Learning & Teaching
Prospectus 2014–5
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Online application forms

To access all of our online application forms please visit:
www.kcl.ac.uk/study/learningteaching/kli/pc/app/kli-app-forms.aspx
Introduction

On behalf of King’s Learning Institute, I am pleased to introduce both our initial and continuing professional development provision for 2014–5. The Institute has played an important role in supporting the enhancement of the student experience across the College since its establishment in 2001. Working collaboratively with talented and committed academic and professional staff in the College 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 awards at the Postgraduate Certificate and Postgraduate Diploma stage 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.

Many of the modules within our programme provision can also be undertaken on a freestanding basis, and where possible on the basis of attendance only, for those who do not wish to undertake a full qualification. 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, half- or full-day workshops, short courses and freestanding modules.

Together the taught programmes and the freestanding CPD activities contribute to the Research Enhanced Academic Development (READ) programme which provides a mentored 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?**
          - **YES**
            - You can apply for Enhancing Academic Practice (limited number of spaces)
          - **NO**
            - **Do you have more than three years teaching experience?**
              - **YES**
                - You can apply for Preparing to Teach in Higher Education (PTT)
              - **NO**
                - Please arrange a meeting with the PGCAPHE programme leader to explore your options
  - **NO**
    - **Will you be doing any teaching this coming year?**
      - **YES**
        - **Are you a postgraduate?**
          - **YES**
            - Unfortunately, we are unable to accommodate you at this stage
          - **NO**
            - You can apply for Preparing to Teach in Higher Education (PTT)
    - **NO**
      - **Unfortunately, we are unable to accommodate you at this stage**
Postgraduate Certificate in Academic Practice in Higher Education

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 an Associate Fellow or 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:

- enable participants to plan, deliver and evaluate their teaching, learning, assessment and, where appropriate, educational leadership strategies appropriate to their disciplinary, professional and institutional context;
- facilitate collaborative, inquiry-led critical reflection and foster evidence-informed innovation of academic practice for the purposes of enhancing the student experience;
- support participants to access, understand and evaluate relevant higher education research (both discipline-specific and generic) and top draw critically on the research base in the enhancement of their practice;
- encourage participants to consider the changing nature of the academic role and the purpose of the university in contemporary education;
- promote a commitment to developing learning and research communities that are underpinned by the values of inclusivity, equality of opportunity and ethical practice;
- support participants to identify their development needs and engage in planning for continuing professional development.

Structure

The Postgraduate Certificate is a 60-credit Level 7 programme comprising a 30-credit core module ‘Enhancing Academic Practice’ and the choice of two 15-credit option modules from the range available.

Participants commence the programme with the core module ‘Enhancing Academic Practice’ normally in their first year of study (October to July) and progress to the two option modules in their second year (October to September). 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
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.

### Early Career Researchers
The core module credits are portable and can be used for the purposes of accredited prior learning within the PGCAPHE at a later date, or may be used to seek exemptions for accredited prior learning in other UK higher education institutions, subject to local policies.

### Higher Education Academy Accreditation
In 2011–2 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>
</tr>
</thead>
<tbody>
<tr>
<td>Oct – July</td>
<td>Enhancing Academic Practice</td>
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<table>
<thead>
<tr>
<th>Year 1</th>
<th>Option modules available to select from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct – Dec</td>
<td>Assessment and Feedback in Higher Education</td>
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<tr>
<td></td>
<td>Supporting Technology Enhanced Learning</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Option modules available to select from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan – Mar</td>
<td>Curriculum Design and Development</td>
</tr>
<tr>
<td></td>
<td>Rethinking Teaching in the Context of Diversity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Option modules available to select from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr – Jun</td>
<td>Assessment and Feedback in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Curriculum Design and Development</td>
</tr>
<tr>
<td></td>
<td>Management and Leadership in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Supporting Technology Enhanced Learning</td>
</tr>
</tbody>
</table>

### Admission 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 two 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 [www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGCAPHEform.aspx](http://www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGCAPHEform.aspx). There are two possible entry routes, depending on your situation:

- For staff including, but not limited to, lecturers completing academic probation, and early career researchers such as PhD students, Post-docs, or Graduate Teaching Assistants 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 end of the core module in year one. 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.

