between teaching and learning.

The module runs over Term 1-2 and will be available up to 9 times in 2015-16 depending on participation registration. The module is taught over 3 seminars and one microteaching session:

**Monday afternoons 14.00 – 17.00**
- Seminar: 12 October 2015
- Microteaching: 9 November 2015
- Seminar: 18 January 2015
- Seminar: 29 February 2015

**Tuesday afternoons 14.00 – 17.00**
- Seminar: 6 October 2015
- Microteaching: 3 November 2015
- Seminar: 26 January 2016
- Seminar: 8 March 2016

**Friday afternoons 14.00 – 17.00**
- Seminar: 16 October 2015
- Microteaching: 20 October 2015
- Seminar: 15 January 2016
- Seminar: 19 February 2016

**Thursday afternoons 14.00 – 17.00**
- Seminar: 15 October 2015
- Microteaching: 26 November 2015
- Seminar: 11 February 2016
- Seminar: 10 March 2016

**Wednesday mornings 10.00 – 13.00**
- Seminar: 7 October 2015
- Microteaching: 18 November 2015
- Seminar: 27 January 2016
- Seminar: 24 February 2016

**Friday mornings 10.00 – 13.00**
- Seminar: 9 October 2015
- Microteaching: 13 November 2015
- Seminar: 22 January 2016
- Seminar: 26 February 2016

**Thursday mornings 10.00 – 13.00**
- Seminar: 22 October 2015
- Microteaching: 26 November 2015
- Seminar: 21 January 2016
- Seminar: 25 February 2016

**Tuesday evenings 17.30 – 20.30**
- Seminar: 20 October 2015
- Microteaching: 24 November 2015
- Seminar: 9 February 2016
- Seminar: 15 March 2016

**Thursday evenings 17.30 – 20.30**
- Seminar: 29 October 2015
- Microteaching: 19 November 2015
- Seminar: 4 February 2016
- Microteaching: 17 March 2016

**Using Research in Higher Education (see page 13)**
Programme: Academic Practice & Clinical Education (Diploma)
Module Leader/s: Dr Chris Holland, King’s Learning Institute and King’s Health Partners and Dr Liz Anderson

**Researching Higher Education (see page 14)**
Programme: Academic Practice & Clinical Education (Diploma to Masters)
Module Leaders: Sharon Markless and Dr Thushari Welikala, King’s Learning Institute

**Dissertation (see page 15)**
Programme: Academic Practice & Clinical Education (Masters level only)
Module Leaders: Sharon Markless and Dr Thushari Welikala, King’s Learning Institute
Guy's Campus
Optional Modules

Academic Practice
Academic Literacy
Assessment & Feedback in Higher Education
Curriculum Design & Development
Employability & Enterprise in Higher Education
International Perspectives of Teaching & Learning in Higher Education
Management & Leadership in Higher Education
Postgraduate Research Supervision
Rethinking Teaching in the Context of Diversity
Supporting Technology Enhanced Learning

Clinical Education
Assessment in Clinical Education
Current Research & Innovations in Clinical Education
e-Pedagogy
Intercultural Clinical Education
Interprofessional Education in the Clinical Context
NMC Teacher Compendium
Professional Development in the Workplace
Simulation in Clinical Education

*These modules are available to students on both programmes

Please note from 2015-16 new students will be required to take either Assessment & Feedback or Curriculum Design as a core module of the PGCert in Academic Practice in Higher Education.

Academic Literacy
Programme: Academic Practice
Module Leader: Dr Ursula Wingate, Department of Education & Professional Studies

This module aims to enable lecturers to embed into their teaching some explicit support for students’ academic reading and writing. Students new to university not only need to learn subject knowledge, but also how to communicate this knowledge. Reading, writing and debating in an academic context presents students with a new way of communication, which is underpinned by the discipline’s epistemologies and literacy conventions.

By the end of the module participants are expected to be able to:

• understand the literacy needs of a diverse student body;
• understand the discipline-specificity of academic reading and writing;
• understand the limitations of current instructional approaches to academic literacy;
• analyse current approaches in the light of various writing theories;
• analyse and articulate the specific literacy requirements in their own discipline;
• identify a range of methods for improving students’ academic literacy.
This module is available once in 2015-16 and is delivered over five seminars;

**Term 1 Friday afternoons 14.00 – 17.00**
- 9 October 2015
- 23 October 2015
- 6 November 2015
- 20 November 2015
- 4 December 2015

**Assessment & Feedback in Higher Education**
*Programme: Academic Practice & Clinical Education*
*Module Leaders: Dr David Hay and Dr Nicola Savvides, King’s Learning Institute (Term 1), Dr David Hay and Dr Deesha Chadha, King’s Learning Institute (Term 2), Dr Kelly Coate and Dr Frederico Matos (Term 3)*

The module is designed to enable participants to critically evaluate the role of assessment and feedback in the development of academic practice appropriate to their disciplinary/professional context.

By the end of the module participants are expected to be able to:
- engage critically with key concepts and theories of assessment and feedback in higher education;
- deliver and evaluate assessment and feedback strategies;
- critically reflect on assessment/feedback practices to identify development needs;
- synthesise assessment/feedback theory with self-evaluative inquiry for the purpose of informing and enhancing practice.

