Learning & Teaching
Prospectus 2013–4
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Introduction

On behalf of King’s Learning Institute, I am pleased to introduce both our initial and continuing professional development provision for 2013–4. 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 (PGCAP) is designed to provide challenging opportunities for early career researchers and new lecturers to learn and critically engage with their new roles as educators. Successful completion of the PGCAP 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.

All of the Institute programmes are grounded in extensive research into higher education and our MPhil/PhD in Higher Education enables individuals to undertake further research with Institute academic staff. Our PhD programme reflects the Institute’s national and international research strengths across the field of higher education.

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 Saranne Weller
Assistant Director (Accredited Programmes)
Which Programme or CPD activity is suitable for me?

I am an early career researcher* with limited teaching responsibility.
Register for Preparing to Teach in Higher Education or Preparing to Teach in Clinical Settings. See pages 31 & 32.

I am an early career researcher* with some teaching responsibility (for example occasional laboratory demonstrations, seminar leadership or guest lecture spots) and I want the option to study towards a qualification in academic practice.
Apply for Enhancing Academic Practice, which leads to Associate Fellow of the HEA. If your teaching responsibilities increase you can proceed to the PGCAP. See page 12.

I am a probationary lecturer/clinical lecturer, or early career researcher* with regular teaching, assessment and/or course design responsibility.
Apply for the Postgraduate Certificate in Academic Practice in Higher Education. See details on page 3, or Postgraduate Certificate in Clinical Education, see page 9.

I hold a Postgraduate Certificate in Academic Practice in Higher Education, or Clinical Education or equivalent, have completed probation and/or have a leadership role in an aspect of academic practice (Teaching & Learning; Research).
Apply for the Postgraduate Diploma in Academic Practice in Higher Education (see page 6) or Clinical Education (see page 9). Progression to the dissertation leads to the MA in Academic Practice in Higher Education or MA in Clinical Education.

I hold a first degree or higher and wish to undertake research into an aspect of higher education.
Apply to study for an MPhil/PhD in Higher Education. See page 27.

I wish to engage in a CPD activity focusing on specific issues of teaching and learning that attracts CPD hours/points.
Register for one or more of the CPD opportunities available detailed from page 31.

* In this context an early career researcher is a PhD student, Post-doc or Graduate Teaching Assistant
Postgraduate Certificate in Academic Practice in Higher Education

The Postgraduate Certificate in Academic Practice in Higher Education (PGCAP) is a first qualification in academic practice for probationary academic staff and early career researchers including graduate teaching assistants and PhD students with teaching responsibilities. It is also appropriate for other individuals who are responsible for the student learning experience in higher education.

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 PGCAP 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 to 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 higher 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 for participants 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.

Early Career Researchers
The PGCAP was redesigned in 2010–11 to enable all individuals involved in teaching and learning in higher education to have access to a postgraduate level qualification and this programme replaces the Graduate Certificate in Academic Practice and the previous iteration of the Postgraduate Certificate in Academic Practice. Early career researchers can now undertake the core module ‘Enhancing Academic Practice’ in the first instance and choose to progress to the full qualification or to exit with 30 Level 7 credits. The core module credits are portable and can be used for the purposes of accredited prior learning within the Postgraduate Certificate in Academic Practice in Higher Education at a later date, or may be used to seek exemptions for accredited prior learning of equivalent programmes in other UK higher education institutions subject to local policies.

Higher Education Academy Accreditation
In 2011–2 the PGCAP 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 One</th>
<th>Core module:</th>
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<tbody>
<tr>
<td>October – July</td>
<td>Enhancing Academic Practice (see page 12)</td>
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<tr>
<th>Year Two</th>
<th>Option modules available to select from:</th>
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<tbody>
<tr>
<td>October – December</td>
<td>- Assessment and Feedback in Higher Education (see page 18)</td>
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<tr>
<td></td>
<td>- The Distinctiveness of Experts’ Teaching (see page 19)</td>
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<tr>
<td></td>
<td>- e-Pedagogy (see page 19)</td>
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<td></td>
<td>- Supporting Technology Enhanced Learning (see page 24)</td>
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<tr>
<th>Year Two</th>
<th>Option modules available to select from:</th>
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<tr>
<td>January – March</td>
<td>- Curriculum Design and Development (see page 18)</td>
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<td></td>
<td>- Models of Expertise* (see page 22)</td>
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<td></td>
<td>- Rethinking Teaching in the Context of Diversity (see page 23)</td>
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<td></td>
<td>- Teaching and Learning in Laboratory Settings (see page 24)</td>
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<tr>
<th>Year Two</th>
<th>Option modules available to select from:</th>
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<tbody>
<tr>
<td>April – June</td>
<td>- Assessment and Feedback in Higher Education (see page 18)</td>
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<tr>
<td></td>
<td>- Curriculum Design and Development (see page 18)</td>
</tr>
<tr>
<td></td>
<td>- Management and Leadership in Higher Education** (see page 21)</td>
</tr>
<tr>
<td></td>
<td>- Supporting Technology Enhanced Learning (see page 24)</td>
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</table>

* Designed for those with a clinical background
** Primarily designed for Postgraduate Diploma participants
It is also possible to register on the programme to complete in one year. Participants choosing this route will complete the core and two option modules concurrently in one academic year. This can be a challenging option and applicants selecting this one-year route should discuss this with their Department and with the Programme Director during the application process.

"I registered on the PGCAP as a probationary lecturer to learn how best to approach my academic practice at King’s. Being a chemist, I struggled initially to grasp some of the thought concepts and frameworks, but had great support from my mentors, peers and students. Having now completed the PGCAP, I now regularly engage with my students in order to inform my practice and feel that I have a better grasp of where the expectations lie, both of the tutor and the student. In particular, the chance to carry out some research in an area outside of my core field was very exciting and it was very nice to apply what I learned from that in my own classroom. I got the chance to publish this work which made it all even more worthwhile."

Dr Leon Barron (PGCAP, 2011)
Lecturer in Forensic Science

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 for the programme is made using the application form on page 41. There are two possible entry routes into the programme:

- 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 you will normally register on 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 register to complete the programme in one year, please contact the Programme Director, Dr Deesha Chadha at deesha.chadha@kcl.ac.uk or telephone +44 (0)20 7848 3149 before applying.

