# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Members of King’s Learning Institute</td>
<td>2</td>
</tr>
<tr>
<td>Learning &amp; Teaching Co-ordinators</td>
<td>3</td>
</tr>
<tr>
<td>School Liaison Officers</td>
<td>3</td>
</tr>
<tr>
<td>Masters in Academic Practice (MAP) Overview</td>
<td>4</td>
</tr>
<tr>
<td>Postgraduate Certificate in Academic Practice (PGCAP)</td>
<td>6</td>
</tr>
<tr>
<td>Postgraduate Diploma in Academic Practice (PGDip)</td>
<td>10</td>
</tr>
<tr>
<td>Masters in Academic Practice</td>
<td>12</td>
</tr>
<tr>
<td>Masters in Clinical Pedagogy Overview</td>
<td>13</td>
</tr>
<tr>
<td>MPhil/PhD in Higher Education</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Certificate in Academic Practice (GCAP) Overview</td>
<td>20</td>
</tr>
<tr>
<td>Introduction to Learning and Teaching in Higher Education</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Certificate in Academic Practice</td>
<td>24</td>
</tr>
</tbody>
</table>

## Application Forms

<table>
<thead>
<tr>
<th>Application Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Academic Practice</td>
<td>27</td>
</tr>
<tr>
<td>Postgraduate Diploma &amp; Masters in Academic Practice</td>
<td>29</td>
</tr>
<tr>
<td>Introduction to Learning &amp; Teaching in Higher Education (GCAP Stage 1)</td>
<td>31</td>
</tr>
</tbody>
</table>
Introduction

I am delighted to introduce our Learning & Teaching Prospectus to you. During 2010-11 King’s Learning Institute is continuing to develop its well-established and highly regarded accredited programmes. We believe that our programmes provide a wide range of excellent professional development opportunities for participants both beyond and within the College.

Our programmes for the coming year include:

- The Institute’s MPhil/PhD programme, reflecting the Institute’s research strengths in many areas of learning in higher education, including development in universities, leadership and management, quality assurance, student learning, e-learning, clinical teaching and assessment.
- A Masters in Clinical Pedagogy, currently offered in conjunction with the Dental Institute, Pharmacy Department, Nutrition & Dietetics Department and School of Medicine is tailored for those who work in healthcare professions. Participants with professional clinical experience choose from a range of discipline-specific and interdisciplinary modules that enable them to develop their pedagogic practice.
- The Masters in Academic Practice (MAP) is aimed at those staff who have completed the PGDip or equivalent and wish to take their studies further.
- The Postgraduate Diploma in Academic Practice (PGDip) is aimed at those staff who have completed the PGCAP or equivalent and wish to take their studies further.
- The Postgraduate Certificate in Academic Practice, offering a highly-focused two-day introduction to teaching and a greater range of session options. The PGCAP is HEA accredited.
- The Graduate Certificate in Academic Practice (GCAP) is aimed at part-time staff, teaching assistants, and professional services staff who support learning, e.g. e-technologists, ISS staff. The GCAP is HEA accredited.

The Institute’s research programme is a central part of our work and informs our teaching. Our two main and closely-related areas of interest are student learning and professional learning, including leadership, at individual, departmental and organisational levels.

Internationally and nationally our support for other institutions and individuals is growing rapidly. The Institute delivers both accredited programmes and consultancy beyond the UK.

Working within the College, the Institute meets needs at School, Departmental and individual levels, offering seminars, short courses and consultancy. An annual learning and teaching conference provides an opportunity to celebrate excellence. The Higher Education Research Network (HERN) works across the College through a range of Special Interest Groups to encourage and support research into higher education.

The Institute has been extensively involved in a fundamental review of curricula, the HEFCE funded King’s Warwick Project. The outcomes of the project will inform our work during 2010-11.

Please do get in touch if you think we may be able to help you. We look forward to working with you.

Paul Blackmore
Director, King’s Learning Institute
Members of King’s Learning Institute

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Director of King’s Learning Institute  
Tel 020 7848 3329  
Email paul.blackmore@kcl.ac.uk

**Mr Daniel Barrington**  
Learning Technologist  
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Lecturer in Higher Education  
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**Mr Michael Cox**  
Learning Technologist  
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**Mrs Sally De Wilde**  
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Institute Administrator & PA to Director  
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**Dr Gabriel B Reedy**  
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**Dr Saranne Weller**  
Lecturer in Higher Education  
Tel 020 7848 3172  
Email saranne.weller@kcl.ac.uk
Learning & Teaching Co-ordinators

The Learning & Teaching Co-ordinators play an important role in enhancing the quality of learning and teaching across the College. They bring knowledge of specific discipline-related issues to the fore and assist in measures to meet particular needs.

The Learning & Teaching Co-ordinators work closely with the Institute’s School Liaison Officers to develop and deliver bespoke activities.

If you are interested in arranging an activity to respond to your Department/School needs please contact your Learning & Teaching Co-ordinator or School Liaison Officers, whose details are below.

School of Arts & Humanities
Dr Federico Bonaddio
Email federico.bonaddio@kcl.ac.uk

School of Biomedical & Health Sciences
Dr Stuart Knight
Email stuart.knight@kcl.ac.uk

Dental Institute
Dr Barry Quinn
Email barry.quinn@kcl.ac.uk

Institute of Psychiatry
Dr Martin Webber
Email martin.webber@kcl.ac.uk

School of Law
Ms Catriona Cook
Email catriona.cook@kcl.ac.uk

School of Medicine
Dr Helen Graham
Email helen.graham@kcl.ac.uk

School of Nursing & Midwifery
Dr Ann Wilkinson
Email ann.wilkinson@kcl.ac.uk

School of Physical Sciences & Engineering
Dr Catarina Nunes
Email catarina.nunes@kcl.ac.uk

School of Social Science & Public Policy
To be confirmed

School Liaison Officers

School Liaison Officers work very closely with their School Learning & Teaching Co-ordinators to identify activities which will be beneficial to academic staff. For example:

- liaising with the School Learning & Teaching Co-ordinator to discuss discipline-specific needs
- advising and assisting with School curriculum initiatives
- attending School Teaching Committee and Quality Management meetings, when invited
- meeting the School’s curriculum and pedagogical needs through the provision of workshops and seminars

Examples of sessions offered in schools have included
- e-feedback and assessment at Institute of Psychiatry;
- problem-based learning for Nursing
- Peer-review for Biomedical Health Sciences

School of Arts & Humanities
Dr Saranne Weller
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School of Biomedical & Health Sciences
Ms Sharon Markless
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Dr Ian Kinchin and Dr Emma Kingston
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School of Physical Sciences & Engineering
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School of Social Science & Public Policy
Dr Stylianos Hatzipanagos
Email s.hatzipanagos@kcl.ac.uk
Masters in Academic Practice (MAP) Overview