- Early career researchers such as PhD students and Graduate Teaching Assistants, and other members of staff with a more limited range of teaching responsibilities (such as a small number of laboratory demonstrations, or seminar leadership, or guest lecture spots per year) should apply, in the first instance, on the freestanding module ‘Enhancing Academic Practice’ module using the online application at [https://www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGCAPHEform.aspx](https://www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGCAPHEform.aspx). This module leads to recognition as Associate Fellow of the HEA. If your circumstances change and you wish at the end of the first year, you can then proceed to complete the Postgraduate Certificate, if appropriate or exist from the programme.

The normal fee structure is £458.00 per standard 15-credit module and £916.00 per standard 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.
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 reflect on, and analysis of, experience; through the critical application of theoretical understanding; and through systematic inquiry, rather than focusing on imparting knowledge. The programme sets out to be both challenging and enjoyable. It seeks to provide a positive environment in which to inform 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;
- enhance participants’ critical understanding and use of relevant theory by supporting critical and systematic reflection on the changing nature of academic practice in higher education;
- 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 is a 120-credit Level 7 programme that builds on the 60-credit Postgraduate Certificate in Academic Practice in Higher Education, or equivalent programme. It is taken on a part-time basis and normally takes two years to complete. Participants study four 15-credit modules with the core module ‘Using Research in Higher Education’ studied in the first year and the core module ‘Advancing Academic Practice’ in the second year. Applicants for the Postgraduate Diploma must normally hold a Postgraduate Certificate or equivalent in a relevant subject before entry onto the programme.
A typical progression route might consist of:

**Year 1**

**Oct – Mar**
- **Core module:**
  - Using Research in Higher Education

**Apr – Jul**
- **Option module to be chosen from:**
  - Assessment and Feedback in Higher Education
  - Curriculum Design and Development
  - Management and Leadership in Higher Education
  - Supporting Technology Enhanced Learning*

*Prohibited if you studied e-Pedagogy at PG Certificate level

**Year 2**

**Sep – Mar**
- **Core module:**
  - Advancing Academic Practice

**Apr – Jul**
- **Core module:**
  - Researching Higher Education, if you plan to progress to the MA
  
  Or

- **One option module to be chosen from:**
  - Assessment and Feedback in Higher Education
  - Curriculum Design and Development
  - Leadership and Management in Higher Education
  - Supporting Technology Enhanced Learning*

*Prohibited if you studied e-Pedagogy at PG Certificate level

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 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 [www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGDipHE-MAPform.aspx](http://www.kcl.ac.uk/study/learningteaching/kli/pc/app/PGDipHE-MAPform.aspx)

The normal fee structure is £458.00 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 Module)

Once participants have advanced through the Postgraduate Certificate and Diploma stages of the Programme, they can register on the Dissertation Module. This Module has been designed to support participants as they work on the dissertation that they will submit to gain the qualification of 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 includes a programme of peer review meetings and optional workshops to support data collection, data analysis and writing. These will be held on the following dates/times:

- Wednesday 08 October 2014, 13.30–16.30
- Wednesday 29 October 2014, 17.30–20.30
- Wednesday 26 November 2014, 13.30–16.30
- Wednesday 16 December 2014, 17.30–20.30
- Wednesday 14 January 2015, 13.30–16.30
- Wednesday 11 February 2015, 17.30–20.30
- Wednesday 18 March 2015, 13.30–16.30
- Wednesday 14 April 2015, 17.30–20.30
- Wednesday 20 May 2015, 13.30–16.30
- Wednesday 24 June 2015, 17.30–20.30

In addition, there will be a series of deadlines that require participants to submit draft chapters from their dissertation and individual tutorials to support the planning and implementation of their research, and to provide feedback on their writing. Individual tutorials will be individually negotiated.