This module is available three times in 2014-15 and is delivered over five seminars on:

**Term 1 Monday afternoons 14.00 – 17.00**
- 12 October 2015
- 26 October 2015
- 9 November 2015
- 23 November 2015
- 7 December 2015

**Term 2 Wednesday mornings 10.00 – 13.00**
- 20 January 2016
- 3 February 2016
- 17 February 2016
- 2 March 2016
- 16 March 2016

**Term 3 Tuesday afternoons 14.00 – 17.00**
- 19 April 2016
- 3 May 2016
- 17 May 2016
- 31 May 2016
- 14 June 2016

**Curriculum Design & Development**
*Programme: Academic Practice & Clinical Education*
*Module Leaders: Dr Kelly Coate and Dr Anna Mountford-Zimdars (Term 1), Professor Paul Blackmore, King’s Policy Institute and Dr Michael Flavin, King’s Experience (Term 2), Dr Camille Kandiko Howson, King’s Learning Institute (Term 3)*

**Term 3 Tuesday afternoons 14.00 – 17.00**
- 19 April 2016
- 3 May 2016
- 17 May 2016
- 31 May 2016
- 14 June 2016
The purpose of this module is to develop critical insight and understanding of different approaches, models, and theories underpinning curriculum design and development in higher education.

By the end of the module participants are expected to be able to:

• understand the contested nature and scope of curriculum in higher education;
• critically analyse influences on curriculum, including disciplinary and institutional context, and national frameworks, and how these affect curriculum development;
• critically analyse different models of curriculum development and their appropriateness to various situations;
• engage effectively in the process of curriculum design;
• justify, through critical use of curriculum development literature and other evidence, both the overall approach taken to curriculum development and the key decisions taken during the development process.

The module is available each term in 2015-16 and is delivered over five seminars:

Term 1 Monday afternoons 14.00 – 17.00
5 October 2015
19 October 2015
2 November 2015
16 November 2015
30 November 2015

Term 2 Tuesday afternoons 13.30 – 16.30
12 January 2016
26 January 2016
9 February 2016
23 February 2016
8 March 2016

Term 3 Monday afternoons 14.00 – 17.00
11 April 2016
25 April 2016
9 May 2016
23 May 2016
6 June 2016

Employability & Enterprise in Higher Education
Programme: Academic Practice
Module leader: Dr Deesha Chadha

The module is designed to enable participants to develop a better understanding of how employability skills can be developed within their taught curricula. The module will introduce participants to the theories, concepts and policies that inform and drive the employability and enterprise agenda in higher education. The module will encourage innovation in designing and delivering courses, programmes or modules in which students have opportunities to develop their employability skills.

By the end of the module participants are expected to be able to:

• To critically appreciate the key concepts that inform the employability and enterprise agenda
• To understand policy and other drivers for change that affect the employability and enterprise agenda in higher education
• To assess the need for promoting employability and enterprise skills in their teaching and curricula
• To critically evaluate the approaches taken within their discipline to recognise and address gaps in employability and enterprise skills
• To design a model of practice that encourages students to develop their employability and enterprise skills

This module is available once in 2015-16 and is delivered over five seminars;

Term 1 Tuesday mornings 10.00 – 13.00
6 October 2015
20 October 2015
3 November 2015
17 November 2015
1 December 2015

International Perspectives of Teaching & Learning in Higher Education
Programme: Academic Practice
Module Leaders: Dr Thushari Welikala and Dr Nicola Savvides, King's Learning Institute

This module is designed to enable participants to critically engage with the key debates, concepts and approaches to internationalisation in Higher Education and to reflect on the implications of internationalisation for teaching and learning. Participants will consider different meanings, processes and functions involved in the internationalisation of higher education including the opportunities and challenges of internationalisation and of teaching and learning within multicultural contexts. The module, in particular, will enable students to identify and analyse problems and issues as well as strategies for developing intercultural pedagogies. It will enable participants to explore related issues around the influence of one’s cultural perspectives on pedagogy and different aspects of improving intercultural competence in the process of developing globally-minded citizens in a cosmopolitan society.

By the end of the module participants are expected to be able to:

• identify key issues and trends, such as globalisation, that shape the internationalisation of teaching and learning;
• demonstrate critical insight into the key concepts, current debates and strategic functions of internationalisation of higher education and relate them to their working context at Kings College London;
• draw critically on different approaches and models of internationalisation of higher education;
• demonstrate understanding of conflicting boundaries between national-international and multicultural-intercultural;
• critically reflect on the impact of the changing nature of the purposes and functions of internationalisation on academic practice and the student experience.

The module is available once in 2015-16 and is delivered over five sessions:

**Term 3 Wednesday mornings 10.00 – 13.00**
13 April 2016
27 April 2016
11 May 2016
25 May 2016
8 June 2016

*Please note this module is currently going through Institutional approval. Confirmation that it will run in 2015-16 is subject to approval.*

**Management & Leadership in Higher Education**

Programme: Academic Practice

Module Leader: Professor Paul Blackmore, King’s Policy Institute

This option module was specifically developed for the Postgraduate Diploma in Academic Practice in Higher Education and priority is given to participants studying at this level. It may also be taken at the Certificate stage.