<table>
<thead>
<tr>
<th>Stage 1: PGCAP</th>
<th>Two-day introduction</th>
<th>Enhancing Academic Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eight courses</td>
<td>1. Academic and Self-management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understanding Pedagogic Research</td>
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<tr>
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<td>3. Student Learning</td>
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<td></td>
<td></td>
<td>4. Teaching and Learning</td>
</tr>
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<td></td>
<td>5. Assessing Student Learning in Higher Education</td>
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<tr>
<td></td>
<td></td>
<td>6. Curriculum Design and Development</td>
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<tr>
<td></td>
<td></td>
<td>7. Evaluating and Improving Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Specific Issues in Learning and Teaching</td>
</tr>
<tr>
<td></td>
<td>Two assessments</td>
<td>Taught course assignment</td>
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<td></td>
<td>Requirement</td>
<td>Critical portfolio</td>
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<td>Statement of Teaching Proficiency (see below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2: PGDip</th>
<th>Two taught courses</th>
<th>One supported course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One supported course</td>
<td>1. Pedagogic Research in Higher Education</td>
</tr>
<tr>
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<td>Three assessments</td>
<td>2. Professionalism in Academic Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Development of a Research Proposal</td>
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<tr>
<td></td>
<td></td>
<td>Taught course assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research proposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3: MA</th>
<th>One course</th>
<th>Practical workshops and tutorials</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>One assessment</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

The Masters in Academic Practice (MAP) programme emphasises the integrated learning of conceptual knowledge, practical competence and personal development. This is an academic programme that is comprised of three stages that can be taken in isolation, as stand-alone independent elements, or together as a complete package. This has been designed to allow flexibility and to meet the varied needs of staff at different stages in their careers. The programme is available to members of King’s College London. Programme fees are normally charged for external applicants. Please apply for details at kli@kcl.ac.uk.
Stage 1
Postgraduate Certificate in Academic Practice (PGCAP)

Stage 1 has been designed for staff beginning their careers, and the College expects all new lecturing staff to attend this stage of the programme. More experienced staff wishing to develop or refresh their learning in particular areas by attending individual sessions are also welcome to attend. Participants will need to complete a two-day introduction and eight taught courses over two years, which equates to a commitment of 32.5 contact hours. The academic programme also requires the successful completion of an assignment (3,000 words), a critical portfolio (7,000 words) and a minimum of three teaching observations. The PGCAP is offered with two start dates, October and January.

“The PGCAP course has provided me with a good framework for teaching in higher education. The most valuable part for my personal development was the teaching observations. The need to fill in a pre-observation form made me focus on the class from a new perspective. The post-observation has provided me with invaluable feedback on my own teaching techniques and style. I have gained a lot of confidence throughout the course and more insight into the different issues within the higher education environment!”, PGCAP participant 2008-09.

Stage 2
Postgraduate Diploma in Academic Practice (PGDip)

For staff with previous experience and qualifications who wish to work beyond Stage 1, King’s Learning Institute offers the opportunity to consider research into generic issues within the learning and teaching of their own discipline as well as looking more closely at the nature of academic practice.

The programme requires the completion of two assignments (4,000 words) and a research proposal (5,000 words). The PGDip is offered with one start date in January.

Stage 3
Masters in Academic Practice (MAP)

For those who wish to consolidate their learning and combine research with their practice, King’s Learning Institute offers the opportunity to complete a dissertation (10,000 – 15,000 words) and turn the award into a Masters. There will be tutorial support and research methods workshops provided at this stage by members of King’s Learning Institute. The MAP is offered with a negotiable start date.

The MAP is accredited by the Higher Education Academy and on successful completion of Stage 1 you may choose to become a Fellow. Places on each stage are limited, therefore early application is advised. Those reserving a place will receive a participant handbook that sets out the details of the programme.
Postgraduate Certificate in Academic Practice

**Introduction**

**Enhancing Academic Practice**

This two-day introductory event aims to provide an overview of the PGCAP and put into context the development of a professional approach towards academic practice in higher education. The course will be an opportunity for the participants to be introduced to, or refresh their knowledge of, fundamental practical and pedagogical issues in relation to their practice at King’s College London.

The structure of the two days will facilitate interdisciplinary relationships with new colleagues but also provide extensive opportunities for participants to explore and critically evaluate the specific values and practices of their discipline through discussion with colleagues in cognate subjects.

**The course aims are:**

- to develop an understanding of the pedagogical principles underpinning fundamental teaching skills and strategies within disciplinary contexts;
- to develop an awareness of the range of strategies available for facilitating learning (both face-to-face and virtual) and be able to critically evaluate the appropriateness of strategies for different learning and teaching contexts;
- to develop a critical understanding of the role of reflective practice and its relationship to scholarship in academic practice.

The Introduction is held twice:

- **Autumn Semester** 6-7 October 2010
- **Spring Semester** 18-19 January 2011

The two days will be divided into the following six topics:

**Small group teaching**

*Learning outcomes*

By the end of this topic participants should be able to:

- reflect on the implications for the practitioner responding to the needs of the group and/or the individual learner;
- evaluate and compare the impact of different teaching strategies upon student learning in seminar and tutorial contexts.

**Large group teaching**

*Learning outcomes*

By the end of this topic participants should be able to:

- explore different teaching strategies and develop these to create and maintain appropriate and effective learning environments;
- evaluate and compare the impact of different teaching strategies upon student learning in large group contexts.

**Introduction to e-learning**

*Learning outcomes*

By the end of this topic participants should be able to:

- develop a critical awareness of the pedagogical implications of teaching via virtual learning environments (VLEs);
- evaluate and compare the impact of different e-tutoring strategies upon student learning in their disciplinary context.

**Introduction to assessing students**

*Learning outcomes*

By the end of this topic participants should be able to:

- relate programme aims and outcomes to appropriate assessment strategies and methods;
- evaluate different methods of assessment and justify their use in practice.

**Reflecting on practice**

*Learning outcomes*

By the end of this topic participants should be able to:

- develop a critical perspective on theories and models of reflection and reflective practice in learning and teaching;
- develop appropriate strategies for gathering and recording feedback that can inform reflective practice in learning and teaching.

**Specific issues in the disciplines**

*Learning outcomes*

By the end of this topic participants should be able to:

- reflect critically on discipline-specific issues in relation to learning and teaching within their context;
- explore the possibilities of research into learning and teaching in their own disciplines.
**Course 1**

**Academic and Self-Management**

The role of the academic incorporates teaching, research and administration, and therefore it is important to consider and reflect upon the role of leadership relating to academic and self-management, and the enhancement of their teaching practice. Taking responsibility for one’s own management and academic work is important, especially within the changing context of higher education. Participants will have the opportunity to explore and critically reflect upon theoretical models through personal experiences. This will help to develop an understanding of the principles and associated models of academic and self-management in higher education.

**Learning outcomes**

By the end of this course participants should be able to:

- evaluate the role of the academic in terms of leadership, management and administration;
- develop a critical understanding of the key issues involved in academic and self-management.

**Stream 1** 11 October 2010 14.00-16.00
**Stream 2** 12 October 2010 14.00-16.00
**Stream 3** 26 January 2011 14.00-16.00
**Stream 4** 27 January 2011 14.00-16.00

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**Course 2**

**Understanding Pedagogic Research**

The field of higher education research has expanded and diversified significantly in recent years. The aim of this course is to foster participants’ critical understanding of the implications of this teaching scholarship for academic practice. Participants will consider some of the theoretical perspectives, methodologies and methods adopted in pedagogic research. The course aims to develop participants’ understanding of how they might apply the outcomes of higher education research to practice and the ways in which practitioners themselves can enhance their teaching by engaging in scholarly enquiry.