Admission and Fees

To apply for the Masters programme please complete the online application at https://www.kcl.ac.uk/study/learningteaching/ktli/pc/app/PGDipHE-MAPform.aspx. There are two entry dates, October and January. The normal fee structure is £1,832.00 for the 60-credit dissertation 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.
Developed and delivered in conjunction with the Dental Institute, School of Medicine and School of Biomedical Sciences at King’s College London, the clinical education programme is designed specifically for healthcare professionals to inform and develop their pedagogic practice. Combining opportunities to explore your 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, which provides a route to a qualification in higher education teaching and recognition as a Fellow of both the Higher Education Academy and the Academy of Medical Educators. 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 can continue their study 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 MA.

The programme is designed for working healthcare professionals, and is intended to be taken on a part-time basis. Depending on the qualification you wish to acquire, the programme can be completed in a minimum of eight months and a maximum of two years (Postgraduate Certificate); a minimum of 16 months and a maximum of four years (Postgraduate Diploma); or a minimum of two years and a maximum of six years (MA).

**A typical progression route might consist of:**

<table>
<thead>
<tr>
<th>Core module:</th>
<th>Autumn (October) or Summer (April) start</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundamentals of Pedagogy</td>
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</table>

<table>
<thead>
<tr>
<th>Core module:</th>
<th>Autumn (October), Spring (January) or Summer (April) start</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective Teaching and Learning – Further Clinical Applications</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Core module:</th>
<th>Anytime during this year, or in a subsequent academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observing Teaching</td>
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<table>
<thead>
<tr>
<th>Option module to be chosen from:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment and Feedback in Higher Education</td>
<td></td>
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<tr>
<td>• e-Pedagogy</td>
<td></td>
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<tr>
<td>• Intercultural Clinical Education</td>
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<tr>
<td>• Models of Expertise</td>
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<tr>
<td>• Professional Development in the Workplace</td>
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<tr>
<td>• Simulation in Clinical Teaching</td>
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</table>
### Postgraduate Diploma in Clinical Education

<table>
<thead>
<tr>
<th>Timestart</th>
<th>Core module:</th>
<th>Option module:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn (October) start</td>
<td>Using Research in Higher Education</td>
<td>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.</td>
</tr>
<tr>
<td>Spring (January) or any term as appropriate start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer (April) start</td>
<td>Researching Higher Education, if you plan to progress to the MA</td>
<td>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.</td>
</tr>
<tr>
<td>Anytime during this year, or in a subsequent academic year</td>
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</table>

### MA in Clinical Education

<table>
<thead>
<tr>
<th>Timestart</th>
<th>Core module:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As appropriate during subsequent academic years</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

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 and colleagues.

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.

The dissertation enables participants to demonstrate their ability to plan, carry out and evaluate a piece of research into clinical education. It will be an original piece if work, although 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 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 (60 credits or 33 per cent of the total mark) and provides an opportunity to integrate what you 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 will have already planned an inquiry into an aspect of clinical education and submitted it in the form of a research proposal. 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.

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 MA includes both a programme of peer review meetings and optional workshops to support data collection, data analysis and writing, and a series of deadlines that require participants to submit draft chapters from their dissertation at fixed points post-registration.

In addition individual tutorials are provided to participants to support the planning and implementation of their research, and to provide feedback on their writing. These individual tutorials will be negotiated between the dissertation supervisor and each participant.

