

Academic and Professional Pathway for Teaching Excellence

Handbook 2022-23

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APP TE programme Moodle site:

<https://moodle.warwick.ac.uk/course/view.php?id=51476>

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Introduction

Welcome to the Academic and Professional Pathway for Teaching Excellence (APP TE). We hope that you will enjoy being part of the programme, and that you will appreciate the opportunities that it offers to reflect upon, enquire into and enhance your teaching practice.

The programme considers key educational theories and draws upon the evidence-base provided by recent scholarship and educational research in the field of higher education learning and teaching to create an understanding of what teaching excellence looks like within your discipline. There are also opportunities to work collaboratively and to share practice and experience with your colleagues, both face to face and online, benefiting from their insight and expertise within a community of practice.

Critical reflection on your teaching practice is the core of the programme and forms the basis for all the work you will do to document that you meet the requirement for Fellowship of the Higher Education Academy. The handbook outlines those requirements and begins to introduce the UK Professional Standards Framework (UKPSF) against which Fellowship is benchmarked. As you read you will see that the relationship between the aims, learning outcomes, programme content, and assessment are all mapped to the UKPSF throughout the handbook.

Once more, welcome to the programme, and we look forward to working with you.

Jennie and Pete

APTE Leads

About the programme

Overview

APP TE is a part time, practice-based programme, and successful completion awards Fellowship of the Higher Education Academy.

Who is it for?

This programme has been primarily designed for academic staff who have recently joined the University of Warwick on teaching-research contracts and who are required to gain a higher education teaching qualification to meet the conditions of their probation. Staff who are undertaking the programme as part of their probationary requirement must begin APTE within eight months of their appointment.¹ Probationers who already hold Fellowship of the HEA are eligible to apply for partial exemption should they wish to do so. New members of staff who have been teaching for more than three years full-time equivalent, who can evidence engagement with a range of professional development activities related to teaching in HE and/or have completed an equivalent qualification and can evidence that they already meet the programme learning outcomes may also be eligible to apply for partial exemption. For more details on this please see page 26.

We are also pleased to welcome teaching-focused colleagues to the programme.

More experienced and established academic staff already teaching at Warwick are not able to register on the APP TE programme but are instead encouraged to pursue the Pathway for Experienced Staff (APP EXP) to gain HEA Fellowship. Those with an interest in teaching with technology may also be interested in pursuing the Postgraduate Award in Technology Enhanced Learning.

Colleagues in research-focused roles are not automatically eligible to join the programme.

Accreditation

The *Academic and Professional Practice for Teaching Excellence* programme is accredited by Advance HE, and successful completion of the programme leads to the award of Fellowship of the Higher Education Academy (FHEA). It is mapped against Descriptor Two of the UK Professional Standards Framework (UKPSF), and HEA Fellowship is typically seen as equating to a teaching qualification for experienced staff working within higher education. For more information, please visit the Advance HE website at <https://www.advance-he.ac.uk/fellowship>.

Introducing the UKPSF

The UK Professional Standards Framework (UKPSF) is a nationally recognised framework for benchmarking success within HE teaching and learning support. Developed by the Higher Education Academy (HEA) (now part of Advance HE) on behalf of the UK higher education sector, Guild HE and Universities UK the revised framework was launched in 2011. It is comprised of a set of descriptors which outline four categories of teaching and learning support in relation to the Dimensions of Professional Practice which fall into three categories:

- areas of activity undertaken by teachers and support staff;
- core knowledge needed to carry out those activities at the appropriate level;
- professional values that individuals performing these activities should exemplify.

¹ If you are unable to begin the programme within eight months of your appointment or if you will not be teaching during the first year of your appointment, please contact us as soon as possible via email at appte@warwick.ac.uk.

Advance HE accredits continuing professional development (CPD) programmes both within the UK and internationally, providing external and independent confirmation that professional development is aligned to the UKPSF. Participants on accredited programmes such as the APP TE programme are professionally recognised through the Fellowship Scheme.

About Descriptor 2

Descriptor 2 evidences a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

- I. successful engagement across all five Areas of Activity;
- II. appropriate knowledge and understanding across all aspects of Core Knowledge;
- III. a commitment to all the Professional Values;
- IV. successful engagement in appropriate teaching practices related to the Areas of Activity;
- V. successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice;
- VI. successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