The higher education sector, particularly in the UK, is undergoing rapid transformation, mainly as a result of changes to the funding model but also as a consequence of other factors, including greater pressure to show impact and relevance, increased public accountability and broader cultural concerns about the value of a degree. This module is geared towards understanding this changing context of higher education, and in particular how it impacts on the management and leadership of higher education institutions. This is a significant issue to consider on a Masters in Academic Practice in Higher Education, the management of institutions having a direct bearing of many aspects of teaching and learning.

By the end of the module participants are expected to be able to:
• Critically examine the benefits and drawbacks of various aspects of management and leadership in higher education
• Understand in depth the current context and range of factors impacting on institutional management and leadership;
• Critically reflect on the impact of management processes on institutional behaviour, and on academic and intellectual leadership using appropriate theoretical frames;
• Systematically apply their developing understanding to their own professional practice within higher education.

This module is available once in 2015-16 and is delivered over five sessions on:

**Postgraduate Research Supervision**

Programme: Academic Practice

Module leaders: Dr Kelly Coate and Dr Frederico Matos, King’s Learning Institute

This module will explore issues of postgraduate research supervision within the contemporary higher education context. Participants will be encouraged to share experiences, reflect on their roles as supervisors, critically engage with the growing amount of research literature on supervision and gain a familiarity with ideas around best practices in supervision. The key overarching aims are to ensure that participants have a thorough understanding of the context in which they supervise postgraduate students, including policies, regulations and responsibilities; provide students with the current advice concerning best practice in supervision at postgraduate level; and to enable students to reflect on their own practices and development as supervisors.

By the end of the module participants are expected to be able to:
• Develop a scholarly approach to, and critical awareness of, the processes of supervision and the links between teaching and research.
• Reflect on their role as supervisors of postgraduate research with a view to developing and enhancing their practice.
• Critically analyse and apply the research literature on doctoral education and supervision to their own contexts.
• Apply systematically and critically the learning undertaken to contribute to their own professional and personal development.

This module will be available once in 2015-16 and delivered over five seminars;

**Term 2 Monday afternoons 14.00 – 17.00**
11 January 2016
25 January 2016
8 February 2016
22 February 2016
7 March 2016

**Rethinking Teaching in the Context of Diversity**

Programme: Academic Practice

Module Leader: Dr Anna Zimdars, King’s Learning Institute

The aim of this module is to critically engage at a practical and theoretical level with the implications of diversity in teaching and learning in higher education. The module will introduce participants to critical theories and methods of learning, teaching, assessment and evaluation that recognise
and take into account the increasingly diverse context of contemporary higher education.

By the end of the module participants will be expected to be able to:
- Explore methods of learning, teaching, assessment and evaluation that recognise the increasingly diverse context of higher education institutions;
- Critically reflect upon and evaluate their own teaching practices in this context;
- Explore the benefits of diverse student groups and develop techniques to enrich all students’ learning experiences;
- Engage with key concepts and theories of critical and inclusive academic practice in the context of their discipline, their institution and higher education;
- Acquire the skills to design and deliver multi-modal and effective learning and assessment opportunities for diverse students.

This module is available once in 2015-6 and is delivered over five sessions on:

**Term 2 Thursday afternoons 14.00 – 17.00**
- 21 January 2016
- 4 February 2016
- 18 February 2016
- 3 March 2016
- 17 March 2016

**Supporting Technology Enhanced Learning**

**Programme:** Academic Practice  
**Module Leader:** Dr Stylianos Hatzipanagos, Centre for Technology Enhanced Learning

The module aims to equip participants with the necessary understanding to accommodate effectively technology enhanced learning (TEL) in their teaching to enhance and support learning in response to student needs. It covers aspects of the pedagogy of TEL, involving both theoretical issues and practical perspectives and explores current and emerging technologies in online learning environments.

By the end of the module participants are expected to be able to:
- critically evaluate the potential of TEL tools to support learning, introducing the concepts of TEL and e-tutoring in their practice;
- critically review key TEL components such as digital content, communication, assessment and study tools and assess the potential for the transformation of academic practice in higher education.

This module is available twice in 2015-16 and is delivered over four sessions and one online session:

**Term 1 Thursdays mornings 10.00 – 13.00**
- 15 October 2015
- 29 October 2015* Online
- 12 November 2015
- 26 November 2015
- 10 December 2015

**Term 3 Wednesday afternoons 14.00 – 17.00**
- 20 April 2016
- 4 May 2016* Online
- 18 May 2016
- 1 June 2016
- 14 June 2016

**Assessment in Clinical Education**

**Programme:** Clinical Education  
**Module Leader:** TBC

This module is designed to explore various approaches to assessment in the health professions, including the underpinning theories that are associated with these approaches. The competency approach to professional practice, which has become accepted across the health professions, is the conceptual starting point for work in the module. Building on this, however, participants will critically explore a combination of theoretical and empirical literature on assessment and will be challenged to think about other ways of conceptualising assessment of clinical training and practice.

The module will normally include five taught seminar sessions, and will require further engagement in an online discussion forum over the course of the academic term. Further, as a standard 15-credit module within the context of the MA in Clinical Education programme, the module will entail a significant amount of independent study that is shaped by the content of the seminars. On average, participants should expect to engage in up to 150 hours of work across the online engagement, preparation for and
participation in the seminars, independent research, and preparation for and writing of the assessment. 