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*‘I am really enjoying studying for my Masters in Clinical Education. The seminar facilitators are very supportive, and always willing to answer my questions. I find the face-to-face nature of the seminars is perfect to develop my understanding of education literature as the group participation allows me to questions and really develop my ideas, and to gain another perspective on the literature. The seminars are always very interactive filled with different learning activities and paced well. I have looked at my teaching in a different light, and have discovered lots of new ideas I can introduce. I have even started to develop my own research projects. Of course the coursework isn’t easy, but the preparation of the seminars and reading, coupled with the supportive faculty makes this achievable, and I feel a real sense of accomplishment from truly understanding the literature, and developing my own ideas in the field of medical education.’*

**Nicola Morgan, Masters in Clinical Education Student**

Specialist Registrar in Emergency Medicine
Admission and Fees

To apply for the Postgraduate Certificate, Postgraduate Diploma, or MA in Clinical Education please complete the application at [https://myapplication.kcl.ac.uk](https://myapplication.kcl.ac.uk). The normal fee structure is £458.00 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.
Now that you have chosen which programme of study is most appropriate for your specific requirements you need to select which modules to study that are aligned to your chosen qualification.

In this prospectus each programme of study illustrates a typical progression route which shows the modules that are linked to it. Some of the modules will be core, meaning they are compulsory, others are optional and may be selected by you. Each module in the progression diagram state what page to refer to within this Module section for further information. Here you will be able to find out more about the module, its learning outcomes and the dates it will be available so you can plan your studies.

Enhancing 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 College’s KEATS elearning environment. 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:

- understand key concepts and theories of academic practice in the context of the discipline, the institution and higher education;
- design and deliver a range of effective learning and assessment opportunities taking account of relevant educational theory and the diversity of student learning needs for the purposes of enhancing the student experience;
- analyse and make sound judgements about educational processes within complex teaching and research environments drawing upon an appropriate evidence base;
- conduct and communicate effectively the outcomes of small-scale collaborative, critical inquiry into academic practice for the purposes of problem-solving;
- reflect critically on their academic practice using an appropriate range of evaluation approaches.

In making an application, prospective participants must choose the date of the two workshops they will attend at the beginning and end of the module and their preferred seminar group time. 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 should also select one microteaching session. It is expected that participants will attend all taught sessions.
Taught sessions
Enhancing Academic Practice is delivered between October and June and assessed work is due for submission in July 2015. During the admission process, applicants must select the dates for workshops, seminars and microteaching.

Workshops
Participants are expected to attend a large group workshop at the beginning and end of the module. Each workshop is available on two occasions from 10.00–17.00 on:

Workshop 1: Principles of Learning and Teaching
Tuesday 07 October 2014 or Wednesday 15 October 2014

Workshop 2: Inquiry into Academic Practice
Tuesday 17 March 2015 or Wednesday 25 March 2015

Seminars
In addition to attending the two workshops, participants attend seven two-hour seminar groups led by their allocated KLI tutor. Applicants should choose 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 seven seminars with their allocated tutor during the module:

Tuesday mornings 10.00–12.00
21 October 2014
04 November 2014
18 November 2014
13 January 2015
27 January 2015
10 February 2015
24 February 2015

Wednesday afternoons 14.00–16.00
22 October 2014
05 November 2014
19 November 2014
14 January 2015
28 January 2015
11 February 2015
25 February 2015

Thursday mornings 10.00–12.00
30 October 2014
13 November 2014
27 November 2014
22 January 2015
05 February 2015
19 February 2015
05 March 2015

Microteaching/Teaching Observations
Finally participants are observed teaching on three occasions. This normally consists of participation in one microteaching session, one observation by a peer and one observation by their KLI tutor. Several microteaching dates are available for participants to choose from:

10.00–13.00
Tuesday 28 October 2014
Tuesday 11 November 2014
Tuesday 25 November 2014
Tuesday 09 December 2014
Tuesday 20 January 2015
Tuesday 03 February 2015
Tuesday 17 February 2015
Tuesday 03 February 2015
Thursday 19 March 2015
Thursday 23 April 2015
Thursday 07 May 2015
Thursday 21 May 2015
Thursday 04 June 2015

14.00–17.00
Wednesday 29 October 2014
Wednesday 12 November 2014
Wednesday 26 November 2014
Monday 08 December 2014
Wednesday 21 January 2015
Wednesday 04 February 2015
Wednesday 18 February 2015
Wednesday 04 February 2015
Wednesday 18 March 2015
Wednesday 22 April 2015
Wednesday 06 May 2015
Wednesday 20 May 2015
Wednesday 03 June 2015
Wednesday 17 June 2015
Thursday 18 June 2015