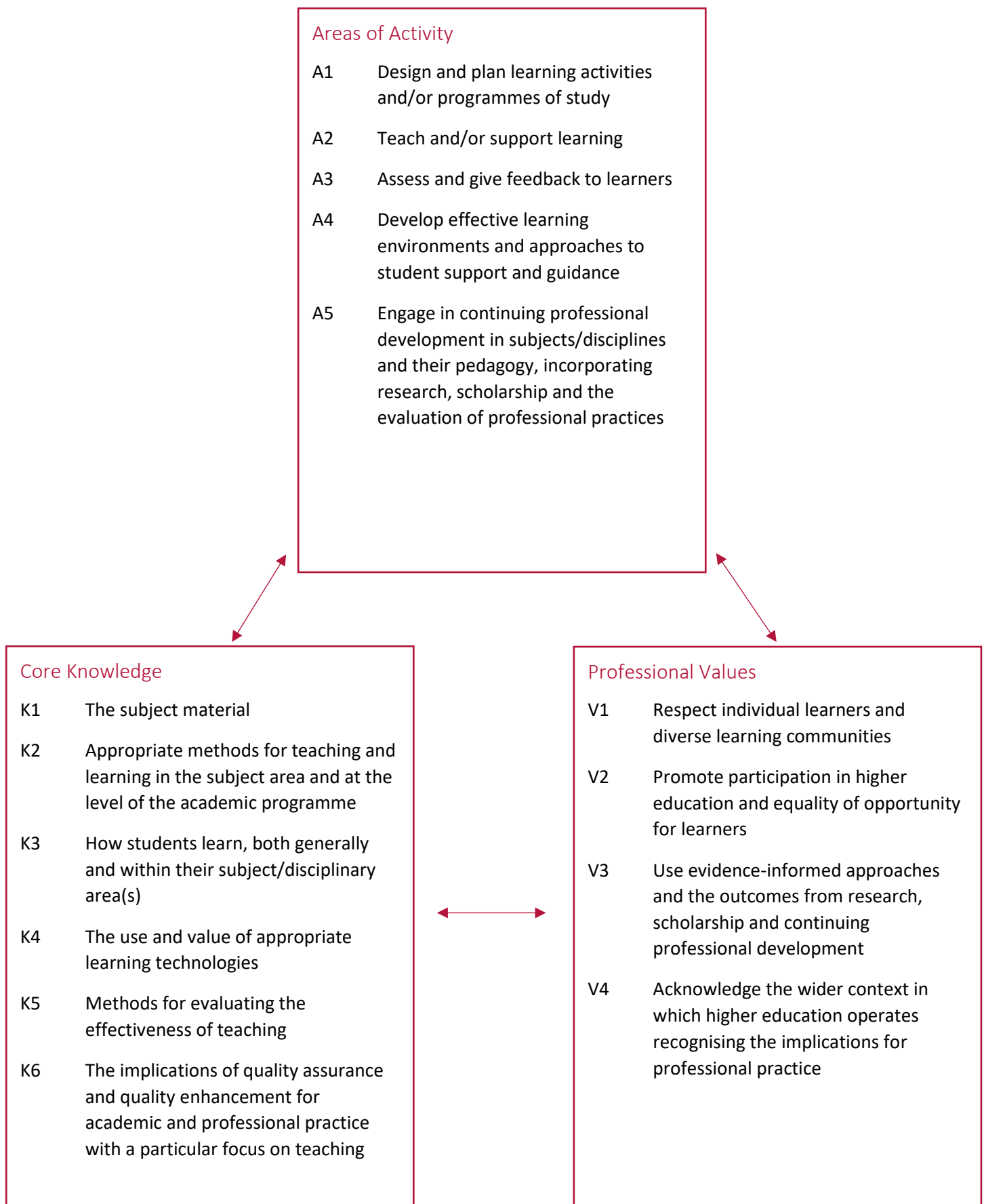
Good standing

It is implicit within the UKPSF, and is required by Advance HE, that all Fellows remain in good standing. It's the responsibility of individuals to ensure they remain in good standing and continue to work in line with their relevant Fellow descriptor standard (as outlined in the Framework) and the Fellowship of the [HEA Code of Practice](#).

Advance HE expects Fellows to be working towards their next award and be performing, or out-performing, their current Fellow descriptor standard. All Fellows should therefore be able to demonstrate compliance with (at least) their awarded level at any given time. Fellows should record their professional development activity to ensure that they remain in good standing. A sample of Fellows will be chosen each year to provide such evidence to Advance HE.

The Academic Development Centre at Warwick offers experiential routes to Senior (Descriptor 3) and Principal (Descriptor 4) Fellowship through the APP (EXP).

Dimensions of practice



Programme aims

The aims of the programme are to:

- enable participants to evidence successful practice against Descriptor Two of the UK Professional Standards Framework in order to gain Fellowship of the Higher Education Academy;
- provide a means for probationary academic staff to demonstrate their knowledge, skills, and development as competent and effective practitioners during their probationary period;
- inspire participants to become reflective practitioners by offering conceptual frameworks for critical reflection thus securing a commitment to continuing professional development and to remaining in good standing;
- communicate the importance of evidence-informed practice and of seeing teaching as enquiry, providing opportunities for participants to engage critically with appropriate pedagogic literature and the Scholarship of Teaching and Learning in order to enhance their teaching practice and the student learning experience;
- create opportunities for participants to benefit from peer support, evaluation and feedback in relation to their teaching practice;
- stimulate professional dialogue around learning and teaching, and to promote dissemination of good practice within and beyond departmental, disciplinary, and institutional contexts;
- work with participants to develop teaching that is fit-for-purpose relative to their context, to the needs and aspirations of their students, and to their goals as educators;
- sustain the growth of an institutional culture which values, supports and rewards teaching excellence, and which unites teaching and research in effective, creative, and innovative ways.

Programme learning outcomes

On successful completion of the programme participants will be able to:

Areas of Activity

- design and plan effective learning activities and/or programmes of study appropriate to students' level and discipline [A1];
- teach and support student learning at all levels in higher education, which may include doctoral supervision, with an appropriate level of critical reflection and analysis [A2];
- select and implement a range of assessment techniques (formative and summative) which are designed to enhance student learning and/or to offer valid and reliable appraisal of student achievement [A3];
- create effective feedback and maximise opportunities for feedback in order impact positively upon student learning [A3];
- design effective learning environments (physical and virtual) within and beyond the classroom [A4];
- identify good practice in student support and guidance within the role of the personal tutor. [A4];
- engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. [A5]

*Appropriate knowledge and understanding across all aspects core knowledge**

- demonstrate and document appropriate methods for teaching, learning and assessing in their own discipline relevant to the level of study within the context of a research-intensive university [K2];
- demonstrate critical understanding of key concepts and theories relating to how students learn both generally and within their own discipline and to apply those theories in order to create engaged student learning [K3];
- recognise the use and value of technology to support teaching and learning and be able to select and employ technology appropriately and effectively to achieve specific pedagogical aims [K4];
- review and evaluate the effectiveness of their practice using a range of self, peer and student monitoring and evaluation techniques [K5];
- articulate the impact of quality assurance and quality enhancement within higher education practice [K6].

Commitment to professional values

- show respect for individual learners and diverse learning communities [V1];
- evidence inclusive practice which promotes equality of opportunity for learners [V2];
- demonstrate a commitment to evidence-informed practice, incorporating outputs from research, scholarship, and your own continuing professional development in order to enhance your own practice and student learning [V3];
- demonstrate an awareness of how institutional, national, and other contexts impact upon their academic practice [V4].

* it is assumed that strong knowledge of the subject material was a condition of employment, and therefore Core Knowledge K1 is a requisite for entry and not developed directly by the APP programme.

How long does it take to complete the programme?

APP TE is a 12-month programme.

If at the point of registration the programme leaders do not believe that your current role offers sufficient opportunity to engage with all aspects of the UKPSF you will be asked to delay registration until such time that your teaching practice represents the range and breadth of experience required for Fellowship.

The early parts of the programme provide time and space to become familiar with the PSF and to reflect upon your practice and experience. If during these discussions with APTE peers, the programme leaders, and with your mentor you have concerns about evidencing the PSF we invite you to talk to the programme leaders, and we can explore this further. This might include pausing your registration and returning to APTE when you have gained further and more varied teaching experience. This will be addressed on a case-by-case basis.

If your circumstances change and you are unable to meet the practice requirements, e.g., research leave, parental leave, timetable changes, it is possible to pause your registration. How this is managed will depend upon your individual circumstances, but as this is a practice-based programme it would be usual for you to leave that programme and resume from that point at a later date when you returned to practice.

For further guidance please email us at appte@warwick.ac.uk.

How the programme is delivered

APPTE is a blended programme, integrating asynchronous online material delivered via the Academic and Professional Pathway for Teaching Excellence Moodle site with three face-to-face workshops.

Face-to-Face sessions

Workshop 1: held at the beginning of the programme (typically week 0 of each term) this workshop introduces the programme and the online material for months one-three.