**Learning outcomes**

By the end of this course participants should be able to:

- identify the particular characteristics of pedagogic research;
- examine critically ways in which teaching can be enhanced by engaging in action research.

**Stream 1** 25 October 2010 14.00-16.00
**Stream 2** 26 October 2010 14.00-16.00
**Stream 3** 09 February 2011 14.00-16.00
**Stream 4** 10 February 2011 14.00-16.00

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**Course 3**

**Student Learning**

Although we may understand how we learn best, this does not mean that we understand the strategies and styles that others adopt. This course considers the individuality of learning and the implications this has for enabling effective student learning in higher education. Participants will examine the theories related to the nature of individual learning. From this they will develop their understanding of the different approaches to learning and learning styles. This will allow for the examination and consideration of the implications these have for teaching students in higher education as well as for supervision and personal tutoring.

**Learning outcomes**

By the end of this course participants should be able to:

- develop a critical understanding of what is meant by learning in the context of higher education;
- evaluate psychological and sociological factors affecting students’ learning in higher education;
- develop a critical perspective on theories of student learning in higher education.

**Stream 1** 01 November 2010 14.00-16.00
**Stream 2** 02 November 2010 14.00-16.00
**Stream 3** 23 February 2011 14.00-16.00
**Stream 4** 24 February 2011 14.00-16.00

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**Course 4**

**Teaching and Learning**

Managing the learning and teaching environment in higher education is of fundamental importance and this course examines how to develop and maintain effective learning environments. Participants will develop an understanding of the complex interrelationship between learning and teaching in higher education. This will involve critical perspectives on theories related to the different conceptions of the nature of learning and teaching in higher education that will allow examination and evaluation of different styles within different contexts.

**Learning outcomes**

By the end of this course participants should be able to:

- develop a critical understanding of the interaction between learning and teaching within the context of higher education;
- distinguish between different teaching philosophies, styles and strategies and understand how these affect the learning environment.

**Stream 1** 15 November 2010 14.00-16.00
**Stream 2** 16 November 2010 14.00-16.00
**Stream 3** 09 March 2011 14.00-16.00
**Stream 4** 10 March 2011 14.00-16.00
Course 5
Assessing Student Learning in Higher Education
This course considers the fundamental role of assessment in higher education. Participants will examine the different frameworks and theories of assessment to improve their understanding of the assessment approaches available and their implications.
Participants will be asked to utilise their own experience of the assessment process to consider the impact it has on student learning and the teaching process.

Learning outcomes
By the end of this course participants should be able to:
• develop a critical perspective of different assessment strategies;
• appraise critically the impact of formative and summative assessment on student learning;
• evaluate different methods of assessment and justify their use.

Course 6
Curriculum Design and Development
Designing and developing learning opportunities is one of the fundamental activities that a lecturer undertakes within the changing learning environments of higher education. Linking this with assessment to ensure it is integrated and effective has caused a great deal of discussion and has prompted the development of responses such as programme specifications.
Participants will examine critically the different frameworks and theories associated with curriculum design and development to improve their understanding of the approaches available and their implications in practice.

Learning outcomes
By the end of this course participants should be able to:
• explore and critically evaluate models of curriculum design, development and implementation;
• provide a rationale for curriculum design decisions and understand the relationship to programme specifications within disciplinary, institutional and national frameworks.

Course 7
Evaluating and Improving Practice
As lecturers we are constantly seeking to develop our expertise and this is considered by many to be a fundamental element of professional practice. This course will support participants to examine how their teaching practice impacts on the quality of student learning.
Participants will reflect on how to collect and constructively respond to evaluative feedback. The course will develop participants’ understanding of theories of evaluation and the implications these can have for the enhancement of practice.

Learning outcomes
By the end of this course participants should be able to:
• reflect critically upon theories and models of evaluation;
• examine and apply appropriate models and theories of evaluation to collect and analyse feedback;
• reflect critically upon feedback to help inform the development of practice.

Stream 1 29 November 2010 14.00-16.00
Stream 2 30 November 2010 14.00-16.00
Stream 3 23 March 2011 14.00-16.00
Stream 4 24 March 2011 14.00-16.00

Stream 1 10 January 2011 14.00-16.00
Stream 2 11 January 2011 14.00-16.00
Stream 3 04 May 2011 14.00-16.00
Stream 4 05 May 2011 14.00-16.00
Course 8
Specific Issues in Learning and Teaching

The purpose of this course is to provide participants with an opportunity to identify and explore specific areas of interest in relation to their professional activities and the current pedagogic debates within their disciplinary field and their School.

The course is intended to enable participants to develop an up-to-date understanding of the different issues, debates and controversies currently engaging academic practitioners across the sector with the aim to foster critical perspectives towards academic practice within a disciplinary and institutional context.

To facilitate a tailored and responsive syllabus, participants will select a series of topic seminars from a range of subjects offered by King’s Learning Institute and, where appropriate, collaborating Schools or departments.

Indicative topics offered in previous years include: developing professionalism in higher education, formative assessment and feedback, pedagogy of PowerPoint, teaching students from diverse backgrounds. Details of the topics to be offered for the next academic year will be available when you commence the PGCAP.

It is anticipated that completion of the Specific Issues course will enable participants to prepare and write the assignment for the PGCAP.

Learning outcomes
By the end of this course participants should be able to:
• engage in the critical debates about academic practice within higher education;
• reflect on the values informing academic practice as these relate to their disciplinary and professional context;
• reflect upon their academic and professional identity and the implications of these identities for their practice;
• understand the principles of applying scholarship within their academic practice.

Optional Sessions
Developing a Critical Portfolio

This optional course explores the development of a critical portfolio. The course examines notions of reflection and provides some practical examples to assist in developing an understanding of the principles of compiling a reflective critical portfolio.

Learning outcomes
By the end of this course participants should be able to:
• develop a positive view of a portfolio;
• develop the ability to identify appropriate experiences and/or issues for reflection;
• develop an understanding of how to use the portfolio to appraise and evaluate practice.

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<tr>
<th>All Streams</th>
<th>16 March 2011</th>
<th>10.00-12.00</th>
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<tr>
<td>All Streams</td>
<td>21 June 2011</td>
<td>10.00-12.00</td>
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Academic Writing

In addition, for participants new to writing in higher education or participants unfamiliar with the online portfolio software PebblePad, optional sessions on both academic writing and using PebblePad are also available during the academic year. The dates for these sessions will be circulated after registration on the programme.

For further information about the Postgraduate Certificate in Academic Practice please contact Saranne Weller at saranne.weller@kcl.ac.uk or telephone 020 7848 3172.

An application form for this programme is located on page 27 or can be downloaded from King’s Learning Institute’s website www.kcl.ac.uk/learningteaching /kli

Microteaching

Participants are required to attend one microteaching session as part of the programme. The session, which will count as a teaching observation, is designed to enable participants to provide a short teaching session to a small group of peers. Feedback will be provided by the group which will include a member of King’s Learning Institute who will provide a full written teaching observation report.