The module aim is:
• To provide participants an opportunity to research and analyse in depth the literature base of an agreed topic within academic practice or clinical educational practice.

Learning Outcomes
Upon completion of this module, participants will be able to:
• Critically articulate the role of assessment as a central part of learning in clinical professions
• Identify, explain, and critique foundational assessment principles, tools, and approaches as they are used in clinical professions education
• Critically engage with approaches to feedback in clinical professions education

The module is available once in 2015-16 and is delivered over five sessions:

Term 2 Tuesday Mornings 10.00 – 13.00
12 January 2016
26 January 2016
9 February 2016
23 February 2016
8 March 2016

*Please note this module is currently going through Institutional approval. Confirmation that it will run in 2015-16 is subject to approval.

Current Research & Innovations in Clinical Education
Programme: Clinical Education (Diploma) 
Module Leader: TBC

This module is designed as an opportunity to explore current issues in clinical educational research and practice in some depth, working with experts in the field of clinical education. Building on the concepts explored in the core Postgraduate Certificate in Clinical Education modules, this options module is only suitable for those working at the Diploma stage of the programme. The module is an opportunity to explore the scholarly and research literature within one or more related areas of emerging importance in the field, and will be led as a ‘masterclass’ by a leading colleague who is conducting or participating in work in this topic area. Although the module is tutor-led, it will also include a fairly significant component of independent research and scholarship. As such, you will be responsible for conducting further research into the topical area and extending and developing your thinking based on your work in the module.

The module will typically include two full-day intensive seminars, and require further engagement in an online discussion forum over the course of a normal academic term. Further, as a standard 15-credit module within the context of the MA in Clinical Education programme, the module will entail a significant amount of independent study that is shaped by the content of the seminars. On average, participants should expect to engage in up to 150 hours of work across the online engagement, preparation for and participation in the intensive seminars, independent research, and preparation for and writing of the assessment. 

The module aim is:
• To provide participants an opportunity to research and analyse in depth the literature base of an agreed topic within academic practice or clinical educational practice.

Learning Outcomes
Upon completion of this module, participants will be able to:
• Conceptualise and articulate a topic area of research, scholarship, and innovation within clinical education that is applicable to their practice
• Engage critically with a range of theoretical, philosophical, and empirical literature in the topical area
• Synthesize existing theoretical, philosophical, and empirical literature in terms of implications for pedagogical practice

Expected topic areas and Visiting Academics for 2015-16
Spring Term: To be announced
Summer Term: Feedback and Assessment Design in Health Professions Education Associate Professor Margaret Bearman, Monash University, Melbourne, Australia

The module is available twice in 2015-16 and is delivered over two full day sessions:

Term 2 Tuesdays 9.30 – 17.00
12 January 2016
16 February 2016

Term 3 Tuesday/Wednesday 9.30 – 17.00
Tuesday 17 May 2016
Wednesday 18 May 2016

*Please note this module is currently going through Institutional approval. Confirmation that it will run in 2015-16 is subject to approval.

e-Pedagogy
Programme: Clinical Education
Module Leader: Dr Stylianos Hatzipanagos, Centre for Technology Enhanced Learning, King’s College London

This option module is available to participants studying the Postgraduate Certificate in Academic Practice in Higher Education and the Postgraduate Certificate and Postgraduate Diploma in Clinical Education. It seeks to explore technology-mediated learning from a critical perspective, starting with the notion that an understanding of elearning and the successful use of new technologies in clinical teaching practice sits at the intersection of three different bases of knowledge: field- and discipline-specific ways of knowing and learning; a growing appreciation of the ways and means of teaching and learning; and an understanding of the ways in which technology can enhance and enable learning.
As part of the module, participants will have an opportunity to:
• critically evaluate theory associated with pedagogy in the context of elearning;
• explore the ways in which technology is used in higher education settings in general, and in clinical education in particular;
• extend the conceptual boundaries of elearning beyond existing teaching settings and technologies.

The module is available once in 2015-16 and is delivered over five sessions:

**Term 2 Thursday mornings 10.00 – 13.00**
21 January 2016
4 February 2016
18 February 2016
3 March 2016
17 March 2016

**Intercultural Clinical Education Programme:** Clinical Education

**Module Leader:** Dr Shuangyu Li, GKT School of Medical Education

Using facilitative, critical academic and experiential learning, this module introduces participants to current demographic changes in the world and the UK in particular, and the implications for healthcare. Participants are invited to bring their own experience for discussion, in dialogue with literature and other resources, about topics such as:

- how multiculturalism is shifting or impacting on clinicians’ everyday work; diversity; inequality and discrimination in education, healthcare and institutional systems; how culture and diversity affects clinician-patient relationships and interactions, and culture and diversity in institutional healthcare contexts. Participants will engage in a critical appraisal of existing models of dealing with cultural diversity, and an exploration of their fitness for clinical education and practice settings.

The aim of the module is to enhance participants’ cultural awareness and critically explore diversity issues in clinical education and clinical practice.