Two day-long workshops are held on consecutive days in month three (typically week 11 of each term).²

Workshop 2: focuses on research at Warwick, research supervision, and personal tutoring has follows a flipped format. Participants are therefore required to engage with online learning in advance of the session.

Workshop 3: consolidates the material in Part 1 of the programme and introduces some of the key concepts explored in Part 2.

Online study units

The online materials should be seen as a starting point for your own explorations and enquiry. They have been designed to offer some flexibility as to when and how you study. To help you keep pace with the programme materials have been divided into study units and a new unit will be released each month. The one exception to this is the material on Learning Design and Assessment, which forms a two-month block (months 4 and 5). Each unit outlines the topic, introducing key ideas, theories, some of the research literature, and examples of practice. Most importantly we ask you to think about how the materials are relevant to your own context, and how they relate to your own experiences and practices. You will find prompts to reflect, questions to consider and debate, and group activities to support this process.

All activities and materials are designed to support help you achieve Fellowship of the HEA. Of course, each participant will bring different experiences, different contexts, and different aspirations to their work. For this reason, specific aspects of the programme will resonate in different ways for different people. Although we want you to engage seriously with all the online materials, we anticipate that some elements of the programme will be more relevant than others. We encourage you to focus your attention on the aspects which carry most meaning for your current and future practice.

Given the number of moving parts in HE teaching and learning it is not possible for a 12-month programme to provide sufficient depth for each element of teaching, especially given the radically different contexts and disciplines within which we teach.

You will therefore need to undertake independent reading, research, and enquiry in order to understand, develop, and document your practice in order to meet the requirements for Fellowship.

Although each section draws upon educational research and literature, and we have included suggestions for further reading, this should not be considered to be an exhaustive list. We expect you to find and use educational research which is specifically related to your own teaching context.

² Participants who already hold HEA Fellowship are only required to attend workshop 2 and complete the associated online materials.

Reflective work

Throughout the online sections you will find prompts to reflect. These questions are designed to foster critical engagement with the material and to structure your reflective work. Making notes as you progress will make it easier to draw together your thoughts when you come to write the assessed pieces. We encourage you to discuss your reflections with your critical friend and/or your group – and we have included discussion prompts and group activities to support this.

Formative assessment on APP TE

At the end of each month, you will complete a piece of formative assessment. These are directly aligned with the outcomes you are required to demonstrate in order to pass the programme. The majority of formative tasks are 'trial runs' of the summatively assessed tasks. This gives you a chance to 'practice', to develop your understanding of the standards against which your work will be evaluated, and to gauge your progress.

Other formative tasks are designed to scaffold development of key skills or aspects of the UKPSF, e.g., critically reflective writing, mapping practice to the UKPSF, writing about professional values, integrating theories of learning.

Formative assessment provides valuable opportunities for feedback – not only on your written work to help you to gain Fellowship, but also on your teaching practice. We see them as an ongoing conversation about teaching and learning, and part of the framework for reflection which APTE provides.

We also encourage you to widen the conversation to include peers by discussing your work, sharing drafts, and seeking feedback. This is built into the formative assessment task in month 3 where you will undertake a peer dialogue/observation.

Critical Incident Questionnaire

At the end of each study unit will complete a Critical Incident Questionnaire (CIQ) which includes the following questions:

- At what point in this unit did you feel most engaged with what you were encountering?
- At what point in this unit did you feel most distanced from what you were encountering?
- What did you find most affirming or helpful (this could include contributions by other participants)?
- What did you find most puzzling or confusing?
- What has surprised you the most? (This could be something about your own reactions to the material, your reflections or discussion; or something that someone did or said or anything else that occurs to you.)

This serves two purposes.

1. It structures your reflections on the material and your experience as a learner, both of which you can draw upon to develop your own teaching practice.
2. It provides valuable feedback to us on how well the programme is working to meet our aims, and to meet your needs.

The survey is anonymous, so we do not know who has provided which feedback. Depending upon the nature of the feedback, it may be appropriate for us to respond to points raised via the cohort forum/Teams space or in catch-up sessions.

You must complete the CIQ for every unit in order to complete the programme.

Time

We offer the following as guidance. In reality the time you will need will depend upon your starting point – your prior experience as a teacher, whether you have previously studied on a similar programme, your disciplinary background, and the feedback that you receive on the programme. This is an average, and there may be months where you spend less time, and other months when you spend slightly more time working on APTE. Again, this will be shaped by your experience and your practice.

You should plan to spend an average of 8 hours each month studying the online materials, undertaking group activities, and completing the Critical Incident Survey. We estimate that the assessment tasks will take an additional 36 hours, and you will spend approximately 20 hours undertaking teaching observations/peer dialogue.

In addition to this you will need to spend time in independent study related to your individual teaching context.

Activity	Approximate time commitment
Workshops	16 hours
Online study units	96 hours (c. 8 hours per month)
Teaching observations/peer dialogue	20 hours
Assessment (formative & summative)	36 hours
Independent study	30 hours
<i>Monthly catch-ups (optional)</i>	<i>12 hours (1 hour per month)</i>
Total	210

Study units: month-by-month guide

Part 1: what are you aiming for?

Month 1: what is 'teaching excellence'?

Overview

The first month of the programme explores questions of quality in higher education. We consider the different dimensions of excellence in education, what does it mean for policy makers, for institutions, for educational researchers, for students, and for you as practitioners. We think about how excellence is measured, whether it is measurable, and how hierarchies of excellence shape the sector.

Intended learning outcomes

By the end of this section, you should be able to:

- identify what you consider 'excellent' teaching to be;
- analyse what "teaching excellence" and "excellent teaching" mean within the context of practice, governance, and policy [the As, V4, K6];
- problematise the relationship between "teaching excellence" and the character and priorities of "elite" institutions, and discuss what responsibilities come with elite status [V1, V2, V4];
- map the intersections between Warwick's Education Strategy and concepts of 'teaching excellence' [K6];
- discuss the relational, situated, and social nature of education and the implications for practice and evaluation of practice [K2, K5, K6].

Group activity

Group discussion: what makes teaching excellent?

Formative assessment

Reflective writing: what does excellent teaching look like, and how does this relate to the wider context? (300 words)

Month 2: the relationships between research and teaching

Overview

This unit focuses on the relationship between the two missions of higher education – research and teaching, how they come together at Warwick, and you will explore how your beliefs, work and identity as a researcher might inform your work as an educator and *vice versa*. We will think about students as researchers, particularly within the context of research supervision, and help you to identify your supervisory style (and what to do with it!). We will also spend some time thinking about the pastoral aspect of your role at Warwick, with some work on personal tutoring.