- Early career researchers such as PhD students, Post-docs 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 register, in the first instance, on the freestanding ‘Enhancing Academic Practice’ module. 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 exit 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. Further information can be found on page 25.
Postgraduate Diploma 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, rather than focussing on imparting knowledge. 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 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 access, 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 Level 7 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 Practice in Higher Education’ 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 is:

### Year One

#### September – March

**Core module:**
- Using Research in Higher Education (see page 15)

#### April – July

**Option module to be chosen from:**
- Assessment and Feedback in Higher Education (see page 18)
- Curriculum Design and Development (see page 18)
- Management and Leadership in Higher Education (see page 21)
- Supporting Technology Enhanced Learning* (see page 24)

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

### Year Two

#### September – March

**Core module:**
- Advancing Practice in Higher Education (see page 16)

#### April – July

**Core module:**
- Researching Higher Education, if you plan to progress to the MA (see page 17)

Or

**One option module selected from:**
- Assessment and Feedback in Higher Education (see page 18)
- Curriculum Design and Development (see page 18)
- Management and Leadership in Higher Education (see page 21)
- Supporting Technology Enhanced Learning* (see page 24)

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

Please note that a module can be taken only once, so if it has been studied at Certificate level, it cannot be included within the 60-credits required to complete the Diploma level.

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 in 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 enrol on 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 Fellowship status plus APL review

To apply for the programme please complete the application form on page 43. The normal fee structure is £458.00 per standard 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 +44 (0)20 7848 3718.
Masters in Academic Practice in Higher Education

The Masters in Academic Practice in Higher Education is designed to support participants as they work on the dissertation that they will submit to gain their Masters qualification. To complete the dissertation successfully, participants will use the knowledge gained from the first two stages of the Masters Programme (Postgraduate Certificate and Postgraduate Diploma) and will 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 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 Masters programme will equally support those planning and implementing a new inquiry into an aspect of teaching and learning 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;
- show competence in designing, implementing and communicating a substantial and systematic inquiry into specific areas of academic practice relevant to their roles in higher education;
- critically analyse the ethical issues associated with undertaking research into academic practice and be able to gain appropriate ethical approval for their research;
- evaluate and critically reflect on a substantial and systematic inquiry into specific areas of academic practice relevant to their roles in higher education.

Structure

Academic and clinical workloads mean that even the most enthusiastic participants 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 will be 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.

Admission and fees

To apply for the Masters programme please complete the application form on page 43. There are two entry dates, October 2013 and January 2014. 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 +44 (0)20 7848 3718.
Postgraduate Certificate, Postgraduate Diploma & Masters in Clinical Education

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 Association 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 one 15-credit option module of the participant’s choice.

Participants can continue their study by pursuing one further core module and three further 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 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).

A typical progression route might consist of:

<table>
<thead>
<tr>
<th>Postgraduate Certificate in Clinical Education</th>
<th>Core module:</th>
</tr>
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<tbody>
<tr>
<td>Autumn (October) or Summer (April) start</td>
<td>Fundamentals of Pedagogy (see page 14)</td>
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<table>
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<tr>
<th>Core module:</th>
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<tr>
<td>Spring (January) start</td>
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<tr>
<td>Effec{}tive Teaching &amp; Learning – Further Clinical Applications (see page 15)</td>
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<table>
<thead>
<tr>
<th>Core module:</th>
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<tbody>
<tr>
<td>Spring (January) start or Summer (April) start</td>
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<tr>
<td>Observing Teaching (see page 15)</td>
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<tr>
<th>Option module to be chosen from:</th>
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<tr>
<td>Anytime during this year, or in a subsequent academic year</td>
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<tr>
<td>Assessment and Feedback in Higher Education (see page 18)</td>
</tr>
<tr>
<td>E-Pedagogy (see page 19)</td>
</tr>
<tr>
<td>Intercultural Clinical Education (see page 20)</td>
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<tr>
<td>Interprofessional Education in the Clinical Context (see page 21)</td>
</tr>
<tr>
<td>Models of Expertise (see page 22)</td>
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<tr>
<td>Professional Development in the Workplace (see page 23)</td>
</tr>
<tr>
<td>Simulation in Clinical Teaching (see page 23)</td>
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</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 is designed to support participants as they work on the dissertation that they will submit to gain their 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 of work, although original in the 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 context; 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 Pedagogy (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.

Admission and fees
To apply for the MA in Clinical Education please complete the application at 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. Further information can be found on page 25.
Modules

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 states 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 Saranne Weller, 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.

This module is designed to develop participants’ understanding and engagement with key concepts and evidence emerging from academic practice. It specifically focuses on the development of effective learning environments 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. 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:

- 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 as far as possible.

Taught sessions

Enhancing Academic Practice is delivered between October and June and assessed work is due for submission on Friday 04 July 2014. During the application process, participants must select the dates for workshops, seminars and microteaching.

Workshops

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

Workshop 1: Principles of Learning & Teaching
Thursday 03 October 2013 or Wednesday 09 October 2013

Workshop 2: Inquiry into Academic Practice
Wednesday 02 April 2014 or Tuesday 08 April 2014

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**
- 22 October 2013
- 12 November 2013
- 03 December 2013
- 11 February 2014
- 11 March 2014
- 06 May 2014
- 03 June 2014

**Wednesday afternoons 14.00 – 16.00**
- 23 October 2013
- 13 November 2013
- 04 December 2013
- 12 February 2014
- 12 March 2014
- 07 May 2014
- 04 June 2014

**Thursday mornings 10.00 – 12.00**
- 24 October 2013
- 14 November 2013
- 05 December 2013

**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.

These are available on:

**09.30 – 13.30**
- Wednesday 20 November 2013
- Thursday 20 February 2014
- Thursday 05 March 2014
- Wednesday 20 March 2014

**13.00 – 17.00**
- Wednesday 30 October 2013
- Tuesday 05 November 2013
- Tuesday 26 November 2013
- Wednesday 15 January 2014
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 educational 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 2013–4 and is delivered over five seminars on:

**Tuesday mornings 10.00 – 13.00**
- 01 October 2013
- 15 October 2013
- 29 October 2013
- 12 November 2013
- 26 November 2013

**Wednesday evenings 17.30 – 20.30**
- 02 October 2013
- 16 October 2013
- 30 October 2013
- 13 November 2013
- 27 November 2013

**Wednesday evenings 17.30 – 20.30**
- 16 April 2014
- 07 May 2014
- 21 May 2014
- 04 June 2014
- 18 June 2014
Effective Teaching & Learning – Further Clinical Applications

Module Leader: Dr Chris Holland, King’s Learning Institute

As a core module in 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 environment 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 this 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) and Academy of Medical Educators (www медицинских учителей.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 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 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 will be able to evaluate critically the benefits and possible drawbacks of these tools and their influence on reflective professional practice.