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<th>All Streams</th>
<th>16 February 2011</th>
<th>10.00-13.00</th>
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<tr>
<td>All Streams</td>
<td>28 June 2011</td>
<td>10.00-13.00</td>
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Postgraduate Diploma in Academic Practice

The aim of the Postgraduate Diploma in Academic Practice (PGDip) is to develop participants' knowledge and theoretical understanding of research and professionalism in academic practice. This will enable participants to: critically and systematically reflect on their own practice; undertake research in order to enhance the learning and teaching within their academic contexts and contribute to broad academic debates within their discipline.

The programme integrates theory and conceptual knowledge with some practical elements and personal development.

Programme structure
There are three elements to this programme:
• Course 1: Pedagogic Research in Higher Education – a taught course comprising six sessions plus tutorials
• Course 2: Professionalism in Academic Practice – a taught course comprising six sessions plus tutorials
• Course 3: Development of a Research Proposal – the development of a detailed Research Proposal into an aspect of academic practice supported by tutorials and peer review sessions.

Introduction
This is an integral and compulsory element of the PGDip. The aim of this session is to negotiate the dates of the six three-hour taught sessions for Course one, introduce some readings and set some pre-course tasks.

Introductory session: 12 January 2011 16.00-17.30

Course 1
Pedagogic Research in Higher Education
Pedagogic research in higher education is relatively new and this course offers participants the opportunity to engage with such research. Participants will develop their understanding of research methodologies appropriate to exploring aspects of pedagogic practice in higher education. This will enable participants to systematically and constructively critique a chosen research methodology and to appreciate the complexities inherent in designing and implementing research into pedagogy in higher education.

At the end of the course participants will be able to explore, critically examine, reflect on, and understand research in a variety of higher education contexts. The course will also enable participants to focus on problematic aspects of learning and teaching in higher education.

Key learning outcomes
Participants will:
• develop an understanding of the nature and role of pedagogic research in higher education;
• appreciate epistemological and philosophical underpinnings to different approaches to pedagogy in higher education;
• acquire up-to-date knowledge of research methodologies and methods employed when investigating pedagogy in higher education;
• be able to identify core assumptions made within pedagogic research and reflect on personal values and beliefs in relation to these;
• develop their ability to understand, evaluate and reflect critically upon pedagogic research methodologies and methods employed in higher education;
• enhance their ability to apply appropriate frameworks and review processes in order to systematically evaluate pedagogic research, with particular reference to methodological complexity;
• enhance their ability to understand, plan and manage pedagogic research within a given context or discipline in higher education.

There will be six taught sessions within this course:
The first session will provide an overview of different traditions in, and approaches to, pedagogic research. This will then be developed within the second session and expanded to explore research/practice links. The third and fourth sessions will look at particular research methodologies and methods used in pedagogic research and will develop critical perspectives on the appropriateness of the various methods available. The fifth session will then concentrate on developing the skills and knowledge used for selecting the appropriate research method for the investigation on pedagogic practice in higher education. The sixth session will be used to explore ethical issues and then to draw conclusions and to consolidate previous learning.
Course 2
Professionalism in Academic Practice

Within the context of learning and teaching in higher education, one of the major discourses surrounds the nature of professionalism and professional practice. This course examines theory and research to allow participants to develop a conceptual understanding of professionalism related to their own practice and discipline. It will foster critical perspectives on theories related to professionalism and professional practice in higher education, to enable participants to examine and evaluate the implications of different notions of professionalism in academic practice for their own context and professional field.

At the end of the course participants will be able to critically and systematically reflect on models of professional practice in relation to personal, discipline and institutional practice, and to develop their own professional identities as academics.

Key learning outcomes
Participants will:
• develop an in-depth knowledge and critical understanding of theories and models of professionalism, professional practice and professional knowledge particularly relevant to higher education;
• be able to synthesize evidence to reach conclusions about the characteristics and significance of professionalism in academic practice and about the role of the professional within the changing context of higher education;
• identify assumptions about the role of the professional in higher education and reflect on their own core values and beliefs in relation to the professional in the workplace;
• interpret their own and others’ professional practice and experiences in higher education through the application of theoretical models and frameworks to that practice;
• gain critical understanding of models of professional knowledge and professional development and their implications for practice in higher education;
• analyse and reflect on the changing higher education context and its implications for professionalism and professional practice.

There will be six taught sessions within this course:
The first session will provide an overview of the course and put forward some initial thoughts on the problematic and contested nature of professionalism. This will then be developed by examining theories relating to professionalism and professional practice in more detail and putting them into the context of higher education. The implications of the different models presented will be examined and evaluated in sessions three and four. This will enable the participants to apply their knowledge and understanding of the models of professionalism within their own professional field in session five. The final session will be used to analyse the changing context of higher education and its implications for professional practice.

Course 3
Development of a Research Proposal

The aim of this course is to support participants in designing a research proposal within an area of academic practice in their discipline. There will be four group sessions within this course enabling peer review. These will be complemented by individual tutorials, negotiated with the course tutors.

For further information about the Postgraduate Diploma in Academic Practice, please contact Sharon Markless at sharon.markless@kcl.ac.uk, or telephone 020 7848 3718. An application form for this programme is located on page 29 or can be downloaded from King’s Learning Institute’s website www.kcl.ac.uk/learningteaching/kli
Masters in Academic Practice

The final stage of the Masters in Academic Practice is conducted through research and the submission of a dissertation. The aim of this stage is to enable participants to plan and implement a significant piece of research into an aspect of academic practice in their discipline. A series of tutorials will provide assistance in the development of the research. A series of workshops on pedagogic research methods will complement the tutorials.

Initially an action plan will be drawn up with your tutor that will consist of the formulation of a research question, initial literature searching and locating and gaining access to where the data may be stored. This will be undertaken in conjunction with consideration of the methodologies you are going to use. Those who have completed the PGDip will already have undertaken much of this work when developing their research proposal.

The aims are:
- to develop a critical understanding of the nature and scope of research into academic practice;
- to foster and develop critical awareness of the range of educational research methods and methodologies, their strengths, weaknesses and appropriateness for the participant’s own research;
- to develop competence in designing, evaluating and critically reflecting on substantial and systematic enquiry into specific areas of learning and teaching related to their discipline in higher education.

Practical research seminars

A series of optional seminars on aspects of pedagogic research will be offered to participants. These will explore:
- undertaking a literature review (not a systematic review);
- interviewing in the interpretive paradigm;
- using structured focus groups to generate research data;
- reflective writing in research (researcher and participant reflections);
- analysing qualitative data (two seminars);
- writing up.

By the end of the course participants will have demonstrated their sophisticated understanding of a specific area of learning and teaching related to their discipline in higher education.

For further information about the Masters in Academic Practice, please contact Sharon Markless at sharon.markless@kcl.ac.uk, or telephone 020 7848 3718.

An application form for this programme can be downloaded from King’s Learning Institute’s website www.kcl.ac.uk/learningteaching/kli
Masters in Clinical Pedagogy Overview

The programme is aimed at healthcare professionals and those teaching within a clinical environment. It has been designed to support their role in the delivery of excellent teaching within various clinical contexts, whilst at the same time introducing them to the underlying theory that allows practice to evolve, and the professional practitioner to participant develop. Whilst there is the chance to focus on the particular professional context, most of the modules will be delivered to an interdisciplinary audience, facilitating the sharing of multiple perspectives on a range of generic issues.