Fundamentals of Pedagogy
Module Leader: Dr Gabriel Reedy, King’s Learning Institute

As the first 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 module may also be taken on a freestanding basis for professional development. 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 three times in 2014–5 and is delivered over five seminars on:

**Tuesday afternoons 14.00–17.00**
- 30 September 2014
- 14 October 2014
- 28 October 2014
- 11 November 2014
- 02 December 2014

**Wednesday evenings 17.30–20.30**
- 01 October 2014
- 15 October 2014
- 29 October 2014
- 12 November 2014
- 03 December 2014

**Tuesday mornings 10.00–13.00**
- 14 April 2015
- 28 April 2015
- 12 May 2015
- 02 June 2015
- 16 June 2015

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**Effective Teaching & Learning – Further Clinical Applications**

**Module Leader:** Dr Chris Holland, King’s Learning Institute and King’s Health Partners

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. Participants from Medicine will exceed current London Deanery ([www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk)) and Academy of Medical Educators ([www.medicaleducators.org](http://www.medicaleducators.org)) standards of training for Educational Supervisors.

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 three times in 2014–5 and is delivered over five seminars on:

**Thursday afternoons 14.00–17.00**
09 October 2014
23 October 2014
06 November 2014
20 November 2014
04 December 2014

**Monday evenings 17.30–20.30**
05 January 2015
19 January 2015
02 February 2015
16 February 2015
02 March 2015

**Wednesday afternoons 14.00–17.00**
15 April 2015
29 April 2015
13 May 2015
03 June 2015
17 June 2015

**Observing Teaching**

*Module Leaders:* Dr Frederico Matos and Dr Harvey Wells,
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 is available six times in 2014–5 and is delivered over two seminars on:

**Wednesday afternoons 14.00–17.00**
08 October 2014
26 November 2014

**Thursday mornings 10.00–13.00**
09 October 2014
04 December 2014

**Tuesday afternoons 14.00–17.00**
06 January 2015
10 March 2015

**Thursday afternoons 14.00–17.00**
08 January 2015
12 March 2015

**Wednesday evenings 17.30–20.30**
15 April 2015
17 June 2015

**Friday mornings 10.00–13.00**
17 April 2015
19 June 2015

### Using Research in Higher Education

**Module Leader:** Sharon Markless, King's Learning Institute

This core module of 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. An understanding of the research that seeks to illuminate and inform underpins the development of educational practice and is therefore a fundamental element in the Postgraduate Diploma.

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 2014–5 and is delivered over six sessions on:

**Thursday afternoons 13.30–16.30**
02 October 2014
23 October 2014
20 November 2014
11 December 2014
15 January 2015
12 February 2015

### Advancing Academic Practice

**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.

This module is available once in 2014–5 and is delivered over two individually negotiated tutorials and four timetabled sessions on:

**Tuesday afternoons 14.00–17.00**
23 September 2014
07 October 2014
21 October 2014
24 February 2015

**Researching Higher Education**

**Module Leader:** 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, limitation 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 2014–5 and is delivered over five sessions on:

**Tuesday afternoon 13.30–16.30**
21 April 2015
05 May 2015
19 May 2015
02 June 2015
23 June 2015

**Assessment and Feedback in Higher Education**

**Module Leader:** Dr David Hay and Dr Nicola Savvides, King’s Learning Institute

This option module is available to participants studying the Academic Practice in Higher Education and Clinical Education programmes, or can be taken on a freestanding basis for professional development.