By the end of the module participants are expected to be able to:
• develop a critical understanding of key concepts of culture and how they affect clinical decision making, motivation and behaviour;
• reflect upon and critically explore individual beliefs and values of how knowing oneself as a starting point of intercultural learning;
• critically examine current intercultural models used in clinical education and practice;
• critically explore current models of intercultural clinical education and new methods in clinical education to prepare students, clinicians and trainers for a diverse globalised clinical work environment.

The module is available once in 2015-16 and is delivered over five sessions:
There is now sufficient evidence to indicate that interprofessional education (IPE) enables effective collaborative practice, which in turn strengthens healthcare systems and improves outcomes. IPE enables two or more professions to learn with, from and about each other to improve collaboration and the quality of care (CAIPE, 2002).

This module will equip participants with knowledge and skills to promote and develop interprofessional education in their own clinical areas, by focusing upon the theoretical underpinnings of interprofessional education and how these can be practically applied in the clinical area. Focused inputs on key issues in IPE will offer a structure for further exploration, and participants will be invited to share and reflect upon their own experiences and ideas. Participants will be expected to engage in active discussion in order to learn ‘with, from and about’ each other, thereby emulating the CAIPE definition of interprofessional education, and will be expected to participate in and then reflect upon interprofessional education activities organised for pre-registration clinical students within the university. Participants will also be invited to identify opportunities for interprofessional education in the own areas of practice, thereby integrating theoretical perspectives with the realities of practice.

The overall aim of the module is to critically explore the processes that underpin interprofessional education in the clinical setting.

By the end of the module participants are expected to be able to:

- discuss national and international drivers that have influenced the development of interprofessional education and its relevance to contemporary healthcare provision;
- critically evaluate the evidence base for interprofessional education;
- explore and critique teaching strategies and the underlying theoretical concepts that can be utilised to enhance interprofessional learning;
- reflect upon the knowledge, skills and attitudes required for facilitating interprofessional learning as applied to your own practice;
- critically analyse the relationship between interprofessional education and the influence on the culture within which it operates.

The module is available once in 2015-16 and is delivered over five sessions on:

**Term 2 Monday mornings 10.00 – 13.00**
- 11 January 2016
- 25 January 2016
- 8 February 2016
- 22 February 2016
- 7 March 2016

**Interprofessional Education in the Clinical Context**

**Programme:** Clinical Education  
**Module Leader:** Jayne Frisby, GKT School of Medical Education
**Term 3 Thursday mornings 10.00 – 13.00**
14 April 2016  
28 April 2016  
12 May 2016  
26 May 2016  
9 June 2016

**NMC Teacher Compendium**  
*Programme: Clinical Education*  
*Module Leader: Julie Bliss, Florence Nightingale Faculty of Nursing & Midwifery*

This module is designed to develop research-led teachers in nursing and midwifery, and to further develop participants’ knowledge and skills as educators of nurses and midwives. This module must be taken as the options module at postgraduate certificate level by students wishing to record a teaching qualification with the NMC (NMC Standards for Teachers/Practice Teachers of Nursing, Midwifery and Health Visiting 2008).

The module uses a combination of teaching approaches, including lectures, seminars, online learning, and group tutorials. Its aims are to inspire advanced critical enquiry related to curriculum design and application; instigate critical reasoning in relation to teaching and learning strategies; and to allow participants to critically appraise assessment and evaluation practices in higher education and clinical practice. The module is designed to enable the participant to meet the NMC Teacher Standards (NMC 2008). Across the module activities, the participant will be expected to demonstrate professional values of educators as articulated by the UK Professional Standards Framework for Higher Education.

By the end of the module, participants are expected to be able to:

**Facilitate the development, delivery and evaluation of education through:**

- Advanced critical review and synthesis of a range of learning strategies.  
- Developing academic practice with critical reference to the curriculum.  
- Demonstration of advanced strategies to assist the integration of learning from practice and educational settings.

**Achieve advanced critical review and synthesis of a range of teaching strategies in order to:**

- Create an environment in which health care practice development is fostered, disseminated and evaluated.  
- Contribute to the processes of quality assurance and educational audit.  
- Utilise and evaluate a variety of teaching approaches appropriate to facilitation of learning with health care professional groups in health care or educational settings.

**Develop a critical understanding of, and synthesise strategies for the assessment and evaluation of learning through:**

- Expert critical assessment of learning in both health care practice and educational settings.

- Development and evaluation of strategies for providing feedback and developing further learning.

The module assessment consists of an advanced critical review of an observed teaching session and a portfolio demonstrating the achievement of the requirements for the NMC teacher award.

Dates and times for this module have not yet been announced for 2015-16, but will be announced to participants when they are available.

**Professional Development in the Workplace**  
*Programme: Clinical Education*  
*Module Leader: Ms Hayley Allen, King’s Learning Institute*

Through a facilitative approach participants engage with a series of frameworks and models relating to professional development in the workplace, which participants will critically evaluate in terms of their viability in the work contexts. The module uses small group exercises, discussions and presentations, as well as peer-supported collaborative activities. As with all modules participants are expected to undertake activities and critical reading between sessions on order to make the positive links between theory and practice.