The programme structure allows for maximum flexibility so that participants may choose to study either for an individual module (to fill a gap in professional development), or for a certificated programme. The latter offers three ‘stepping off’ points: the Postgraduate Certificate (60 credits); the Postgraduate Diploma (120 credits) or the Masters Degree (180 credits).

During the PGCert stage participants will complete the core module, Fundamentals of Pedagogy, plus three optional modules. Upon successful completion participants are awarded 60 credits and may exit with a Postgraduate Certificate in Clinical Pedagogy or continue to the Diploma.

At the PGDip stage participants complete a further four optional modules. To progress to the MA stage, one of these optional modules must be Research Methods. Upon successful completion participants are awarded 120 credits (including 60 PGCert credits) and may exit with a Postgraduate Diploma in Clinical Pedagogy or continue to the MA stage.

At the MA stage you will have completed the PGCert and PGDip stages, plus you will write a Dissertation. Upon successful completion of your dissertation you will be awarded 180 credits (including 60 PGCert and 60 PGDip credits) and Masters in Clinical Pedagogy.

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credits</th>
<th>Core/Optional</th>
<th>Prerequisite for....</th>
<th>Available</th>
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<td>Optional</td>
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<td>Core element****</td>
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* Subject to approval
** PGCert, PGDip and MA stages; APL exemption gained for candidates holding a PGCAP (or equivalent) passed at merit or distinction
*** PGDip stage if progressing to MA; APL exemption gained for relevant research qualifications (e.g. MRes, ESRC - recognised doctoral research methods course)
**** MA stage
To achieve these learning outcomes for these modules, it is expected that participants will attend all teaching sessions and engage fully with the recommended reading within the 135 hours of private study that supports this 15 credit module.

Introduction

Fundamentals of Pedagogy (Core Module)
The aim of this module is for participants to gain a comprehensive understanding of how to help others to learn effectively within the context of healthcare environments.

Learning outcomes
Participants will:
• critically evaluate the value of management skills and techniques such as coaching and empowerment;
• analyse learning to ensure that it is appropriate and effective within the chosen context;
• critically evaluate feedback strategies and provide a rationale for their effective implementation;
• explore and critically evaluate models of design and development for learning to ensure that opportunities are provided for a range of needs.

Development

Professional Development in the Workplace (Optional Module)
The aim of this module is to gain a comprehensive understanding of professional development of others within a practice-based setting.

Learning outcomes
Participants will:
• be able to identify and critically evaluate a range of workplace assessment methods;
• examine and develop the reflective practice skills of others;
• critically examine role modeling as a means of improving performance;
• critically evaluate appraisal, objective and target setting and monitoring and review as part of performance management.

Inter-professional Leadership & Learning (Optional Module)
The aim of this module is to gain a critical understanding of leadership issues in the facilitation of learning in an inter-professional context.

Learning outcomes
Participants will:
• critically examine a range of conceptions of leadership in relation to an academic context;
• be able to identify the epistemological and socio-cultural components of disciplinary and professional communities;
• critically consider issues in the facilitation of learning beyond the individual level, such as organisational learning and in communities of practice;
• critically evaluate the value of a range of skills and techniques in relation to leadership for learning in an interdisciplinary or inter-professional setting.
Intercultural Health Education  
(Optional Module)
To help participants gain comprehensive understanding of intercultural pedagogical issues and intercultural health care issues.

Learning outcomes
Participants will:
• develop an understanding of deep and surface concepts of culture and how they relate to everyday decision, motivation and behaviour;
• explore individual beliefs and values and how knowing oneself may be a starting point of intercultural learning and understanding other cultures;
• critically evaluate the influence of culture on healthcare-related issues and pedagogical issues;
• critically examine different health-related curricula/assessment in order to be able to analyse and evaluate their applicability in intercultural health care and intercultural pedagogical context;
• consider issues in developing/adapting current health-related curriculum/assessment to be culturally sensitive to prepare students in higher education for globalised clinical work environment.

Managing People in the Work Environment  
(Optional Module)
To gain a comprehensive understanding of how to manage people effectively within the context of healthcare environments.

Learning outcomes
Participants will:
• identify the context and organisational culture of the healthcare professionals’ work environment;
• evaluate critically leadership options available to healthcare professionals;
• examine critically the value of team working and complementary team roles;
• evaluate critically the value of management skills and techniques such as prioritisation and project management.

Personal Development and Continuing Professional Development  
(Optional Module)
To gain a comprehensive understanding of individual personal development within practice-based learning.

Learning outcomes
Participants will:
• develop and critically examine reflective practice;
• critically examine the key elements of personal development and how they are recorded effectively;
• critically examine the key elements of professional development and how they are recorded effectively.
Context

Dentistry in an Educational Context
(Optional Module)
The aim of this module is to gain a comprehensive understanding of how the national and international policy context influences clinical pedagogy at the personal and institutional levels.

Learning outcomes
Participants will:
• consider the implications for the development of institutional teaching policy in respect of ‘The First Five Years – A framework for undergraduate dental education.’ Available at: http://www.gdc-uk.org/News+publications+and+events/Publications/Guidance+documents/The+First+Five+Years.htm;
• consider the implications for the development of clinical teaching across the international community of European policy, e.g. ECTS;
• explore and evaluate the response to national and international policy at the institutional level;
• explore and evaluate the response to national and international policy at the personal level.

Dietetics in an Educational Context
(Optional Module)
• to gain a comprehensive understanding of strategies relevant for the facilitation and support of learning within the practice placement environment;
• to gain a comprehensive understanding of the links between theory and practice in dietetic practice placement teaching.

Learning outcomes
Participants will:
• demonstrate a systematic understanding of facilitating learning to support students and dietetic colleagues in the practice placement environment;
• critically examine the value of a competency-based approach to education and development in dietetics;
• develop, implement and critically evaluate strategies which will assist with the integration of dietetic theory and practice within practice placement settings;
• identify, the context and organisational culture of learning within an area of dietetic practice;
• examine critically the value of team working and complementary team roles in supporting student learning in the practice environment;
• explore and evaluate the responses to policy at both a personal and practice level in relation to teaching and learning in the practice setting.

Pharmacy in an Educational Context
(Optional Module)
The aim of this module is to gain a comprehensive understanding of how the national and international policy context influences clinical pedagogy at both a personal and a practice level and a comprehensive understanding of policy and process for the education and development of the professional team.

Learning outcomes
Participants will:
• demonstrate a systematic understanding of the education of all members of the professional team;
• consider the implications for the development of national and international educational teaching policy for future practice;
• critically evaluate the value of different approaches to education and development of the profession;
• be able to identify the context and organisational culture of the healthcare professionals’ work environment;
• critically examine the value of team-working and complementary team roles;
• explore and evaluate the responses to national and international policy at both a personal and practice level.

Effective Teaching and Learning – Further Clinical Applications
(Optional Module)
To stimulate students to critically analyse what effective clinical teaching and learning is.
Participants from Medicine will have the opportunity to exceed current London Deanery and Academy of Medical Educators standards of training for Educational Supervisors. Participants must complete the 'Fundamentals of Pedagogy before starting this module.