The module is available twice in 2013–4 and is delivered over five seminars on:

Tuesday evenings 17.30 – 20.30
07 January 2014
21 January 2014
04 February 2014
18 February 2014
04 March 2014

Wednesday afternoons 14.00 – 17.00
08 January 2014
22 January 2014
05 February 2014

Observing Teaching

Module Leaders: Sharon Markless and Dr Saranne Weller, 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 four times in 2013–4 and is delivered over two seminars on:

Wednesday mornings 10.00 – 13.00
15 January 2014
12 March 2014

Wednesday afternoons 14.00 – 17.00
29 January 2014
19 March 2014

Wednesday mornings 10.00 – 13.00
30 April 2014
25 June 2014

Wednesday afternoons 14.00 – 17.00
07 May 2014
04 June 2014

Participants will also undertake three teaching observations as part of this module.

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. It seeks to develop
participants’ ability to systematically and constructively critique methodologies and related methods used in investigating academic practice in higher education and to reflect on the significance and relevance of the research. An understanding of the research that seeks to illuminate and inform academic practice underpins the development of that 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 are expected to 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 2013–4 and delivered over six sessions on:

**Thursday afternoons 13.00 – 16.00**

- 26 September 2013
- 17 October 2013
- 14 November 2013
- 12 December 2013
- 16 January 2014
- 06 February 2014

**Advancing Practice in Higher Education**

**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 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 will be delivered in 2014–5 using four negotiated 3-hour sessions and two negotiated 1.5-hour small group tutorials for each participant. Because of the practical orientation of this module, which calls on participants to implement and reflect on a development strategy, as well as engaging in more formal learning of appropriate theories and knowledge, the learning on this module is spread over six months.

**Researching Higher Education**

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

This module is optional for 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 an 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 towards 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 relating 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 delivered once in 2013–4 and delivered over five sessions on:

**Tuesday evenings 17.30 – 20.30**

- 29 April 2014
- 13 May 2014
- 03 June 2014
- 24 June 2014
- 08 July 2014
This will be supplemented through use of the elearning environment to enable participants to post their developing proposals and seek peer feedback, a process that will be begun in the whole group sessions.

Assessment & Feedback in Higher Education

Module Leader: Dr Jane McDonnell, 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.

It 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.

The module is available twice in 2013–4 and is delivered over five sessions on:

**Tuesday mornings 10.00 – 13.00**
08 October 2013
29 October 2013
12 November 2013
26 November 2013
10 December 2013

**Thursday afternoons 13.00 – 16.00**
03 April 2014
24 April 2014
15 May 2014
29 May 2014
19 June 2014

Curriculum Design & Development

Module Leaders: Dr Michael Flavin 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 into 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 2013–4 and is delivered over five sessions on:

**Tuesday afternoons 14.00 – 17.00**
- 14 January 2014
- 04 February 2014
- 18 February 2014
- 04 March 2014
- 18 March 2014

**Monday mornings 10.00 – 13.00**
- 28 April 2014
- 12 May 2014
- 02 June 2014
- 16 June 2014
- 07 July 2014

The Distinctiveness of Experts’ Teaching

**Module Leader:** Dr David Hay, 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.

It is designed to develop participants’ capacity as reflective practitioners and expert teachers. One of the most distinctive features of students’ study at King’s is the way that they are taught by excellent researchers or practitioners. But drawing expert practice into teaching is sometimes problematic and often we neglect to articulate sufficiently the distinctiveness of experts’ teaching.

The module is available once in 2013–4 and is delivered over five sessions on:

**Monday mornings 10.00 – 13.00**
- 07 October 2013
- 21 October 2013
- 04 November 2013
- 18 November 2013
- 02 December 2013

**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 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 the 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 twice in 2013–4 and is delivered over five sessions on:

**Monday mornings 10.00 – 13.00**
- 07 October 2013
- 21 October 2013
- 04 November 2013
- 18 November 2013
- 02 December 2013
By the end of the module participants are expected to be able to:

- provide a critical analysis of their own expert practices;
- critique models of ‘teaching’ versus models of practice learning;
- explain ways of making their expert practice available to students;
- describe the particular problems of students learning to be expert researchers/practitioners;
- assess some of the critical features of others’ expert practice.

The module is available once in 2013–4 and is delivered over five sessions on:

**Wednesday mornings 10.00 – 13.00**
- 02 October 2013
- 16 October 2013
- 06 November 2013
- 20 November 2013
- 04 December 2013

**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 in 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 2013–4 and is delivered over five sessions on:

**Monday mornings 10.00 – 13.00**
13 January 2014
27 January 2014
10 February 2014
24 February 2014
10 March 2014

**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 health care 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 (CAIPE2002). 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 be also be invited to identify opportunities for interprofessional education in their 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 utilized 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 2013–4 and is delivered over five sessions on:

**Tuesday mornings 10.00 – 13.00**
29 April 2014
13 May 2014
27 May 2014
10 June 2014
24 June 2014

**Management and Leadership in Higher Education**

**Module Leader:** Professor Paul Blackmore, 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 leadership and management 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;
• demonstrate advanced understanding of 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.

The module is available once in 2013–4 and is delivered over five sessions on:

**Wednesday afternoons 14.00 – 17.00**

- 30 April 2014
- 14 May 2014
- 28 May 2014
- 18 June 2014
- 02 July 2014

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**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 within 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 2013–4 and delivered over five seminars on:

**Thursday afternoons 14.00 – 17.00**

- 09 January 2014
- 23 January 2014
- 06 February 2014
- 20 February 2014
- 06 March 2014
Professional Development in the Workplace

Module Leader: Dr Chris Holland, 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 their 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 in order to make positive links between theory and practice.

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

• identify and evaluate critically 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 2013–4 and delivered over five seminars on:

Thursday evenings 17.30 – 20.30
03 October 2013
17 October 2013
31 October 2013
14 November 2013
28 November 2013

Simulation in Clinical Education

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

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

This 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 the behaviours required to foster the simulation learning environment.

The module is delivered over five sessions on:

**Thursday afternoons 14.00 – 17.00**
- 17 April 2014
- 08 May 2014
- 22 May 2014
- 05 June 2014
- 19 June 2014

**Supporting Technology Enhanced Learning**

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

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.