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 twice in 2014–5 and is delivered over five seminars on:

**Tuesday afternoons 14.00–17.00**
14 October 2014
28 October 2014
11 November 2014
25 November 2014
09 December 2014

**Monday afternoons 14.00–17.00**
27 April 2015
11 May 2015
01 June 2015
15 June 2015
29 June 2015

## Curriculum Design and Development

**Module Leaders:** Dr Michael Flavin, King’s Experience and Sharon Markless, King’s Learning Institute

This option module is available to participants studying the Postgraduate Certificate and Postgraduate Diploma in Academic Practice in Higher Education, or can be taken on a freestanding basis for professional development.

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 twice in 2014–5 and is delivered over five seminars on:

**Tuesday afternoons 13.30–16.30**
13 January 2015
27 January 2015
10 February 2015
03 March 2015
17 March 2015

**Monday mornings 10.00–13.00**
20 April 2015
11 May 2015
01 June 2015
15 June 2015
06 July 2015

## e-Pedagogy

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

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 2014–5 and is delivered over five sessions on:

**Monday afternoons 14.00–17.00**
13 April 2015
27 April 2015
11 May 2015
01 June 2015
15 June 2015
Intercultural Clinical Education

Module Leader: Dr Shuangyu Li, School of Medicine

This option module is available to participants studying the Postgraduate Certificate and Postgraduate Diploma in Clinical 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 2014–5 and is delivered over five sessions on:

Monday mornings 10.00–13.00
12 January 2015
26 January 2015
09 February 2015
23 February 2015
09 March 2015

Interprofessional Education in the Clinical Context

Module Leader: Jayne Frisby, School of Medicine

This option module is available to participants studying the Postgraduate Certificate and Postgraduate Diploma in Clinical Education.

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 College. 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 2014–5 and is delivered over five sessions on:

**Thursday mornings 10.00–13.00**
16 April 2015
30 April 2015
14 May 2015
04 June 2015
18 June 2015

**Management and Leadership in Higher Education**

**Module Leaders:** Dr Kelly Coate and Dr Camille Kandiko Howson, King's Learning 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 and on a freestanding basis for professional development.

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 2014–5 and is delivered over five sessions on:

**Thursday afternoons 14.00–17.00**
16 April 2015
30 April 2015
14 May 2015
28 May 2015
11 May 2015
Models of Expertise

Module Leader: Dr Gabriel Reedy, King’s Learning Institute

This option module is available to participants studying both the Academic Practice in Higher Education and Clinical Education programmes and offers participants a comprehensive understanding of different conceptions of expertise, and an understanding of how these may be employed with clinical teaching.

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

• critically evaluate the utility and limitations of models of expertise within the clinical context;
• examine the potential of the concept of expertise in clinical teaching;
• explore methods of elucidating, describing and visualising clinical expertise;
• consider the potential of expertise as a threshold concept in the development of clinical pedagogy.

The module is available once in 2014–5 and delivered over five sessions on:

**Tuesday mornings 10.00–13.00**
- 06 January 2015
- 20 January 2015
- 03 February 2015
- 17 February 2015
- 03 March 2015

Professional Development in the Workplace

Module Leader: Dr Hayley Allen, King’s Learning Institute

This option module of the Postgraduate Certificate and Postgraduate Diploma in Clinical Education aims to provide participants with a comprehensive understanding of the professional development of others within a practice-based setting.

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 once in 2014–5 and delivered over five seminars on:

**Wednesday afternoons 14.00–17.00**
- 01 October 2014
- 15 October 2014
- 05 November 2014
- 12 November 2014
- 03 December 2014

Rethinking Teaching in the Context of Diversity

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

This option module is available to participants studying the Postgraduate Certificate in Academic Practice in Higher Education, or can be taken on a freestanding basis.

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 twice in 2014–5 and is delivered over five sessions on:

**Wednesday mornings 10.00–13.00**
- 07 January 2015
- 21 January 2015
- 04 February 2015
- 18 February 2015
- 04 March 2015
Wednesday afternoons 14.00–17.00
07 January 2015
21 January 2015
04 February 2015
18 February 2015
04 March 2015

Simulation in Clinical Education
Module Leaders: Dr Libby Thomas, The SaIL Centre, King’s Health Partners

This option module is available to participants studying the Postgraduate Certificate and Postgraduate Diploma in Clinical Education.