Learning outcomes
Participants will:
• demonstrate a systematic understanding of facilitating learning to support students and dietetic colleagues in the practice placement environment;
• critically examine the value of a competency-based approach to education and development in dietetics;
• develop, implement and critically evaluate strategies which will assist with the integration of dietetic theory and practice within practice placement settings;
• identify, the context and organisational culture of learning within an area of dietetic practice;
• examine critically the value of team working and complementary team roles in supporting student learning in the practice environment;
• explore and evaluate the responses to policy at both a personal and practice level in relation to teaching and learning in the practice setting.
Pedagogy

Models of Expertise
(Optional Module)
The aim of this module is to gain a comprehensive understanding of how the concept of expertise may be employed within clinical teaching.

Learning outcomes
Participants will:
• 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 expertise as a threshold concept in the development of clinical pedagogy.

Basic Science & Clinical Teaching
(Optional Module)
The aim of this module is to gain an appreciation of the relationship between science and clinical practice and develop an understanding of the barriers to creating effective links between the two.

Learning outcomes
Participants will:
• challenge the assumptions of students’ prior knowledge of basic science;
• consider the research on student misconceptions and conceptual change;
• evaluate the relative positions of science and clinical practice within the curriculum;
• explore the relationship between basic science and clinical practice.

Curriculum Models
(Optional Module)
The aim of this module is to develop a comprehensive understanding of curriculum models so as to be able to analyse and evaluate their applicability within clinical practice.

Learning outcomes
Participants will:
• articulate an understanding of different curriculum models and the rationales that support them;
• explore and analyse different ideologies present within different curriculum models and explain how these relate to learning in a clinical setting;
• critically examine different curriculum models in order to be able to analyse and evaluate their applicability within the clinical setting.

e-Pedagogy
(Optional Module)
The aim of this module is to problematise, develop and apply theories and practice of e-learning in their specific clinical disciplines.

Learning outcomes
Participants will:
• critically evaluate theory associated with pedagogy in the context of e-learning;
• critically examine the internal/external dialogues involved in the learning and teaching process;
• problematise the concept of e-pedagogy in a clinical setting.

Observing Teaching
(Optional Module)
The aim of this module is to gain a comprehensive understanding of the process of teaching observation from the perspective of the observer and the observed as a tool for the professional development of teachers. Participants should only start this module if timetabled with the duration of the module.

Learning outcomes
Participants will:
• critically evaluate possible models 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.
Research

**Evaluating Pedagogic Research**  
*(Optional Module)*

The aim of this module is to develop the ability to systematically and constructively critique chosen methodologies and related methods used in clinical pedagogic research.

**Learning outcomes**

Participants will:
- develop/adapt appropriate criteria that can be used to evaluate pedagogic research with particular reference to methodological complexity;
- critically analyse methodologies and methods for their appropriateness in specific contexts;
- be able to identify, assess and offer solutions to problems within a given research approach;
- develop knowledge and analytical skills to be able to choose appropriate research approaches and data collection methods to investigate aspects of pedagogy in clinical practice.

**Research Methods**  
*(Core Module for MA)*

The aim of this module is to gain knowledge and understanding of the research methodologies and methods used to investigate clinical pedagogy in higher education.

**Learning outcomes**

Participants will:
- understand the nature and role of pedagogic research in clinical settings;
- understand the assumptions and philosophical positions that underpin different approaches to pedagogic research;
- critically examine the methodologies most commonly used in clinical pedagogic research;
- critically examine methods of data collection that can be used in clinical pedagogic research;
- develop the ability to identify and appropriately manage ethical issues related to clinical pedagogic research.

**Dissertation**  
*(Core Module for MA)*

The aim of this module is to undertake substantial research in a relevant aspect of clinical pedagogy and to develop critically links between the research data and appropriate theoretical models and frameworks.

**Learning outcome**

Participants will:
- develop competence in designing, evaluating, critically reflecting and completing substantial and systematic enquiry into a specific area of clinical pedagogy.

**Academic Writing**

In addition, for participants new to writing in higher education or participants unfamiliar with the online portfolio software PebblePad, optional sessions on both academic writing and using PebblePad are also available during the academic year. The dates for these sessions will be circulated after registration on the programme.

Participants will not normally be permitted to commence a module if they have more than two assignments for other modules awaiting completion.
MPhil/PhD in Higher Education

The Institute offers a research programme for MPhil and PhD degrees. The Institute staff’s research activity explores a broad spectrum of national and international higher education issues. These include: learning; assessment and quality; e-learning; leadership; academic development; and issues stemming from teaching and learning within academic disciplines.

If you are intending to study for a research degree, you should either identify the theme, or specify the specialist field associated with a particular member of academic staff.

Participants will be allocated supervisors who will work with them through their studies, and there are regular seminars linked to each of our research areas, as well as a programme of Institute seminars.

The minimum entry requirement is a 2:1 first degree in an appropriate academic discipline. It is expected that study for an MPhil would take two years full-time or three to four years part-time. A PhD would take three years full-time and four to six years part-time.

In the first instance, please make contact for an informal discussion with Dr Gabriel Reedy at gabriel.reedy@kcl.ac.uk, or telephone 020 7848 3692.

Staff research interests
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 enquiry at King’s, our academics work closely with colleagues across the College on research. The Institute’s recent research output represents the following areas:

• Developing academic expertise across disciplines and fields;
• Teaching as part of an academic career;
• 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.

For further information about the MPhil or PhD in Higher Education and how to apply, please visit: http://www.kcl.ac.uk/learningteaching/kli/pc/prog/phdhe
For general graduate research degrees at King’s please visit: http://www.kcl.ac.uk/graduate/
Graduate Certificate in Academic Practice (GCAP) overview

**Stage 1: Introduction to Learning and Teaching in Higher Education**

| Two-day active participation (Options) | 1. Small Group Teaching  
2. Introduction to e-Learning and e-Tutoring  
3. Preparing to Teach  
4. Presentation Skills  
5. Large Group Teaching  
6. Demonstrating  
7. Evaluating Practice  
8. Setting Questions and Marking |
|--------------------------------------|--------------------------------------------------|
| Two core courses                     | 1. Discipline-Based Teaching  
2. Specific Issues in Teaching and Learning |

Stage 2: GCAP

| Five core courses | 1. Teaching and Learning in the Context of Higher Education  
2. Student Learning in Higher Education  
3. Student Support  
4. Assessment and Providing Feedback  
5. Research in Teaching and Learning |
|-------------------|--------------------------------------------------|
| One assessment    | • Critical reflective portfolio  
• Three observations of teaching (two undertaken by the participant’s department, and one by the King's Learning Institute) |

Graduate statement of teaching

‘All students must be provided with appropriate training before commencing any teaching.’

Core code of practice for postgraduate research degrees, King’s College London.

**Stage 1**

**Introduction to Learning and Teaching in Higher Education**

Stage 1 is designed for teaching assistants, post doctoral staff and other staff who support student learning across the College, for example technicians, librarians etc. to develop their knowledge base and gain confidence as teachers. The two day active participation conference is comprised of a range of seminars applicable to practice. Participants receive individual support and guidance to fulfil their roles.

The two-day Introduction is delivered on 4 occasions each year to enable participants to attend prior to engagement with teaching and learning related activities.