By the end of the module participants are expected to be able to:

- identify and critically evaluate a range of workplace assessment models;  
- examine and develop the reflective practice skills of others;  
- evaluate critically role modelling as a means of improving performance;  
- evaluate critically appraisal, objective and target setting and monitoring and review as part of performance management.

The module is available twice in 2015-16 and delivered over five seminars on:

**Term 1 Wednesday afternoons 14.00 – 17.00**
30 September 2015  
14 October 2015  
21 October 2015  
4 November 2015  
25 November 2015

**Term 3 Wednesday afternoons 13.00 – 16.00**
13 April 2015  
27 April 2015  
11 May 2015  
25 May 2015  
8 June 2015
Simulation in Clinical Education

Programme: Clinical Education

Module Leader: Dr Libby Thomas, The SaIL Centre, King’s Health Partners

The module examines how an emerging set of technologies is changing the ways in which clinicians are educated. Participants explore the theoretical and practical basis for simulation, and consider the ways in which the modality is particularly suited to preparation for, and ongoing professional development in, clinical practice settings. By the end of the module participants are expected to be able to:

- critically analyse the current evidence-base for simulation training and related principles of adult learning with particular emphasis on experiential learning;
- critically analyse the evidence of human factors training and the role it plays in preventing error and enhancing patient safety as it pertains to simulation training;
- create their own development plan for simulation training relevant to their discipline and personal practice;
- critically analyse the methodologies currently used to inform scenario design and the planning of learning objectives for simulation training, with particular relation to critical incident analysis;
- critically evaluate the theories of group behaviours, communication skills, teamwork and team dynamics and critical analysis knowledge transfer and reflection that underpin simulation training, thereby allowing them to evaluate behaviours required to foster the simulation learning environment.

The module is delivered twice in 2015-16 over four sessions, with the first four based in a real simulation experience on:

**Term 1 Thursday mornings 9.30 – 12.30**

- 15 October 2015
- 29 October 2015
- 19 November 2015
- 10 December 2015

**Term 3 Tuesday mornings 10.00 – 13:00**

- 19 April 2016
- 3 May 2016
- 24 May 2016
- 14 Jun 2016
# Module timetable

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<td>Observing Teaching (T1-2) <strong>CE</strong></td>
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<td>Assessment in Clinical Education <strong>CE</strong></td>
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<td>Curriculum Design &amp; Development <strong>AP/CE</strong></td>
<td>Effective Teaching &amp; Learning <strong>CE</strong></td>
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<td>Assessment &amp; Feedback <strong>AP</strong></td>
<td>Professional Development in the Workplace <strong>CE</strong>&lt;br&gt;Supporting Technology Enhanced Learning <strong>AP</strong></td>
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**AP** Academic Practice  **CE** Clinical Education
Accreditation of Prior Learning (APL) for Postgraduate Taught Programmes

Introduction
King’s Learning Institute works with the university’s Credit Accumulation and Transfer Scheme (CATS) and it is therefore possible to have relevant prior certified or prior experiential learning recognised for credit-value within a programme of study. This section of the prospectus outlines the process of APL operated by KLI for those participants starting a programme of study in 2015-16, including how to make an APL claim. This process is based on the university academic regulations related to APL and the Quality Assurance Agency (2004) Guidelines on the accreditation of prior learning. KLI operates APL for the purposes of facilitating access to programmes for all participants.

What is APL?
‘Accreditation of prior learning’ incorporates accreditation of prior certificated learning (APCL) and accreditation of prior experiential learning (APEL). APCL considers whether previously assessed and certificated learning at postgraduate level is eligible for credit within a programme of study. In the case of the programmes presented in this prospectus, this can be, for example, (Associate) Fellowship of the Higher Education Academy or a postgraduate certificate or diploma or individual modules thereof relevant to the subject area. APEL considers learning outside a formally assessed programme and to be eligible for credit, which must be relevant, adequate and current to the modules and the intended programme of study.

As approved APL results in the assigning of credit and permits exemption from a module or modules, KLI must ensure that learning that is derived from APCL or APEL is relevant and equivalent to the learning that the participant should have achieved if they had undertaken the standard programme of study. In short, the programme modules act as benchmarks against which the participant needs to demonstrate equivalence.

What are the limits of a claim?
In making a claim for APL, participants should note the following:
- A claim for accreditation should normally be made at the beginning of the programme of study and will be reviewed after an applicant has been accepted on the programme.
- A claim cannot exceed two thirds of the credits for the whole programme of study.
- Claims should be made per whole module and participants cannot apply for part of a module’s credit.

Making an application
Applications for APL are made using the online application at [www.kcl.ac.uk/kli/programmes](http://www.kcl.ac.uk/kli/programmes) and should be submitted when applying for the chosen programme of study. The APL
application will then be reviewed after the applicant has been accepted onto the programme. Participants can make a claim for APCL and/or APEL. All applications for APL must also include evidence to support the claim.

APCL applicants must submit copies of transcripts or their certificate of (Associate) Fellowship, supported by details of the learning outcomes and content of the learning for which credit is sought. For example, copies of programme or module handbooks, or programme or module specifications. APCL applicants must demonstrate how their prior certified learning matched the proposed aims, outcomes and skills of the specific module against which it is being mapped. Credit can only be awarded for learning which is presented in an assessable form that shows what the applicant has learnt or achieved through prior certified learning. It is essential that the applicant’s prior accredited learning is relevant, adequate and current and can be matched to the specific module requirements from which exemption is being sought.