It aims to equip participants with the necessary understanding to accommodate effectively the principles of 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.

The module is available twice in 2013–4 and is delivered over five sessions and involves a combination of face-to-face and online participation in activities and tasks.

**Monday afternoons 14.00 – 17.00**
- 07 October 2013
- 21 October 2013
- 04 November 2013
- 25 November 2013
- 09 December 2013

**Teaching & Learning in Laboratory Settings**

**Module Leaders:** Dr Stuart Knight, School of Biomedical Sciences, and Dr Mike Clode, School of Natural and Mathematical Sciences

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. It aims to give participants the opportunity to develop and evaluate effective teaching strategies in order to facilitate learning during laboratory-based practical sessions. It will consider the design and logistics of delivering laboratory teaching, strategies for enhancing the learning experience and the assessment of practical work.

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

- understand key concepts and theories of facilitating learning in laboratory teaching contexts;
- design and deliver laboratory-based practical sessions that develop students’ engagement and problem solving skills;
- create assessments that focus on assessing scientific literacy and comprehension of subject;
- critically evaluate teaching and learning in laboratory settings for the purposes of enhancement of practice.

The module will be delivered over five sessions on:

**Thursday mornings 10.00 – 13.00**
- 01 April 2014
- 15 April 2014
- 13 May 2014
- 27 May 2014
- 10 June 2014
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 certificated 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 2013–4, 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 module and the intended programme of study.

As approved APL results in the assigning of credit and permits exemption from a module or modules, King’s Learning Institute 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 a part of a module’s credit.

Making an Application
Applications for APL are made using the APL application form on page 51 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 matches 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 an 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.

APCL 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 that learning, e.g. 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 King’s Learning Institute to reach an academic judgement 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 include 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 application is successful, 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 Panel
All applications for APL will be reviewed by the King’s Learning Institute Accreditation Review Panel. The panel will include the Assistant Director (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 onto 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 modules studied 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.
MPhil/PhD in Higher Education

As a vibrant intellectual community of research-active academics, King’s Learning Institute provides an ideal atmosphere for students seeking intensive research-based degrees in higher education. The doctoral programme is intended for those planning for careers in research and policy in areas of higher education, or for those intending to pursue an academic career in higher education as a field of study.

The Institute is one of the leading academic development departments in the UK, and among its offerings are accredited academic programmes that contribute to the teaching excellence of world-class disciplinary experts. Our doctoral programme is therefore an ideal choice for those interested in a career in academic development.

In addition, the expertise and research interests of academics in the Institute explore a broad spectrum of national and international issues in higher education. In the rich tradition of interdisciplinary inquiry at King’s, our academics work closely with colleagues across the College on research. Our recent research output represents the following areas:

- Developing academic expertise across disciplines and fields
- Professionalism and professional development
- Academic leadership
- Academic literacies
- Reflection and reflective practice
- Cognition and learning theory
- Clinical teaching and learning
- Learning, teaching and ways of knowing in academic disciplines
- Internationalisation and cultural issues in higher education
- Assessment and feedback in higher education
- Higher education policy, management and practice
- Development, use and evaluation of technology-enhanced learning
- Teaching as part of an academic career

The research degrees programme provides a rigorous and supportive environment for doctoral students to engage in a period of focused, intensive research that results in an original contribution of knowledge to the field. In doing so, the doctorate also prepares the student for a career in which research is a key component, whether in higher education policy, research, or in the academy.

As a doctoral student in the Institute, you will work most closely with your supervisor, with whose research interests...
Your work will be aligned. Your supervisor will help you put together a programme of study that includes training in basic research skills, research methods and methodologies, and in other areas specific to your field. These opportunities can take any form, from one-to-one tutorials or small-group sessions with Institute experts, to larger timetabled small-group sessions organised in cooperation with colleagues elsewhere in the College. Either way, your doctoral programme will be tailored specifically to your own needs and interests.

In the first year, you will be registered as an MPhil student. Your work will largely focus on refining your research topic, building your skills and knowledge in your area of research, and reading broadly in the literature in your field. This year will culminate in an examination where you present your work-in-progress to your supervisors and an external examiner. Passing this examination will yield an upgrade to PhD candidacy.

In the second and third year, after the upgrade process, you will produce your thesis. All PhD students are encouraged to complete the degree in three years of full-time study; in exceptional cases the College allows students to extend their registration and submit in their fourth year. The Institute encourages and supports students to complete in three years, and also supports study on a part-time basis for candidates with exceptional circumstances.

Admission and fees
To apply for the MPhil/PhD in Higher Education please complete the application at https://myapplication.kcl.ac.uk/. To be eligible you will normally have a 2:1 degree or the equivalent in an appropriate academic discipline, or a Masters degree showing good evidence of research capability. Candidates must also demonstrate a high level of intellectual engagement and a capacity for the production of excellent and independent academic work. The College’s entry requirements also include demonstrating the ability to speak and write in English to a very high standard. The fee structure for 2013–4 is:

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<tr>
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I started my PhD in Medical Education in January 2011, and coming from a clinical, biomedical science background, I had trepidations about doing a social science PhD. The staff at KLI have really helped me to embrace and explore the world of educational research. Great supervision and a chance to explore themes through reading groups with other doctoral students (sometimes via technology-enhanced learning tools, as the students are scattered around Europe) have been an important part of the journey.

The chance to draw on the expertise of my supervisors, and the presence of an understanding ear to guide me on where to look next, have helped through the more difficult times.

I am now half way through the whole process and cannot believe how time has flown by. The progress I have made both with developing my ideas and ways of thinking as well as my research and early stages of my thesis are very rewarding.

Libby Thomas, Doctoral Student
Specialist Registrar in Emergency Medicine

If you are interested in studying for a research degree, have identified the theme or specialist area that you are interested in, and determined if there is an appropriate member of academic staff at KLI with whom you would like to pursue your research, please contact the Programme Director, Dr David Hay, at david.2.hay@kcl.ac.uk or telephone +44 (0)20 7848 3265.
Over the past year, the College has launched a professional development framework to bring together all the different activities to enhance the student learning experience, such as accredited programmes in higher education, continuing professional development (CPD) events, innovation funding and teaching awards and recognition.