Intended learning outcomes

By the end of this section, you should be able to:

- articulate your conceptions of research and critically examine the factors which inform and are informed by this understanding [K1];
- outline how research and teaching intersect within your own practice, and situate this within the research-teaching nexus (Healey, 2005) [A1, A2, V3];
- identify the key skills, attributes, and habits of an effective personal tutor, and employ appropriate strategies in a range of personal tutoring scenarios, including deciding when to refer a tutee and knowing who to refer them to [A4];
- define key aspects of the role, responsibilities, styles, and practices in research supervision [A2];
- locate key information about research supervision at Warwick, including information on central and departmental procedures and support for you and for doctoral students [A2, A4];
- use frameworks of supervisory style to predict and/or evaluate your own approach to supervision and to plan further professional development [A2, A4, A5, V3];
- identify the university's research priorities and find appropriate support to further your own research activities.

Group activity

Group discussion activity: research supervision scenarios (Workshop 2).

Formative assessment

Reflective writing: What is the relationship between research and teaching in your own practice (you might choose to focus on supervision). You should try to integrate the scholarship and literature that you have encountered in the materials this month. (500 words)

If you are feeling adventurous, you might even venture into the library to see if you can find research literature based within your own discipline.

Month 3: teaching as enquiry

Overview

This unit introduces in more detail an approach to teaching as enquiry. We will think about how we evaluate teaching, what counts as evidence in evidence-informed practice, and offer some practical support on developing an evaluation strategy to help you achieve your teaching goals. We will also

guide you through a structured peer dialogue, to start the process of enquiry which you will pursue throughout the remaining 10 months of APPTE.

Intended learning outcomes

By the end of this section, you should be able to:

- define scholarly teaching and the Scholarship of Teaching and Learning (SoTL), and locate your own approach to SoTL within existing debates [V3];
- select and use an appropriate model for reflective practice;
- locate, evaluate, and employ an appropriate evidence-base in order to develop your own practice [A5, K5, V3];
- identify an area for enquiry within your own teaching practice and develop an appropriate strategy to systematically explore this [A5].

Group Activity

Group discussion: share your experience of reading educational research. What sort of research fits best with the methods and approaches of your home discipline? What counts as evidence for you? (Workshop 3)

Formative assessment

Peer dialogue.

Part 2: better by design

Months 4 and 5: design and assessment for learning

Overview

In this unit we think about learning design. What do we need to consider when we design activities, modules, programmes, and curricula? How do we design to ensure that students are learning the right things, in the right way, at the right time? How do we ensure that we are assessing student learning in the right way?

Intended learning outcomes

By the end of this section, you should be able to:

- identify the core elements and key questions to be addressed when designing effective learning [A1];
- discuss how *The UK Quality Code for Higher Education* and specifically the qualifications frameworks, credit frameworks and subject benchmark statements impact upon the design, delivery and review of programmes of study [A1, K6];
- write effective learning outcomes using Bloom's taxonomy [A1];
- design constructively aligned teaching activities, modules and curricula [A1];
- consider how students can participate in curriculum design [A1, A4];
- navigate the module approval process at the University of Warwick [K6];
- explain the importance of assessment to student learning [A3];
- distinguish between assessment of learning and assessment *for* learning, explaining the imperatives which influence these strategies, and identifying the factors which make them effective, including matters relating to academic integrity [A3, V3];
- debate how academic standards are created and maintained [A3];
- design effective assessment [A3].

Group activity

ABC Design Sprint – a whole cohort activity led by the programme leaders.

(This unit also has two asynchronous Padlet activities, and one peer feedback activity based on your own learning design – if you would like to meet informally with your group this month, we would suggest that you use this work as a springboard to discussion).

Formative assessment

Module approval form and design rationale.

Month 6: feedback for learning

Overview

In this unit we explore the functions of feedback, who feedback is for, what makes it good. Setting feedback within the wider context of teaching, learning, and learning design can increase its potential to impact positively upon learning and the learning experience. Thinking holistically about feedback also leads us to think more broadly about who gives feedback, including peer and self-evaluation.

Intended learning outcomes

By the end of this section, you should be able to:

- write clear and aligned assessment criteria and standards descriptors [A3];
- identify strategies to develop assessment literacy and students' evaluative judgment [A3];
- summarise the functions, principles and approaches to good feedback offered by the pedagogic literature and apply this learning to your own practice [A3, V3];
- recognise when assessment and feedback is not effective in changing student behaviour/promoting student learning, analyse why this may be, and devise strategies to redress this [A3, A5].

Group activity

Simulation: writing assessment criteria

Formative assessment

Feedback for Learning - submit an example of feedback you have provided to a student, along with a written rationale for your decisions.

*Part 3: Teaching in context**Month 7: engagement*

Overview

This unit thinks critically about student engagement: what do we mean by engagement, what does it mean in different teaching contexts, how can we design and implement learning that students want to be part of? We hone in on active learning, learning communities, virtual and physical.

Intended learning outcomes

By the end of this section, you should be able to:

- demonstrate critical understanding of the wide range of factors which influence a student's willingness to participate in teaching and learning activities (face-to-face and online) [A2, A4, K3, K4];
- differentiate between social, cognitive and teaching presence, and apply these concepts in designing learning activities and reflecting on/evaluating teaching and learning [K2, K3, K5, A1, A4];
- implement learner-centred pedagogies that are appropriate to your discipline and the circumstances under which you are likely to be teaching [A1, A2, K2, K3].

Group activity

Group discussion: How do you create engaged student learning? How does technology help and/or hinder student engagement?

Formative assessment

TEL Partner Activity - review a TEL tool, and partner up with another participant to provide feedback on each other's reviews

Month 8: autonomy

Overview

This month, our focus is on autonomy, and aspects of learning and teaching practice which are particularly relevant to learner autonomy: critical thinking, academic integrity, inquiry-based learning, and structured independent learning.

Intended learning outcomes

By the end of this section, you should be able to:

- analyse the value and function of student reading within your discipline and within your teaching [A1, A2, K2];
- create learning activities and adopt teaching approaches which enable all students to learn independently [A1, A2, A4, K2, K3, V1, V2];
- support students to become autonomous, critically engaged learners [A4];
- value and cultivate critical thinking in yourself, peers and students recognising its significance as both an orientation and a desired outcome for higher education [V1, V2, K5, A1, A2, A4].

Group activity

Group discussion: Do they do the reading? How do you structure independent study time to promote critical engagement? Is your approach inclusive?

Formative assessment

Teaching for Learning - reflective writing about your teaching, with a focus on your use of literature to support and enhance your views.

Month 9: collaboration

Overview

In this unit we shift focus from the individual to the collective experience of learning. We look at the learning together – peer learning and students working with us as partners in their educational

experience. We also explore the significance of dialogue in higher education (and how to make it happen).