APEL applicants must submit a portfolio with a detailed narrative of 2,500 – 3,000 words demonstrating how their experiential learning matches the proposed aims, outcomes and skills of the module in question. Credit can only be awarded for learning which is presented in an assessable form that shows what the participant has learnt or achieved through experience; thus the supporting narrative is not limited to a descriptive account of the experience itself. It is essential that the matching of experience and module requirements shows that the participant’s prior experiential learning is relevant, adequate and current. In addition, the portfolio needs to provide evidence for the learning, eg in the form of certificates of attendance, further information on events or courses attended, research papers, testimonials etc.

It is the responsibility of the applicant to provide all information to enable KLI to reach an academic judgment about the relevancy and equivalency of prior learning to the module or modules for which APL is sought. The application form is designed to provide guidance for applicants on the evidence to be included for consideration by the Accreditation Review Panel.

Accreditation Review Panel
All applications for APL will be reviewed by the KLI Accreditation Review Panel. The panel will include the Director of Accredited Programmes and at least one expert in the field for which accreditation is sought. This will normally be the Programme Director for the programme into which the applicant has been accepted. In line with the Quality Assurance Agency Guidelines on the accreditation of prior learning, the Accreditation Review Panel will consider each application on the basis of:

• Acceptability – the evidence provided is relevant to the module for which APL is sought and is valid and reliable.
• Sufficiency – the evidence is satisfactory to demonstrate the learning achieved.
• Authenticity – the evidence demonstrates the applicants own achievement.

• Currency – the evidence provided demonstrates learning that has normally been undertaken in the last three years.

The Accreditation Review Panel will meet once a term to review APL applications as required.

Outcome of applications
If successful, appropriate module credit will be assigned to the participant and they will be exempted from the module or modules for which APL has been approved. Participants do not receive a grade for the approved APL module and cannot transfer an achieved grade into a module using the APL process. The overall grade they receive for the programme will be calculated only on the basis of the modules studies on the Institute’s programmes.

If unsuccessful, applicants will be provided with feedback on the decision of the Accreditation Review Panel and further guidance will be provided, if appropriate, to support a future application for APL.

Further information
All applicants are recommended to contact the Programme Director of the programme for which they are seeking APL credit before making an application to discuss the strength of their potential claim and the nature of the evidence they need to provide in their application.
Teaching Recognition at King’s (TRaK)

Programme Director: Dr Thushari Welikala

The Teaching Recognition at King’s (TRaK) programme is the King’s route to award the Higher Education Academy (HEA) professional recognition for members of staff at King’s. This programme allows King’s members of staff who are engaged in teaching and supporting learning to apply for recognition of their contributions to enhancing the student experience. There are four categories of fellowship to apply for:

- Associate Fellow of Higher Education Academy (AFHEA)
- Fellow of Higher Education Academy (FHEA)
- Senior Fellow of Higher Education Academy (SFHEA)
- Principal Fellow of Higher Education Academy (PFHEA)

The programme is open to different levels of staff at King’s, whether you are an early career researcher, a library and information services staff, a learning technologist or an experienced academic member of staff involved in strategic planning and teaching. The key requirement is that the participant should be teaching and supporting learning at King’s.

The members of academic staff on probation with less than 3 years of teaching experience (at King’s or at your previous institution) are advised to register on the Postgraduate Certificate in Academic Practice (PGCAP) or Postgraduate Certificate in Clinical Education (PGCCE) offered by King’s Learning Institute as their principal route to achieving HEA fellowship.

Those who are intending to apply for professional recognition through TRaK route need to prepare an application addressing the requirements of the UK Professional Standards Framework (UK PSF) at the relevant Fellowship category. There are two main elements to the recognition application for all categories of fellowship:

1. An Account of Professional Practice;
2. Supporting statements from referees/advocates:

The process of the preparation of the application will be supported through a range of supporting mechanisms designed by the King’s Learning Institute. The completed applications can be submitted to one of the four TRaK panel meetings in January, April, June and October.

The applications are assessed by a suitably qualified, trained panel and the assessment process is informed by the UK PSF as to how each applicant meets the required criteria for relevant UK PSF descriptors and dimensions as required.
The benefits of applying for HEA Professional Recognition through TRaK route includes:

- support mechanisms available to develop the applications at every step of the way;
- flexibility within the process with regard to the submission of your application;
- recognition for your contributions to enhancing student experience at King’s;
- sharing good practice with your colleagues;
- becoming a mentor of the TRaK programme;
- becoming an assessor of the TRaK panel meetings.

For further details please visit www.kcl.ac.uk/kli/programmes

*TRaK has previously been referred to as READ*
Continuing Professional Development Courses and Events

KLI offers a range of continuing professional development (CPD) opportunities for academics and clinical educators, including lunchtime seminars, half- and full-day workshops, short courses and freestanding modules on both generic and healthcare-specific issues in teaching and learning.