**Stage 2**

**Graduate Certificate in Academic Practice**

Stage 2 is designed for those participants who have completed Stage 1, and who wish to develop a more theoretical understanding of learning and teaching within higher education. Participants attend five taught courses, have their teaching observed on three occasions, twice by their Department and once by King’s Learning Institute, and complete a critical reflective portfolio. Successful completion of the programme leads to the award of the Graduate Certificate in Academic Practice. This certificate programme is at level six of the National Qualifications Framework (60 credits of an undergraduate Honours Degree). Successful participants are eligible to join the Higher Education Academy attaining associate membership of the Higher Education Academy.

For further information about the *Introduction to Teaching and Learning in Higher Education* please contact Naheeda Niazi in the first instance at naheeda.niazi@kcl.ac.uk, telephone 020 7848 3878.

An application form for the programme is located on Page 31 or can be downloaded from King’s Learning Institute’s website [www.kcl.ac.uk/learningteaching/kli](http://www.kcl.ac.uk/learningteaching/kli).
Introduction to Learning and Teaching in Higher Education

The Introduction is a two day event. Each day is comprised of a compulsory session and two optional sessions, selected from a choice of four.

Day One

Introduction
This session aims to set out an overview of the programme. All participants attend the introduction.

Discipline-Based Teaching
(Core Session)
This core seminar will provide participants with the opportunity to focus on particular learning and teaching issues relevant within their own and related disciplines. Participants will have the opportunity to utilise their own experience and discuss issues that are brought by colleagues with staff who have experience of learning and teaching in the discipline.

Learning outcomes
Participants will:
- understand and articulate problems of teaching within their discipline;
- develop mechanisms to overcome problems related to teaching within their discipline.

Preparing to Teach
(Option 1)
Where do I start? How do I plan the session I am teaching? What shall I cover? These are just a few of the questions that you may have. This seminar seeks to assist you in answering these and others. Drawing on personal experiences the aim is for participants to develop basic teaching knowledge in order to raise a critical awareness of the teaching and learning process.

Learning outcomes
Participants will:
- design and critically evaluate appropriate teaching aims and objectives for sessions they teach;
- formulate a structure and sequence of a module/short course and explain the rationale behind it.

Introduction to e-Learning and e-Tutoring
(Option 2)
This seminar has been designed in response to the emergence of e-learning as a powerful mode of learning. The session aims to assist participants to gain an understanding of e-tutoring by raising a critical awareness of the pedagogical implications of teaching via virtual learning environments and considers the learning opportunities that are afforded to students. Participants will be introduced to theoretical issues and practical perspectives of the pedagogy of e-learning.

Learning outcomes
Participants will:
- develop a critical understanding of the concept of e-learning and how it can be used in teaching sessions;
- examine the role of an e-tutor and apply it within a disciplinary context and identify appropriate strategies for e-tutoring;
- plan a teaching session effectively by evaluating critically and incorporating e-learning resources and use these to inform modifications to practice.

Timetable 2010/11

| Stream 1 | 19-20 October 2010 | 09.00-17.00 |
| Stream 2 | 01-02 February 2011 | 09.00-17.00 |
| Stream 3 | 01-02 March 2011 | 09.00-17.00 |
| Stream 4 | 07-08 June 2011 | 09.00-17.00 |
Small Group Teaching (Option 3)

This seminar is designed for those who have, or anticipate that they will, run small group teaching sessions. Participants will be encouraged to consider their own personal experiences of attending or running similar sessions. The opportunities and difficulties of small group teaching will be debated to enable participants to form practical strategies to enhance the learning of their students.

Learning outcomes
Participants will:
• demonstrate the ability to lead a small group session which meets the intended learning outcomes;
• appreciate the range of delivery techniques available and be able to adapt practice accordingly;
• recognise the role of the tutor in small group teaching and reflect on their experiences.

Presentation Skills (Option 4)

This is a more practically-orientated session. Participants will be introduced to issues to consider when presenting material to students. There will be an opportunity to consider ways in which this differs to research-based presentations. Participants will have the opportunity to discuss and familiarise themselves with a range of learning technologies and resources. The opportunities and difficulties of presenting information will be introduced.

Learning outcomes
Participants will:
• demonstrate an ability to give a presentation to a group of students, appropriate to the context in which they work;
• demonstrate an understanding that the style of presentation is related to the core values of learning and teaching in higher education;
• demonstrate an awareness of a range of learning technologies and how they relate to practice.
Day Two

Specific Issues in Teaching and Learning (Core Session)
This core session provides participants with the opportunity to discuss their individual roles as teaching practitioners. Discussion will focus upon developing responses to individual issues raised to enable all present to plan responses in order to fulfil their teaching role to the best of their ability.

Learning outcomes
Participants will:
• justify their teaching practice and be able to relate it to the needs of their discipline;
• modify their practice to accommodate the needs of learners within their discipline.

Large Group Teaching (Option 5)
This seminar offers participants the opportunity to consider a range of techniques that they may apply to their teaching when presented with a large group of learners. Participants will be encouraged to consider their own personal learning experiences and to discuss these against a series of issues related to difficulties and opportunities presented.

Learning outcomes
Participants will:
• demonstrate the ability to teach large groups which meet the learning outcomes of the session;
• have an appreciation of the range of techniques available and be able to adapt practice accordingly;
• recognise the role of the tutor in large group teaching and reflect on their experiences.

Demonstrating (Option 6)
This seminar is designed for those who are involved with demonstrating, particularly in a laboratory or practical class. Participants will be introduced to a range of techniques that may apply to their teaching. Through small group discussion and problem-based scenarios participants are encouraged to reflect upon their experiences of either presenting or attending demonstrations.

Learning outcomes
Participants will:
• provide demonstrations which meet the learning outcomes of the session;
• appreciate a range of techniques available and be able to adapt practice accordingly;
• understand their role and reflect on their experiences.

Evaluating Practice (Option 7)
This seminar considers the methods participants can use to examine what they are doing in the learning environment. Participants will begin to develop understanding of how to identify areas of practice that may need modification and those that appear to have been effective. The notion of the ‘reflective practitioner’ will be introduced and discussion will enable participants to use their own experience and relate these to a range of methods which can be used to monitor and evaluate teaching.

Learning outcomes
Participants will:
• understand the monitoring and evaluation process of higher education teaching;
• understand what is understood by the notion of being a reflective practitioner and the process of reflection in action and reflection on action;
• facilitate a reflective approach to their teaching, thus being able to evaluate their own teaching, identify areas for change and, on completion of the programme, be able to modify practice in light of this evaluation.

Setting Questions and Marking (Option 8)
This session examines how to set questions and then how to mark and provide effective responses to enhance student learning. Participants will have the opportunity to test their knowledge and understanding of how to develop appropriate questions within higher education through considering what students are being asked to demonstrate. The provision of feedback will be discussed to enable participants to consider how to provide measured and constructive comments. The seminar will highlight issues of consistency and fairness.

Learning outcomes
Participants will:
• critically evaluate the appropriateness and usefulness of questions set to measure learning in their discipline area;
• develop a rationale for setting and marking questions.

In addition to the options all participants registered on the GCAP are required to attend two core sessions.

For further information about the Introduction to Teaching and Learning in Higher Education please contact Naheeda Niazi in the first instance at naheeda.niazi@kcl.ac.uk, telephone 020 7848 3878.
An application form for the programme is located on Page 31 or can be downloaded from King’s Learning Institute’s website www.kcl.ac.uk/learningteaching/kli
Graduate Certificate in Academic Practice

Participants who have completed Stage 1 of the GCAP and wish to proceed to Stage 2 need to register their interest with the Programme Leader, Deesha Chadha. Her contact details are deesha.chadha@kcl.ac.uk, telephone 020 7848 3149.