Intended learning outcomes:

By the end of this section, you should be able to:

- develop and implement pedagogical strategies to facilitate peer learning which is effective in meeting your aims [A1, A2, A4, A5, V3];
- discuss the role of collaborative and co-operative learning within higher education, and its relevance to your own teaching context [K2, A5, V3, V4];
- outline the arguments for student partnership and co-creation methodologies, their implications for design and practice, addressing potential challenges and limitations [A1, A2, A4, K3, V1, V2];
- create productive, supportive and inclusive learning environments which promote dialogue, participation, and understanding [A1, A2, A4, V1, V2].

Group activity

Group discussion: at the end of this section we want you to synthesise everything that you have read and discussed to date.

In part 1 we asked you to consider what good (or excellent) looks like for you, your goals and aspirations as an educator, and how you might know if you attain it. We continued this work in Part 2 when you articulated your aims and outcomes for a specific module. In Part 3 we explored different aspects of practice which might enable you and your students to achieve these, and how you might enhance and develop practice.

So, your discussion is, what are your goals, how does your practice enable you to meet them, and how are you going to evaluate your work.

This should be the most granular and detailed discussion of your practice that you have to date.

Formative assessment

Reviewing and evaluating your practice: write three questions that you can use to evaluate your practice, and explain why these will help you understand your teaching the student learning experience.

Part 4: what lies beneath?

Month 10: inclusivity and professional values

Overview

This unit is about what matters and why. We ask you to spend this month mainly thinking and talking about what matters in teaching, in education, in the relationship between what you do and wider society; and writing about how those ideas are, or might, influence your decision-making in the classroom. We hope that giving you this space to think and talk to your peers will enable you to engage in a more meaningful way with your values.

Intended learning outcomes

By the end of this section, you should be able to:

- articulate the meaning and significance of values-driven practice – within the UKPSF and within your own ethical framework [V1, V2, V4];

- identify the values which you would want to underlie your teaching practice, and pick out ways in which they are/could be realised in your practice [V1, V2];
- create inclusive education which attends to the social, cultural, moral, and ethical significances of higher education pedagogy and practice [V1, V2, V3, V4];
- use institutional and national data on recruitment and differential attainment to situate your practice in response to a broader agenda for social justice [V4];
- Draw upon critical pedagogies to effect positive change [V1, V2, V4].

Group activity

Group discussion: What is the context of race, racism, sexism, ableism, heteronormativity, and culture in the university and in society? How do you know?

What systemic and organisational barriers and structures shape people's experiences, both in the university and in society? How do you know?

In what ways am I upholding, and in what ways am I dismantling, these structures? How do you know?

Formative assessment

Reflective writing with a focus on what you care about in teaching and education.

Month 11: theories of learning

Overview

This unit will help you to identify the thoughts and commitments that play out in your teaching, think about the underlying structures of your work, find them reflected and amplified in the wider academic community, and locate your own views and actions in the history of ideas about education and learning.

Which is to say: this month, we're thinking about theories.

Intended learning outcomes

By the end of this section, you should be able to:

- articulate your personal theory of learning and situate it in relation to the major educational paradigms [K3, V3];
- using examples from your own work show how your practice is shaped by your understanding of how students learn, both generally and within your disciplinary context [K2, K3, V3].

Group activity

Group discussion: how do you think that learning happens, and does your teaching reflect this?

Formative assessment

Retrospective - revisit one of your earlier formative assessments and enhance it in light of what you have learned in this section.

Month 12: writing up and submission

Overview

There is no new content this month. This final unit offers a series of activities designed to help you to ensure that your portfolio is complete and addresses all of the programme ILOs.

Intended learning outcomes

By the end of this section, you should be able to:

- write critically and reflectively [A5, V3];
- accurately map your critical reflections across all dimensions of the UK Professional Standards Framework;
- integrate relevant pedagogic research in your writing sufficient to demonstrate an integrated approach to academic practice [V3];
- evidence success in your teaching practice convincingly;
- evaluate your work (and the work of peers) against programme assessment criteria demonstrating understanding of threshold standards against which work is assessed.

Group activity

There is no formal group activity this month, we do encourage you to share work, provide feedback to your peers, and support each other as you finalise your submission.

Summative assessment

It's the big one!

Support

The programme team

You can seek support, advice and guidance from members of the programme team at any point during your studies – about your teaching practice, the programme, or Fellowship. You can contact us via the Moodle forums, via the shared Teams space, or individually via Teams chat. Your question and our response are likely to benefit other participants, so we would encourage you to use the forums/Teams where appropriate. You can also email us at appte@warwick.ac.uk.

Your group

We will assign you to a group, and you will work with your group throughout the whole year to collaborate, support each other, and share practice as you work through the programme. Dialogue is an important aspect of reflection, you are encouraged to discuss the programme materials, your practice and your concepts of and ideas about teaching.

We provide prompts for discussion within the materials, but feel free to set your own agenda, and explore aspects of the materials and practice which resonate with you most strongly.

Pete and I are happy to join your group discussions if invited, and if you set up a Team for your group you might want to invite us to join. We won't intrude upon your discussions unless invited to do so, so if you have questions, or want us to pop by please tag us in the post.

We strongly recommend that you agree how you are going to work together at the outset, and we will provide some guidance in Welcome week to help you do this.

Your critical friend

You should identify a critical friend, who will undertake peer observation on your practice, and who will peer assess the summative assessment activity for the Technology for Enhanced Learning section of the programme.

Your mentor

You will also have the support of a mentor from your home department throughout the programme. Your mentor will usually be based in the same academic unit as you but will not normally be your

line manager. The mentor should have more teaching experience than you (we suggest at least two years' experience or full-time equivalent), will have strong knowledge and understanding of the UKPSF, and will ideally hold Fellowship, Senior Fellowship, or Principal Fellowship of the Higher Education Academy. They will also need to have completed the online mentor training programme.

In the context of the programme mentoring serves two specific purposes. Firstly, your mentor should act as a "critical friend", that is, someone who helps you through the process of thinking about what you are learning. Secondly, as your mentor is a "disciplinary colleague" you can talk about how learning and teaching happens in your academic field.

Mentors are not required to formally assess your work, but it is hoped that they would provide informal, formative feedback on drafts of the assignments as part of the "critical friend" role.

Your mentor will undertake one of your teaching observations.

There are no formal requirements regarding the number of mentor meetings that you should have. You and your mentor are free to negotiate how and when you work together. We do however recommend that you see your mentor regularly and suggest some or all of the following would be suitable activities:

- discuss learning and teaching issues, specifically in relation to your subject area;
- ask to watch your mentor teach and then discuss it afterwards;
- ask your mentor to comment on teaching plans, coursework/exam questions or other assessments you are writing;
- discuss your plans for your assignments (e.g. which examples of your practice to use).