These include the following events that are detailed in the prospectus:
- Assessment and Feedback
- Curriculum Design and Development
- Effective Engagement with Students
- Internationalisation of Curriculum
- Peer Support and Observation of Teaching
- Personal Tutoring at King’s
- Preparing to Teach in Clinical Settings
- Preparing to Teach in Higher Education

The timetable for these and other events will be published online at www.kcl.ac.uk/kli/prodev

How do I register for CPD courses?
To register for courses and events please complete the online registration form at https://training.kcl.ac.uk/kcl Details of the venue will be forwarded in the reservation email.

Assessment and feedback
Assessment and feedback are amongst the most hotly debated issues within the educational literature, highlighted by the regularity with which they are raised as a problematic issue both nationally and internationally. For instance, results from the National Student Survey have consistently identified feedback as the aspect of their experience that students are least satisfied with. As this is the only survey of its kind to influence league tables it has played an increasingly prominent role in UK Higher Education since its implementation. Thus students’ perceptions of feedback are reducing overall ratings of quality.

This session will encourage participants to share and critically reflect upon their own feedback practices in light of research findings by evaluating a piece of their own feedback in order to enhance its effectiveness in supporting student learning.

Curriculum Design and Development
This interactive workshop is particularly relevant to staff who need to design or redesign all or part of a programme or module. The aim of this session is to help participants adopt a systematic approach to curriculum development that takes account of good practice and principles. Participants will have the opportunity to critically reflect on their own and their colleagues’ course designs as they work through a
series of activities that mirror key stages in the course design process. There is both theoretical and practical content which also takes into account university course approval processes.

**Effective Engagement with Students**
Engaging with students in quality enhancement and assurance is growing in higher education, as is the role of student voice in decision making. This practical course covers a range of introductory topics aimed at staff who sit on committees with students, those who work with students individually and collectively and those in academic and professional representative roles. Topics covered during the course include:

- Your role in supporting students on committees
- Notions of student representation, student engagement and partnership approaches
- Current practices of engaging students on committees
- Opportunities for engage the wit students in the context of enhancing the staff and student experience

**Internationalisation of curriculum at King’s: Practical issues, challenges and opportunities**
This interactive workshop is suitable for staff interested in internationalisation of higher education. It is particularly relevant for those who are engaged in teaching and supporting learning at King’s. Through a series of activities the session will provide participants the opportunity to explore different beliefs, attitudes, values and approaches to internationalisation and to identify in which ways such beliefs and values can shape the idea of internationalisation of curricular (IoC). The session will provide the opportunity to explore different theories and approaches to IoC and critically engage the participants to identify the possible challenges to internationalise curricular within their own discipline and to understand practical strategies to address such challenges. It will also analyse the existing IoC delivery within disciplines and identify areas for further development.

This workshop will enable the participants to:

- understand the different notions of internationalisation of higher education;
- to analyse how extant notions, actions and meanings related to internationalisation can effectively be used in developing a suitable working definition of IoC within one’s own discipline;
- draw on from the working definitions of IoC as well as from the extant theories and frameworks of IoC to identify challenges, opportunities and issues they may encounter in designing and developing IoC within and across disciplines;
- critically analyse the ways in which the key parameters of IoC can be introduced and used within programmes/modules to challenge traditional modes of teaching, learning and assessment and to think about new ways of enhancing the experience of learning for all students.

**Peer Support and Observation of Teaching**
Peer support of teaching, including observations of teaching practice, provides an opportunity for colleagues to exchange ideas, share good practice and identify developmental points in relation to an actual teaching activity. These workshops are intended for those new to teaching in higher education, or who want to review their own practice.

There is a theoretical component, as well as a series of demonstrations of techniques used. Each workshop includes microteaching sessions where each participant’s teaching is observed by their peers and a KLI academic and gain feedback. The workshop provides opportunities for participants to reflect on their own approaches, and the challenges they may face, in some areas of their teaching activities: class based sessions (lectures, tutorials, and workshops), assessment and planning.

This workshop supports peer support in schools and can contribute towards a Statement of Teaching Proficiency (STP).

Specifically the workshop will consider:

- Observations of teaching practice as a staff development activity
- Creating a working agreement for the observation
- Conducting the observation
- Providing developmental feedback
- Examples of peer-supported activities to enhance academic practice
Personal Tutoring at King’s
These interactive workshops are aimed at those who want to learn more about supporting students through personal tutoring and can be taken separately or together. The Introduction is aimed at academics that are new to teaching or to King’s and provides an overview of the service at the university to:
• enable you to clarify the expectations and limitations to the role of personal tutoring in relation to supporting students;
• explore the challenges and opportunities of personal tutoring;
• consider effective practice in helping students through personal tutoring.

The Introduction is followed by a more comprehensive workshop, for all staff addressing effective communication, emotional intelligence and how to support students in distress. The workshop focuses on undergraduate students, although it is useful for those tutoring postgraduates.

Preparing to Teach in Higher Education and Clinical Settings
This one-day practical course covers a range of introductory topics aimed at supporting PhD students and members of staff new to teaching and wishing to develop their teaching skills. Topics covered during the course include:
• Preparing to Teach
• Small Group Teaching
• Large Group Teaching
• Teach your first Session

Two of these workshops will have a bespoke session aimed at colleagues who are from a clinical discipline. Please log onto Skills Forge for further details: https://training.kcl.ac.uk