The Research Enhanced Academic Development (READ) Programme

The READ Programme provides a work-based route to gain professional recognition for contributions to teaching and enhancing the student learning experience through a supported CPD process. Participants can work towards four levels of professional recognition: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. The programme is based on the achievement of supporting student learning within the scope of an individual’s role rather than their job description or position within the institution. The programme guides and encourages participants to engage with formal CPD: for example workshops; applying for innovation funding; peer support; self-directed activities based on reflections on your practice in higher education; pedagogic research; analysis of a range of evaluation data; engaging with the academic literature on certain aspects of teaching, and learning and to record this against the UK Professional Standards Framework (UKPSF) for the appropriate level of recognition. The UKPSF was laid down by the Higher Education Academy (HEA) as a national benchmark for teaching and learning support in higher education and enables individuals and institutions to demonstrate that professional standards are being achieved. In 2012–3 KLI has sought accreditation for the professional development framework by the HEA against the UKPSF, to be effective from 2013–4.

Who is eligible to apply?

Any member of staff engaged in teaching and/or supporting student learning. Academic staff must have completed probation and have three or more years’ experience to gain professional recognition for their teaching using this pathway.
What are the benefits of applying for professional recognition through the READ programme?

The benefits of professional recognition to individuals, their School/Department and the College include:

- national recognition of individual contribution to teaching and learning in higher education and commitment to professionalism;
- surety that academic practice is aligned with the professional standards expressed in the UKPSF;
- an alternative pathway to a postgraduate taught programme for experienced academic and clinical colleagues;
- a dual professional identity for academics and others who support students learning, including the entitlement to use post-nominal letters:
  - AFHEA: Associate Fellow of the Higher Education Academy
  - FHEA: Fellow of the Higher Education Academy
  - SFHEA: Senior Fellow of the Higher Education Academy
  - PFHEA: Principal Fellow of the Higher Education Academy
- a means by academic teams/Departments/Schools and the wider College can demonstrate to students and other stakeholders, their commitment to the professional development of their academic staff and others who support the student experience and their commitment to teaching quality and enhancement
- there is no fee for King’s College London staff who are contracted to teach or support students’ learning.

Introduction

KLI has scheduled introduction workshops for those wanting to gain professional recognition for their academic practice by applying for HEA recognition through the READ Programme. The introduction is intended to familiarise participants with the UKPSF and provides an opportunity to discuss concepts of professional development, consider what types of evidence are required to support their application and how submissions are assessed.

The introduction is scheduled from 13.00 – 17.00 on:

- Wednesday 25 September 2013: Waterloo Campus
- Tuesday 04 March 2014: Guy’s Campus
- Monday 19 May 2014: Strand Campus

What does an application look like and what is the application process?

To apply for professional recognition through the READ Programme please complete the application form on page 47. Your application provides an evaluative narrative of academic practice, critical reflections on professional development aligned with the relevant UKPSF Descriptor and is supported by evidence from teaching practice. To apply please visit the KLI web pages for an interactive application form and the programme handbook: [www.kcl.ac.uk/study/learning/teaching/kli/kings-accreditation/dl/kfp-handbook.pdf](http://www.kcl.ac.uk/study/learning/teaching/kli/kings-accreditation/dl/kfp-handbook.pdf)

For further information, contact the Programme Director, Dr Saranne Weller at saranne.weller@kcl.ac.uk or telephone +44 (0) 20 7848 3172.
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 and timetabled in the prospectus:

- Statement of Teaching Proficiency (STP)
- Preparing to Teach in Higher Education
- Preparing to Teach in Clinical Settings
- Peer Support & Observation of Teaching
- Peer Support of Teaching in Clinical Settings
- Personal Tutoring
- Curriculum Design & Development
- Assessment and Feedback
- Applying for the College Teaching Fund
- King’s Teaching & National Teaching Fellowships

Further events will be scheduled throughout the year and these will be detailed and timetabled online at [www.kcl.ac.uk/study/learningteaching/kli/prodev/index.aspx](http://www.kcl.ac.uk/study/learningteaching/kli/prodev/index.aspx)

**CPD Hours/Points**
All our courses and events are mapped against the UKPSF and carry CPD hours/points and evidence of attendance if requested. They are clustered into nine key themes aligned to College and national priorities in teaching and learning as well as sessions for personal and professional development. Attendance at these events and engagement with the activities can be used as supporting evidence for an application for professional recognition under the King’s Fellowship Programme.

**How do I register for CPD courses?**
To register for the courses and events published in this section 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 in Clinical Settings and Peer Support of Teaching in Clinical Settings with the associated microteaching session, undertake two peer support/observations (one as observer and one being observed) and undertake one observation of teaching practice by either a KLI academic, an Education Supervisor, or a colleague with a full teaching qualification. You will need to complete a STP application on page 45 indicating the sessions you would like to attend. The STP is signed off in your School or clinical setting and awarded by KLI in the form of an STP certificate with 25 CPD hours/points.

For more information about the STP contact Dr Saranne Weller at [saranne.weller@kcl.ac.uk](mailto:saranne.weller@kcl.ac.uk) or telephone +44 (0)20 7848 3172.

**Preparing to Teach in Higher Education**
This two-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. The course will be offered each term to enable participants to attend before actively engaging in teaching. Topics covered during the two days include:
Preparing to Teach

This two-day course is suitable for academic staff and clinical colleagues. It covers the essential theoretical understanding and practical skills required for all those supporting the learning of students on the MBBS programme although it is equally as useful for teaching of all healthcare students in clinical settings:

- Medical and Clinical Educational Theory and Practice
- Small Group Teaching
- Chairside and Bedside Teaching
- Patients as Teachers
- Assessing & Providing Feedback in a Clinical Setting
- Evaluating Practice

During 2013–4 the course is scheduled from 10.00 – 17.00 on:

- Wednesday 18 & Thursday 19 September 2013
- Wednesday 27 & Thursday 28 November 2013
- Wednesday 22 & Thursday 23 January 2014
- Tuesday 29 & Wednesday 30 April 2014

For more information regarding the course, please contact Dr Anna Zimdars at anna.zimdars@kcl.ac.uk

Preparng to Teach in Clinical Settings

During 2013–4 the course is scheduled from 10.00 – 17.00 on:

- Wednesday 16 & Thursday 17 October 2013
- Monday 17 & Tuesday 18 March 2014
- Wednesday 09 & Thursday 10 July 2014

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. This 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 (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

Each workshop will be followed by an optional microteaching session where your teaching can be observed by your peers and a KLI academic and gain feedback.