Further details of what is expected of APP TE mentors and suggested activities for mentor meetings can be found on the APP mentor webpages:

http://www2.warwick.ac.uk/services/ldc/teaching_learning/app/mentor.

Teaching observations

A core developmental aspect within the programme is an opportunity to gather feedback on your teaching practice – from your departmental mentor, from a programme tutor and from a peer. Each observation should observe a different teaching session so three different teaching sessions will be observed over the 12 months of the APP TE programme.

You will also have the opportunity to assume the role of observer and can observe your peer partner's teaching practice as part of the peer dialogue process, offering feedback and support.

This offers new perspectives on your own practice and the pedagogies extant within your discipline and can be a stimulating and powerful aid to reflection.

In order to meet the requirements for Fellowship your practice must be authenticated. Rather than asking you to supply references this function is fulfilled by the teaching observation undertaken by the programme tutor. If it is felt that there is additional work to be done in order to demonstrate that have successfully engaged across the Dimensions of Practice you may be asked to undertake additional observations.

For more details on the process and guidance on how to maximise the benefits of teaching observations please see [About teaching observations on APTE](#) and [About peer dialogue on APTE](#).

Assessment guide

Summative assessment

The APP TE programme is assessed on the tasks below. All pieces of writing will need to demonstrate evidence-informed practice, and you should refer to relevant scholarly literature, draw upon materials you have engaged with during the programme and in your own independent study. You should reference your sources; it doesn't matter which citation style you use as long as you are consistent.

Referencing the UKPSF

To meet the requirements for Fellowship it is essential that assessed work overall demonstrates that your practice evidences *all* dimensions of the UK Professional Standards Framework with the exception of K1 'The subject material', as your expertise in your discipline is assumed. Some of the assessments are very clearly linked to particular dimensions, e.g., Design for learning maps to A1 'Design and plan learning activities and/or programmes of study', Feedback for Learning directly relates to A3 'Assess and give feedback to learners', Technology enhanced learning covers K4 'The use and value of appropriate learning technologies'. You will need to ensure that you incorporate discussion and evidence of all the dimensions, it doesn't matter which section these appear in, and they only need to be evidenced once, so choose the best example you can for each dimension. It is recommended that you map your practice to specific dimensions within the text, e.g. "I use online discussion forums to nurture a community of practice, enabling students to conceptualise and develop their own identities as historians as they develop pedagogic expertise (Lave and Wenger 1991) [K3]." Descriptor references should be specific and discerning, don't simply add a string of them to the end of a paragraph. Finally, take care to evidence the Professional Values – as these are most frequently omitted.

Design for learning

1. Create and upload a module outline using the official module approval form. The module can be imagined or real but should relate to your own discipline. (Module approval document not included in the word count.)
2. Offer a rationale for your design which explains the key decisions you have made in order to constructively align your teaching and the factors which have influenced your choices. Half of this account (i.e. 500 words) must explicitly address the rationale and pedagogical principles underpinning the assessment strategy within this module. [A1, A3, K6, V3]

(Total: 1000 words)

Guidance note: You can use a module that you have already designed, and which has been approved or which is going through the approval system at the moment, or you can design a module that you hope to have approved in the future.

When writing your rationale remember to focus upon the pedagogic decisions that you have made. You may need to discuss course content but try to keep this to a minimum and only in relation to the learning and teaching context.

Feedback for learning

1. Upload one example of written feedback that you have given.
2. *Briefly* outline the context of the within which the feedback was offered.

3. Annotate this feedback in order to demonstrate your thought processes and document the pedagogical principles which have informed your approach. [A3, A5, V3]

(500 words)

Guidance note: take care to situate your practice in relation to the principles of good feedback outlined in the scholarly literature. Please ensure that student work is anonymised. The 500 words is for the annotation only, and does not include the student work or your original feedback, or the description of the context within which feedback was offered (this should be added to the Word template).

Technology enhanced learning

This work is peer assessed. It is your responsibility to find a peer to work with in good time for the submission deadline.

1. Review a technological tool which you could use in your learning and teaching practice. You should consider the teaching and learning context, the intended outcomes, the affordances of the technology proposed, and how to make effective use of the tool [A4, K4, V1, V2].

2. Assess and offer feedback to one other student on the programme against the [Technology Enhanced Learning assessment criteria](#).

(Total: 500 words – 350 words for your review + 150 words feedback to your peer)

When you submit this assessment you must submit:

1. your review of a technological tool;
2. your peer's feedback on your review;
3. your peer's review of a technological tool;
4. your feedback on their review.

Guidance note: There is a very tight word limit for this piece of work as the 500 words covers both the review and your peer feedback. It is recommended therefore that you utilise multimedia, images, screenshots, links to online videos to cover much of what the tool does (many technological tools have introductory videos, YouTube material). As always you will need to research and reference the literature relevant to your tool and/or your proposed teaching context, and your work should be informed by the material in the online unit on technology enhanced teaching.

You will need to find a peer to work with. The obvious choice would be your critical friend, with whom you will have undertaken your peer observation, someone in your group, or the person who reviewed your work in the 'Designing constructively aligned learning'.

Reviewing and evaluating your practice

1. Write 3 questions which you might include on an evaluation questionnaire for your students.

2. Briefly explain the learning context within which the questionnaire will be delivered and offer a rationale for the questions that you have written. In the rationale you should explain what you hope to learn from the evaluation overall and specifically from each question; how the questions relate to the teaching and learning context, why you have chosen this particular format/formulation; how you will analyse the responses; and whether additional data is required to triangulate the results. You should also consider whether there are alternative methods for evaluation that may offer more relevant or meaningful data. [K5, V4]

(750 words)

Guidance note: you will need to think about the form of the questions, e.g., will you use a Likert scale or free text responses, and the sort of data that the survey will produce (qualitative or quantitative) and whether that will give you the right information you need to enhance your teaching. You will need to check whether there is any response bias within the questionnaire and consider how that might be mitigated. As always, your work should refer to the literature and be evidence informed.

Teaching for learning

Important note: this piece of assessed work should be completed last, as it requires you to bring together reflections and concepts encountered throughout the whole programme.

Write a critical reflection on your teaching practice. You should offer an evidence-informed account, which incorporates your reflections on your practice, and which also reflects upon feedback from colleagues and peers received during the teaching observations, and feedback from students that you have collected during review and evaluation processes. As this is critical reflection you should situate your practice in relation to relevant pedagogical literature and relate it to relevant educational theories of learning. You should consider how students are learning within the context of your teaching practice, e.g. how your practice is influenced by your discipline, student diversity, cohort size, or any other relevant factors [A2, A4, K1, K2, K3, V1, V2, V3].