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 once in 2014–5 over five sessions, with the first four based in a real simulation experience on:

**Wednesday mornings 10.00–13.00**
- 15 October 2014
- 29 October 2014
- 19 November 2014
- 03 December 2014

The date of the final session is to be confirmed.

**Supporting Technology Enhanced Learning**

**Module Leaders:** Dr Stylianos Hatzipanagos, Centre for Technology Enhanced Learning and Dr Gabriel Reedy, King’s Learning Institute

This option module is available to participants studying the Academic Practice in Higher Education programme, or can be taken on a freestanding basis for professional development.

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 2014–5 and is delivered over five sessions on:

**Thursday mornings 10.00–13.00**
- 09 October 2014
- 23 October 2014
- 06 November 2014
- 20 November 2014
- 04 December 2014

**Wednesday afternoons 14.00–17.00**
- 29 April 2015
- 13 May 2015
- 27 May 2015
- 10 June 2015
- 24 June 2015
Accreditation of Prior Learning (APL) for Postgraduate Taught Programmes

Introduction
King’s Learning Institute works with the College’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 2014–5, including how to make an APL claim. This process is based on the College 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/study/learningteaching/kli/pc/app/APLform.aspx 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.

**Fee**
There is a fee for making claims via the accreditation process. The current cost per module is £300.00 and payment must be received together with the application. The fee is not returnable if the application is unsuccessful. If the applicant is unsuccessful, the participant will be exempt from that module and no tuition fee will be charged for that module. It should be noted that the participant will not be allowed to attend modules for which they have been exempt. Please note that the fee is waived for King’s College London staff who have been contracted to teach. Applicants from King’s Health Partners are eligible for a 25 per cent discount.

**Accreditation Review Panel**
All applications for APL will be review 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.
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:

- Statement of Teaching (STP)
- Preparing to Teach in Higher Education
- Preparing to Teach in Clinical Settings
- Peer Support and Observation of Teaching
- Personal Tutoring
- Curriculum Design and Development

The timetable for these and other events will be published online at [www.kcl.ac.uk/study/learningteaching/kli/prodev/index.aspx](http://www.kcl.ac.uk/study/learningteaching/kli/prodev/index.aspx).

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](https://training.kcl.ac.uk/kcl). Details of the venue will be forwarded in the reservation email.

Statement of Teaching Proficiency (STP)
The STP offers recognition of teaching using peer observation and support of teaching in academic schools and clinical settings in King’s Health Partners alongside specialised knowledge from KLI. To gain the STP, participants need to attend both Preparing to Teach and Peer Support of Teaching with the associated microteaching session, undertake two peer support/observations (one as observer and one being observed). It is recommended that the Peer Observation in which the participant is being observed is undertaken by someone with a relevant teaching qualification such as; Postgraduate Certificate in Academic Practice in Higher Education or Postgraduate Certificate in Clinical Education or someone which the Higher Education Authority fellowship.

You will need to complete the online application [www.kcl.ac.uk/study/learningteaching/kli/pc/app/STPform.aspx](http://www.kcl.ac.uk/study/learningteaching/kli/pc/app/STPform.aspx). The STP is signed off KLI in the form of an STP certificate. For more information about the STP contact Dr Thushari Welikala at thushari.welikala@kcl.ac.uk.

Preparing to Teach in Higher Education
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](https://training.kcl.ac.uk)

Peer Support & 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. The workshop provides opportunities for participants to reflect on their own approaches, and the problems they may face, in some areas of their teaching activities: class based sessions (lectures, tutorials, workshops), assessment and planning. This workshop supports peer support in schools and can contribute towards a Statement of Teaching Proficiency.

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

Each workshop will be followed by an optional microteaching sessions where your teaching can be observed by your peers and a KLI academic and gain feedback.
**Personal Tutoring**
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 College 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.

**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 College course approval processes.