The workshop runs from 13.00 – 15.00 followed by microteaching from 15.30 – 17.00 on:

- Wednesday 23 October 2013: Waterloo Campus
- Tuesday 07 January 2014: Strand Campus
- Tuesday 10 June 2014: Waterloo Campus

Peer Support of Teaching in Clinical Settings

These sessions are aimed at colleagues teaching in the Health Schools at King’s or in clinical settings within King’s Health Partners. The aims and content are as above but with a focus on clinical teaching. Participants will receive CPD points which may be able to count towards a Statement of Teaching Proficiency (STP). Alternatively those who wish to gain academic credit may apply for the module ‘Observing Teaching’ (see page 49).
During 2013–4 the sessions run from 13.00 – 15.00 followed by microteaching from 15.30 – 17.00 on:

Tuesday 03 December 2013 Denmark Hill Campus
Tuesday 11 March 2014: Waterloo Campus
Tuesday 13 May 2014: Waterloo Campus

**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 limits to the role of Personal Tutoring in relation to supporting students;
- explore the challenges and opportunities Personal Tutoring;
- consider effective practice in helping students through personal tutoring.

The Introduction is from 13.00 – 15.00 on:

Tuesday 15 October 2013: Waterloo Campus
Tuesday 11 March 2014: Guy’s Campus

and from 09.00 – 11.00 on:

Wednesday 22 January 2013: Guy’s Campus

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 workshops focus on undergraduate students although they are useful for those tutoring postgraduates.

This continuation workshop is from 15.30 – 17.00 on:

Tuesday 15 October 2013: Waterloo Campus
Tuesday 11 March 2014: Guy’s Campus

and from 11.30 – 13.00 on:

Wednesday 22 January 2013: Guy’s Campus

**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.

During 2013–4 the sessions run from 13.00 – 16.00 on:

Tuesday 12 November 2013: Waterloo Campus
Tuesday 11 February 2014: Guy’s Campus
Tuesday 06 May 2014: Waterloo Campus

‘An excellent session that gave me ideas for my course and confidence to write the MAF! All staff should do this workshop before they try to design a module.’

Lecturer, Arts & Humanities

**Assessment and Feedback**

There will be a number of events running throughout the year focussing on issues and best practice relating to assessment and feedback.

During 2013–4 the sessions run from 13.00 – 15.00 on:

Thursday 24 October 2013
Tuesday 14 January 2014
Monday 28 April 2014

**Teaching and Learning Enhancement**

There are several sessions throughout the year specifically aimed at supporting staff to enhance student learning and overall experience. These are linked to the College’s Learning, Teaching and Assessment Strategy to support colleagues in applying for funds, teaching awards and academic promotion.

They are:

**Applying for a King’s Teaching Fellowship**
Monday 14 October 2013, 13.00 – 15.00
Waterloo Campus
Monday 17 February 2014, 13.00 – 15.00
Waterloo Campus

**Applying for a National Teaching Fellowship**
Monday 14 October 2013, 15.00 – 17.00
Waterloo Campus

**Applying for teaching innovation funds**
Tuesday 19 November 2013, 13.00 – 15.00
Waterloo Campus
Monday 10 February 2014, 13.00 – 15.00
Guy’s Campus
Technology Enhanced Learning

The Centre for Technology Enhanced Learning is pleased to offer a range of CPD activities in 2013–4 clustered around three main areas: KEATS; elearning design and skill development; and social media. Although we are proposing the following published sessions please get in touch if you want to discuss other technology-enhanced learning related development needs. We will happily run bespoke workshops for you and/or co-run workshops with you.

Please contact Nabila Raji nabila.raji@kcl.ac.uk in the first instance.

KEATS: King’s elearning and teaching service

KEATS: basic training
KEATS is King’s Virtual Learning Environment (VLE). This workshop provides an introduction to KEATS and the KEATS tools that teaching staff can use to enhance their students’ learning.

During 2013–4 the workshop runs from 10.00 – 12.00 on:

- Tuesday 10 September 2013: Denmark Hill Campus
- Tuesday 08 October 2013: Guy’s Campus
- Wednesday 13 November 2013: Strand Campus
- Monday 09 December 2013: Waterloo Campus
- Wednesday 15 January 2014: Denmark Hill Campus
- Tuesday 11 February 2014: Guy's Campus
- Tuesday 11 March 2014: Strand Campus
- Tuesday 08 April 2014: Waterloo Campus
- Tuesday 13 May 2014: Denmark Hill Campus
- Tuesday 10 June 2014: Guy's Campus
- Tuesday 08 July 2014: Strand Campus

KEATS: Providing feedback through Turnitin
This session examines how to use the Turnitin interface to set up and mark assignments in KEATS. Two Turnitin subsystems will be explored: Grademark and Plagiarism Reports. Grademark is used to provide students with feedback, while Plagiarism Reports compare assignments across resources found on the web.

During 2013–4 the workshop runs from 11.00 – 13.00 on:

- Thursday 10 October 2013: Denmark Hill Campus
- Thursday 12 December 2013: Guy’s Campus
- Wednesday 12 February 2014: Strand Campus
- Wednesday 16 April 2014: Waterloo Campus

Utilizing KEATS logs and recorded interactions
This session explores how to access and utilize the KEATS activity logs. KEATS records all student interactions and behaviours (learning analytics). These records can be analysed in order to reveal patterns, assist in informed decision-making and identify struggling students. Participants will be able to use the innovative Learning Analytics interface developed at King’s.

During 2013–4 the workshop runs from 15.00 – 17.00 on:

- Wednesday 09 October 2013: Denmark Hill Campus
- Wednesday 08 January 2014: Guy’s Campus
- Wednesday 09 April 2014: Strand Campus
- Wednesday 09 July 2014: Waterloo Campus

Elearning: Design and skill development

Design for elearning
Good elearning is a designed activity and not simply a matter of putting resources online. This workshop describes the factors to consider and translate your content into a successful online learning opportunity.

During 2013–4 the workshop runs from 10.00 – 12.00 on:

- Tuesday 24 September 2013: Denmark Hill Campus
- Monday 24 March 2014: Guy’s Campus
- Tuesday 03 June 2014: Strand Campus
- Tuesday 24 June 2014: Waterloo Campus
Interactive elearning content creation using Microsoft Word

This workshop teaches participants how to transform a single Microsoft Word document into multiple web (HTML) pages which can be imported easily into a KEATS course. The workshop will focus on the use of the content authoring tool Wimba Create which can be used alongside Microsoft Word to create interactive elearning content suitable to publish online. There is a College-wide license for Wimba Create.