(1000 words)

Guidance note: this is an opportunity to discuss aspects of your approach and practice which has not been covered elsewhere in your work. You have only 1000 words so do not waste them recapping work that you have discussed in the other sections. This is also the place to address UKPSF dimensions which have not already been evidenced. This section should be scholarly and evidence-informed, so make reference to relevant pedagogic literature, and demonstrate independent research by integrating materials directly relevant to your disciplinary context.

Submission

You will compile these assessment tasks in the Word template, which can be found on the Moodle space. This will be uploaded to Moodle along with your teaching observation documents. You must complete teaching observation forms for each of your teaching observations (including the observation/dialogue that you undertook for a peer).

Summary of assessment tasks to submit:

Unit	Assessed task	word count	UKPSF & Descriptor
Teaching for learning	critical reflection on your teaching practice	1000	A2, A4, K1, K2, K3, V1, V2, V3
Design for learning	a module outline and rationale – including assessment strategy.	1000	A1, A3, K6, V3
Feedback for learning	annotated example of feedback	500	A3, A5, V3
Technology enhanced learning	review of technological tool	500	A4, K4, V1, V2
Reviewing and evaluating your practice	3 evaluation questionnaire questions, with rationale and alternative evaluation strategy	750	K5, V4
Teaching observations: ➤ Departmental mentor	documentation from each of the 4 teaching observations		authenticates practice:

➤ Programme tutor	Descriptor 2 – I,
➤ Dialogue with a peer (you own the dialogue)	IV,
➤ Dialogue with a peer (they own the dialogue)	

Word limit

Word limits for each element of assessment are clearly indicated, and you should ensure that you are within 10% (+/-) of these limits. The word count does include in-text references and UKPSF annotations, but not the reference list. Please include a word count at the start or end of each section, and the total word count at the end of the document. If your work is not within 10% of these limits, we will return the work to you for editing and resubmission.

Deadline

You should submit your assessed work by the specified submission deadline. If you need to negotiate an extension please contact the Programme Leads via appte@warwick.ac.uk.

Assessment Criteria

To meet the requirements for Fellowship you must complete all the online units, undertake all the teaching observations/dialogues (including relevant documentation within your submission), and complete all the specified components to a satisfactory standard demonstrating that you have achieved all the programme learning outcomes.

	Comprehension	Analysis	Critique	Presentation
Requirements met	<p>There is evidence that scholarship, educational theories, philosophies, and frameworks introduced by the programme materials have been understood and applied to a consideration of practice.</p> <p>Evidence of engagement with a broad range of pedagogic literature, appropriately and accurately applied within each assessed element.</p> <p>There is evidence-informed consideration of the author's disciplinary and pedagogic context (e.g., level of study).</p>	<p>Answers all questions competently, i.e., presents arguments relevant to the question; relates relevant pedagogic concepts to practice, and substantiates arguments with appropriate evidence.</p> <p>Uses and demonstrates understanding of appropriate theoretical models.</p> <p>Demonstrates analytical approaches to academic practice, engagement with pedagogic literature, and evaluation.</p>	<p>Evidences an appreciation of the main issues within their teaching practice, and an ability to make appropriate critical points relating to that practice.</p> <p>Documents evidence-informed practice, evidence is applied intelligently and critically, and offers a credible base for practice.</p> <p>Employs a clear critical, appreciative, or reflective framework to structure engagement with practice.</p> <p>Reflective writing moves beyond description of what happens/happened and offers critical reflection on experience and appropriate plan for future development.</p> <p>Assessment of peers' work applies appropriate assessment criteria. Peer feedback is constructive, relevant, and well-considered.</p>	<p>All tasks are complete.</p> <p>Work is competently structured and coherent.</p> <p>Spelling, grammar, and syntax are accurate, and do not obstruct communication of meaning and ideas.</p> <p>Referencing and bibliography is correct, complete, and consistent.</p> <p>Length is controlled.</p> <p>Evidence is accurately mapped to the UKPSF using in-text references.</p>

	Comprehension	Analysis	Critique	Presentation
Requirements not yet met	<p>No or limited evidence of engagement with the programme materials – units have not been completed.</p> <p>Insufficient evidence that scholarship, educational theories, philosophies, and frameworks introduced by the course materials have been understood and applied to consideration of practice.</p> <p>Insufficient evidence of engagement with pedagogic literature – some or all the component elements fail to relate practice to appropriate and relevant pedagogic sources.</p> <p>No consideration of disciplinary context or pedagogic context.</p> <p>Evidence that the scholarly literature has been misunderstood or has been applied inappropriately or erroneously.</p>	<p>Basic concepts introduced and some effort made to relate them to the question, but some irrelevancies, lack of understanding of basic concepts, or indications that concepts have been inappropriately or erroneously applied.</p> <p>Responses to all or some of the assessment questions are irrelevant or incomplete.</p> <p>An analytical approach to practice and/or engagement with the literature/evidence-base is absent or inconsistent.</p>	<p>Writing is predominantly descriptive and lacks criticality.</p> <p>Experiences are presented uncritically – there is no evidence of engagement in reflection or reflective practice.</p> <p>Lacks a clear critical, appreciative, or reflective framework.</p> <p>Reflective writing consists primarily of a narrative account and does not offer evidence of analysis or learning from experience or plans for future development.</p> <p>Points are unsubstantiated and not supported by a credible evidence-base, either from reflection, feedback, or scholarly literature.</p> <p>Assessment of peers' work is fails to apply the appropriate assessment criteria. Feedback to peers is incomplete, superficial, or inaccurate.</p>	<p>All tasks are not complete – and does not evidence accomplishment of all programme learning outcomes.</p> <p>Work is badly structured or incomprehensible.</p> <p>Spelling and grammar are inaccurate and obscure meaning.</p> <p>Referencing and bibliography is absent, incorrect, incomplete, and/or inconsistent.</p> <p>Length is not controlled (more than 10% over or under for each of the specified tasks).</p> <p>Evidence is not accurately mapped to the UKPSF, and in-text references are omitted or insufficient.</p>

Feedback

You will receive feedback upon your work. Feedback will be given on the APTE submission evaluation form, and whenever possible we will review your work and provide feedback within 20 working days.

If your work meets the requirements for Fellowship feedback will focus on areas which may be valuable for your future development.

If your work requires further development feedback will offer recommendations to enable you to revise your work to gain Fellowship.

Retention of assessed work

1. Please note that your work may be retained for up to three years by ADC for auditing purposes.
2. Confidentiality is strictly maintained and normally no access to assessed work is permitted to any persons other than those directly involved in assessment procedures and those undertaking programme review under quality assurance arrangements recognised by the University.
3. In certain instances, where your work (or an element within it) demonstrates what is agreed to be good practice, you may be asked to confirm that you have no objection to it being shown to others (suitably anonymised where necessary).