Course 1
Teaching and Learning in the Context of Higher Education

By exploring the context of teaching and learning within higher education participants will be provided with the opportunity to gain insight into the role that they are undertaking. The session will provide up to date information and enable participants to debate their role and gain a greater personal appreciation of their values and the impact that their contribution can make to the learning environment.

Learning outcomes
Participants will:
• develop an understanding of the context, background and future direction of higher education;
• develop an awareness of the potential issues within higher education, for example related to widening participation, diversity and quality assurance, and be able to debate the impact these may have on their teaching.

Course 2
Student Learning in Higher Education

An appreciation of how students learn is fundamental to developing effective teaching. This seminar seeks to engage participants in using their own experience of learning to reflect on the process they go through and compare this with other participants. Developing an appreciation of a range of learning styles will then allow participants to consider how appropriate their teaching style is.

Learning outcomes
Participants will:
• compare generic classifications of learning styles and strategies;
• plan teaching sessions related to their discipline which take account of different learning styles and strategies and explain and analyse the appropriateness of the teaching strategies used.

Course 3
Student Support

This seminar aims to raise awareness of the role of the teacher within the learning environment and considers the pivotal role this can have in supporting student learning. By examining wider perspectives of the learning environment the session will consider the different roles that the participant may play in the progression and retention of student learning.

Learning outcomes
Participants will:
• develop strategies that motivate students to learn and enable them to understand course material;
• discuss the processes of mentoring, coaching, and personal tutoring.

Stream 1 10 November 2010 13.30-16.30
Stream 2 22 February 2011 13.30-16.30
Stream 3 23 March 2011 13.30-16.30

Stream 1 17 November 2010 13.30-16.30
Stream 2 08 March 2011 13.30-16.30
Stream 3 30 March 2011 13.30-16.30

Stream 1 24 November 2010 13.30-16.30
Stream 2 15 March 2011 13.30-16.30
Stream 3 06 April 2011 13.30-16.30
Course 4
Assessment and Providing Feedback
This seminar considers the role of assessment in higher education. Participants will be asked to utilise their own experience of the assessment process to consider the impact it has on student learning and the teaching process. Effective methods of feedback will be examined to facilitate student learning.

Learning outcomes
Participants will:
• examine the appropriateness and effectiveness of current assessment criteria;
• understand the key concepts of assessing work in higher education;
• develop an understanding of the issues related to providing measured and appropriate feedback.

Course 5
Research in Teaching & Learning
This seminar aims to provide participants with the opportunity to use their own teaching to develop a greater understanding of the complex processes involved. By raising awareness of a number of these processes participants will be encouraged to explore issues related to conducting research into teaching and learning.

Learning outcomes
Participants will:
• critically examine different writing styles and techniques within educational literature;
• integrate research from their own discipline area with those of teaching and learning.

Optional courses
Developing a Critical Reflective Portfolio
This optional course explores the development of a critical reflective portfolio. The session examines notions of reflection and provides some practical examples to assist in developing an understanding of the principles of compiling a reflective critical portfolio.

Learning outcomes
Participants will:
• develop a positive view of a portfolio;
• develop the ability to identify appropriate experiences and/or issues for reflection;
• develop an understanding of how to use the portfolio to appraise and evaluate practice.

Microteaching
Participants are invited to attend one microteaching session as part of the GCAP programme. This session, which will count as a teaching observation, is designed to enable participants to provide a short teaching session to a small group of peers. Feedback will be provided by the group which will include a member of King’s Learning Institute who will provide a full written teaching observation report.

For further information about the Graduate Certificate in Academic Practice and how to apply, please contact Deesha Chadha at deesha.chadha@kcl.ac.uk or telephone 020 7848 3149.
Application form 2010-11

Postgraduate Certificate in Academic Practice

King’s Learning Institute

Applicant’s information – full details required

1. Personal Details

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I confirm that I have sufficient teaching responsibilities at higher education level or equivalent to complete the required teaching observations during registration on the programme.

I would like to register to attend the Two-day Introduction to Enhancing Academic Practice on:

Autumn streams
6 – 7 October 2010

Spring streams
18-19 January 2011

I would like to register to attend the following stream for courses 1-7:

Autumn 2010
Stream 1
Monday afternoons
14.00-16.00 hours (dates as published)

Stream 2
Tuesday afternoons
14.00-16.00 hours (dates as published)

Spring 2011
Stream 3
Wednesday afternoons
14.00-16.00 (dates as published)

Stream 4
Thursday afternoons
14.00-16.00 (dates as published)

Signature _____________________________ Date _____________________________

The completed form should be forwarded to: Ruth Frost, King’s Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email. Please note that reminders will not be sent although alterations to the published timetable will be notified by email.
Application form 2010-11
Postgraduate Diploma and Masters in Academic Practice
King’s Learning Institute

Applicant's information – full details required

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Where would you like any between-session material sent to:

Home address □ Work address □

I would like to register for:

Postgraduate Diploma in Academic Practice □ Masters in Academic Practice □

NB: To register on the Diploma you need to have a Postgraduate Certificate in Academic Practice/Higher Education or equivalent qualifications/accredited experience. If you are unsure about your qualification for the programme please contact Sharon Markless at sharon.markless@kcl.ac.uk

Signature ____________________________ Date ____________________________

The completed form should be forwarded to: Ruth Frost, King’s Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email. Please note that reminders will not be sent although alterations to the published timetable will be notified by email.
Application form 2010-11
Graduate Certificate in Academic Practice:
Introduction to Learning & Teaching in
Higher Education
King’s Learning Institute

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I would like to register to attend the two-day Introduction to Learning & Teaching in Higher Education on:

**Autumn**
19-20 October 2010

**Spring**
01-02 February 2011
01-02 March 2011

**Summer**
07-08 June 2011

The **TWO options I am interested in attending on Day 1 are**
- Small group teaching
- Introduction to e-learning and e-tutoring
- Preparing to teach
- Presentation skills

The **TWO Options I am interested in attending on Day 2 are**
- Large group teaching
- Demonstrating
- Evaluating practice
- Setting questions and marking

Signature

Date

The completed form should be forwarded to: Naheeda Niazi, King’s Learning Institute, James Clerk Maxwell Building, Waterloo Campus, London SE1 8WA. Registration will be confirmed by email. Please note that reminders will not be sent although alterations to the published timetable will be notified by email.
About King’s Learning Institute

The Institute engages in high quality research, teaching and consultancy in all aspects of higher education academic practice, including student, school and organisational learning.

Our research focuses on ways of understanding and developing the capabilities of all learners in higher education and professional settings, on the social and cultural context for learning and on the leadership of learning and teaching.

Our accredited programmes, highly research-informed, are based around the integration of theory and individual practice, challenging participants to explore the complex relationships between teaching, learning and higher education research.

Our development activities offer consultancy, short courses and other options tailored for specific needs. Institute members have a range of backgrounds in the sciences, social sciences and humanities as researchers and teachers.

For further information, please visit our website www.kcl.ac.uk/learningteaching/kli