During 2013–4 the workshop runs from 15.00 – 17.00 on:
- Monday 16 September 2013: Waterloo Campus
- Tuesday 10 December 2013: Strand Campus
- Tuesday 04 March 2014: Guy’s Campus
- Tuesday 06 May 2014: Denmark Hill Campus

Productivity apps for tablets

This session provides participants with an opportunity to explore some of the most popular apps for tablet devices which aim to increase productivity in the workplace. Evernote is a cloud-based suite of software and services designed for note taking and archiving. iWork is Apple’s office suite and CloudOn allows users to work with Microsoft Office documents on Apple devices.

During 2013–4 the workshop runs from 11.00 – 13.00 on:
- Wednesday 25 September 2013: Guy’s Campus
- Wednesday 26 March 2014: Strand Campus
- Wednesday 25 June 2014: Waterloo Campus

Any-time, any-place access to documents: Using technology to enhance productivity and collaboration

‘Cloud-based services’ allow users to upload and store files to remote systems which are accessible over the Internet at any time and from any device (mobile or desktop). This session explores two such free services: Google Drive and Dropbox. Google Drive allows users to store and edit documents through their web browser. Dropbox enables users to share files by using a common online repository. Participants will also learn about the benefits, challenges and best practices of using these services.

During 2013–4 the workshop runs from 15.00 – 17.00 on:
- Wednesday 18 September 2013: Guy’s Campus
- Wednesday 18 December 2013: Waterloo Campus
- Wednesday 15 March 2014: Strand Campus
- Wednesday 04 June 2014: Waterloo Campus

Blogging for beginners

This session explores the basics of setting up and maintaining a blog. Special emphasis is given to the educational benefits of student and research blogging. Participants will actively engage and experiment with the College blogging service: WordPress.

During 2013–4 the workshop runs from 15.00 – 17.00 on:
- Wednesday 04 September 2013: Denmark Hill Campus
- Wednesday 04 December 2013: Guy’s Campus
- Wednesday 05 March 2014: Strand Campus
- Wednesday 04 June 2014: Waterloo Campus
Podcasts and basic audio editing
This workshop explores the process of podcasting through preparation, recording and post-production. Participants will have hands-on training with the free audio editing software Audacity.

During 2013–4 the workshop runs from 15.00 – 17.00 on:

Wednesday 11 September 2013: Denmark Hill Campus
Wednesday 11 December 2013: Guy’s Campus
Wednesday 12 March 2014: Strand Campus
Wednesday 11 June 2014: Waterloo Campus

Video production beginner’s guide
This workshop introduces participants to the basic concepts of video production and shows them how to produce their own videos. The workshop will cover all stages of video production, from capturing and editing to publishing a video online and sharing it with others. The session will include a demonstration on the use of free software tools and web platforms such as wevideo and YouTube.

During 2013–4 the workshop runs from 10.00 – 12.00 on:

Tuesday 15 October 2013: Waterloo Campus
Tuesday 14 January 2014: Strand Campus
Tuesday 25 March 2014: Guy’s Campus

and from 11.00 – 13.00 on:

Tuesday 03 June 2014: Denmark Hill Campus

Make the most of your digital camera: create your own copyright free images
Whether you own a simple point-and-shoot or a digital single lens reflex (DSLR) camera, bring your camera along to this practical session. We will help you to understand how your camera works and to become familiar with useful photography terms. You will be shown how to take and frame pictures in different situations. Time will be provided to practice during the session. If weather conditions allow, part of the workshop will take place outdoors.

Photographs can be used to illustrate concepts, facilitate discussion, support language improvement, encourage critical thinking and also as a tool for collaborative and team work.

During 2013–4 the workshop runs from 13.00 – 15.00 on:

Wednesday 05 February 2014: Guy’s Campus
Wednesday 07 May 2014: Waterloo Campus

Digital Story telling: A tale of images
Digital Story telling is a way to communicate using simple media tools bringing elements together, such as still images, video, sound, text etc. with the purpose of conveying a story. This practical introduction will explore existing samples and their uses; as well as giving you the opportunity to create your own digital story. No previous knowledge required.
Finding and Evaluating Open Educational Resources

This workshop is aimed at teaching practitioners that want to find out more about open educational resources (OERs). The workshop provides an overview of the challenges and issues of developing OERs, from scratch as well as converting/repurposing existing materials.

We will discuss recent work we have undertaken to develop and release OERs. We will also explore a range of OERs that might be useful in your teaching and discuss the challenges and opportunities that they present. A large part of the workshop will be hands-on activities with laptops to explore Jorum (an online repository) and other places to find OERs in your own subject area and to evaluate these with a set of criteria.

During 2013–4 the workshop runs from 14.00 – 16.00 on:

- Wednesday 05 March 2014: Strand Campus
- Thursday 12 June 2014: Waterloo Campus

Social Media

Social Media Quick Starter

This workshop will provide participants with an update of the most common social media applications, explore some new platforms, and examine ways participants may want to consider using them in terms of promoting their research and enhancing the student experience. Some of the topics that will be covered are Facebook (permissions, pages, groups), Twitter (who to follow, trending topics, hashtags), LinkedIn (create professional profile, groups) and Google+ (create profile, share photos, google hangout).

During 2013–4 the workshop runs from 10.00 – 12.00 on:

- Tuesday 12 November 2013: Waterloo Campus
- Tuesday 11 February 2014: Strand Campus

Introduction to Technology Enhanced Learning – an online course

Support of technology-enhanced learning (TEL) is an essential and recognised component embedded in the College TEL Strategy. To help ensure that all staff are supported in teaching with TEL to facilitate student learning, an online ‘Introduction to TEL’ course has been created in KEATS. The course was initiated by a Dental Circle grant and subsequently commissioned by the TEL Forum with final development within King’s Learning Institute (KLI).

An instructional design model was developed by a cross-College team to provide Continued Professional Development (CPD) activity with automated assessment; and create links to an optional module ‘Supporting TEL in the Digital Age’ delivered on KLI’s Postgraduate Certificate in Academic Practice in Higher Education programme.

The course has four units and four (4) CPD points/hours of training. It has been developed in KEATS and comprises:

1. Effective use of Virtual Learning Environments (VLE): Dr Stylianos Hatzipanagos (CTEL)
2. Computer-mediated communication technologies for learning: Dr Stephen Jones (Biomedical Science)
3. e-Assessment: Professor Patricia Reynolds (CTEL)
4. Intellectual Property Rights and copyright: Dr Ian Barrett (Arts and Humanities)

The course is open access to all King’s staff and you can self-enrol at any time in your KEATS space. Provided you completed the e-assessments satisfactorily, you will receive an automated CPD certificate. This course will be launched and ready for enrolment in September 2013.
Appendices

Application forms
Enhancing Academic Practice & Postgraduate Certificate in Academic Practice in Higher Education

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I am/am not on academic probation Date joined King's College London

I would like to register for:

- [ ] Enhancing Academic Practice
  (I confirm that I have regular teaching, course design and/or assessment responsibilities for the duration of the module)
- [ ] The Postgraduate Certificate

Please circle which seminar group you would prefer to attend:

- Principles of Learning & Teaching: Tuesday morning Wednesday afternoon Thursday morning

Please circle the date for each workshop you would prefer to attend:

- Wednesday 03 October 2013, 13.00 – 17.00
- Tuesday 05 November 2013, 13.00 – 17.00
- Wednesday 20 November 2013, 09.30 – 13.30
- Wednesday 26 November 2013, 13.00 – 17.00
- Wednesday 15 January 2014, 13.00 – 17.00
- Thursday 20 February 2014, 09.30 – 13.30
- Wednesday 05 March 2014, 09.30 – 13.30
- Thursday 20 March 2014, 09.30 – 13.30

I would like to participate in microteaching on (select one):

- [ ] Wednesday 30 October 2013, 13.00 – 17.00
- [ ] Tuesday 05 November 2013, 13.00 – 17.00
- [ ] Wednesday 20 November 2013, 09.30 – 13.30
- [ ] Wednesday 26 November 2013, 13.00 – 17.00
- [ ] Wednesday 15 January 2014, 13.00 – 17.00
- [ ] Thursday 20 February 2014, 09.30 – 13.30
- [ ] Wednesday 05 March 2014, 09.30 – 13.30
- [ ] Thursday 20 March 2014, 09.30 – 13.30

Signature: Date:

Please return your completed application form to Fatiha Miah, King's Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA by Friday 20 September 2013. Registration will be confirmed by email to your preferred email address. Please note that reminders will not be sent although alterations to the published timetabled will be notified by email.
Application Form 2013–4

Postgraduate Diploma in Academic Practice in Higher Education & Masters in Academic Practice in Higher Education

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Either:

I would like to apply for the Postgraduate Diploma and am eligible as I have

☐ Postgraduate Certificate in Academic Practice (PGCAP) (King’s College London)

☐ 60-credits at Level 7 from studying a programme equivalent to the PGCAP at another institution (evidence attached)

☐ Higher Education Academy Fellowship status (complete the APL application on page 51)

☐ I am able to attend the core module Using Research in Higher Education as timetabled in the prospectus.

Or:

I would like to apply for the Masters and am eligible as I have

☐ Postgraduate Diploma in Academic Practice (King’s College London)

☐ 120-credits at Level 7 from studying a programme equivalent to the Postgraduate Diploma at another institution (evidence attached)

Please indicate your preferred entry date:

☐ October

☐ January

Signature:                      Date:

Please return your completed application form to Fatiha Miah, King’s Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email to your preferred email address. Please note that reminders will not be sent although alterations to the published timetabled will be notified by email.
**Application Form 2013–4**  
**Statement of Teaching Proficiency**

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**I would like to register to attend Preparing to Teach in Higher Education on**

- [ ] 18 & 19 September 2013
- [ ] 27 & 28 November 2013
- [ ] 22 & 23 January 2014
- [ ] 29 & 30 April 2014

**or Preparing to Teach in Clinical Settings on**

- [ ] 16 & 17 October 2013
- [ ] 17 & 18 March 2014
- [ ] 09 & 10 July 2014

**and Peer Support and Observation of Teaching and microteaching on**

- [ ] 23 October 2013
- [ ] 07 January 2014
- [ ] 10 June 2014

**or Peer Support of Teaching in Clinical Settings and microteaching on**

- [ ] 03 December 2013
- [ ] 11 March 2014
- [ ] 13 May 2014

I confirm I have regular teaching to arrange 3 observations of teaching: 2 peer (one as observer and one as the observed) and 1 by a KLI tutor or experienced colleague in my Department or clinical setting.

Signature: ___________________________  
Date: ___________________________  

Please return your completed application form to the CPD Administrator, King's Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email to your preferred email address. Please note that reminders will not be sent although alterations to the published timetabled will be notified by email.
## Application Form 2013–4

### The Research Enhanced Academic Development (READ) Programme

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### I would like to apply for professional recognition as:

- [ ] Associate
- [ ] Fellow
- [ ] Senior Fellow
- [ ] Principal Fellow

### Guidance notes:

- Senior and Principal Fellow applicants must have a letter of support from their line manager/HoD/HoS.
- All applications must be supported by two appropriate references from King’s College London or where appropriate partners (refer to handbook). Senior and Principal Fellow applicants must also have an external reference.
- You should ensure your referees are able to provide a reference, by the submission date, before submitting your application.

### Names and email contact details of referees:

- Name: __________________
- Email: __________________
- Name: __________________
- Email: __________________
- Name: __________________
- Email: __________________

---

**Signature:** __________________

**Date:** __________________

Please return your completed application form to the CPD Administrator, King’s Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA.
Application Form 2013–4
Freestanding Modules

Please complete all fields in block capitals

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I would like to register to attend the following module as timetabled in the prospectus:

- Assessment & Feedback in Higher Education
- Curriculum Design & Development
- Fundamentals of Pedagogy
- Management and Leadership in Higher Education
- Observing Teaching
- Rethinking Teaching in the Context of Diversity
- Supporting Technology Enhanced Learning
- Teaching & Learning in Laboratory Settings
- The Distinctiveness of Experts’ Teaching

Signature: ___________________________  Date: ____________

Please return your completed application form to Sean Taylor, King's Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email to your King's email address. Please note that reminders will not be sent although alterations to the published timetabled will be notified by email.
# Application for Accreditation of Prior Learning 2013–4

Please read the APL guidelines on page 25 before completing this form. The application should be submitted to the relevant Programme Administrator with your programme application form. All applications for APL must be accompanied with sufficient evidence to support the claim for credit. Please affix your evidence to this application form upon submission.

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Programme for which APL is sought

Details of Accreditation of Prior Learning

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Equivalent module or nature of experience undertaken to meet learning outcomes

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