Referencing

You should use appropriate scholarly referencing throughout your work.

In-text citation referencing (author-date, e.g. Harvard) is most commonly used in the Social Sciences and is therefore the approach you are most likely to encounter in books and periodicals relating to most aspects of academic practice and professional development in higher education.

We appreciate that participants who are not accustomed to working in the Social Sciences may prefer to use a referencing system from their own discipline. If you wish to do this, please ensure that you use your chosen referencing style correctly and consistently. You can find some an overview and a quick to each commonly used reference style via the Library website at:

<https://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles>

Please ensure that you provide a full list of bibliographical references is given. Please note that we would like you to include references – i.e., works that you have cited within your text, rather than a bibliography which lists all the works you have read in the preparation of your work but which you may not have referred to directly.

Plagiarism

Please ensure that all work submitted is your own, and that you always credit the work of others by referencing your work carefully.

Plagiarism is covered by Regulation 11, Regulations Governing the Procedure to be Adopted in the Event of Suspected Cheating in a University Test. For further information see:

www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating

All work will be submitted to Turnitin as part of the assessment process.

Using material more than once

1. Whilst it is possible that similar material may be relevant for more than one aspect of your work, you should be aware that submitting substantially the same material for more than one section may not enable you to demonstrate the required breadth of practice. If you do need to refer to material used in a different section, please reference your own work.
2. If you are at all concerned about this issue, it is essential that you consult with the Programme Leader at an early stage and well before the final submission of your work.

Mitigating circumstances

Mitigating circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. For guidance on the policies and procedures around mitigating circumstances please visit:

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/ug_mitigating_circumstances/

The review process

Your work will be considered by two internal reviewers. All reviewers will be Fellows, Senior Fellows or Principal Fellows of the Higher Education Academy. The second reviewer will reach independent judgment but may see the first reviewer's comments. Should the two reviewers be unable to reach a consensus judgement, your work will be considered by a third reviewer and a majority judgement will be reached. A sample of work (particularly including borderline cases, or cases which provoked disagreement between first and second reviewers) will be submitted for review to the external reviewer on the ADC accredited provision, currently Professor Sam Smidt (UCL) for moderation and quality assurance purposes. Regular moderation meetings attended by all APP TE reviewers will ensure that there is a shared understanding of the standards by which Fellowship judgements are made, and assessment criteria are applied fairly and consistently.

Resubmission

Should your submission not meet the requirements for Fellowship you will be offered an opportunity to revise and resubmit your work. You should resubmit within three months of receiving your result. However, if you are unable to evidence successful engagement across all five Areas of Activity due to the nature of your teaching commitments, we can offer you an extension to enable you to develop weaker or missing areas of practice.

Please revise your original submission tracking or highlighting changes. You will also need to complete the 'Summary of Revisions' document. Copy the feedback comments made by reviewers on your original submission and briefly summarise how you have revised your work in response. For example:

Reviewers' comments	Revisions	Page/s
There is no evidence of K6	Discussion of response to external examiners reports added to Review and Evaluation section.	p.5

You will resubmit your revised work via the same Moodle link exactly as you submitted originally.

Appeal

There is no right of appeal against:

- the academic judgement of reviewers;
- the requirement to resubmit work.

Although this is not a credit bearing programme should there be evidence of procedural irregularities in the conduct of assessment, or evidence of prejudice or bias during the assessment process an appeal would be considered. In line with University policy for appeal on postgraduate programmes, if you feel that arrangements on the programme are inadequate you are expected to make a complaint at an earlier stage or explain why you failed to provide evidence of this before the assessment process.

Complaints

Complaints concerning the quality of teaching or of pastoral care on the programme should in the first instance be brought to the attention of the Programme Leader. You can read more about our Complaints process via our website at warwick.ac.uk/adc/complaints/.

Partial exemption

Eligibility

All participants who are required to register on APTE to meet the conditions of probation must complete Part 1 of the programme irrespective of their Fellowship status or prior experience.

If you already hold Fellowship you can apply for partial exemption at the point of registration and will only be required to attend workshops 1 and 2 and complete the associated online materials.

If you are a probationer and have already completed an equivalent qualification at your previous institution/hold Associate Fellowship, and/or have significant (over 3 years FTE) teaching experience but do not hold Fellowship you can apply for partial exemption should you wish to do so. This does not exempt you from the requirement to gain Fellowship but does enable you to switch to an 'assessment only' pathway by transferring to the APP EXP programme for experienced staff. You can read more about the APP EXP programme via [the APP EXP website](#).

How to apply

If you think you may be eligible for partial exemption from APTE and transfer to APPEXP please contact us via appte@warwick.ac.uk. We will send you a partial exemption application form and make an appointment for you to discuss your application with one of the programme leads.

The application process requires you to submit a 3,000-word narrative of practice which will be evaluated against the APTE programme aims and Descriptor 2 of the UKPSF. Your claim will be reviewed by the APP TE programme leaders and the Head of Academic Development who will make the final decision. If the evidence that you have provided demonstrates that you are able to meet the requirements for Fellowship without the additional support and structure provided by a taught programme you will be de-registered from APTE and transferred to the APPEXP programme to apply for Fellowship. One of the APTE programme leads will become your APPEXP mentor and support you as you finalise your APPEXP submission.

If the evidence provided does not sufficiently evidence the programme learning outcomes, you are required to continue on APTE.

You are expected to engage actively on the APTE programme until your exemption application has been considered and the result communicated to you.

You should submit your application for partial exemption during Month 2 of the programme. We will aim to respond to your application within 10 working days.

Programme team

Programme Leader

Peter Fossey

Ext: 73568

P.J.Fossey@warwick.ac.uk

Pete co-leads the Academic and Professional Pathway for Teaching Excellence (APP TE), and module convener on Curriculum Development in Higher Education. Pete also offers bespoke workshops for departments and supports colleagues on the APP EXP programme as a mentor. Qualifications: BA (Hons) Philosophy, MA Philosophy of Mind, PhD in Philosophy, FHEA.

Programme Leader

Jennie Mills

Ext: 73249

J.Mills.3@warwick.ac.uk

Jennie co-leads the Academic and Professional Pathway for Teaching Excellence (APP TE). Jennie is particularly interested in assessment and feedback, internationalisation and as students as partners in learning and teaching. She is currently researching how educational development impacts upon teacher identity and practice and the role of arts-inspired methodologies and creative play in HE research, practice, and development.

Qualifications: BA (Hons) English Studies, MA English Literature (Critical Theory), MA Online and Distance Education, PG Certificate in Academic Practice, D.Phil. English Literature, Warwick Award for Teaching Excellence (2018), SFHEA.

Programme Secretary

Judith Taylor

Ext: 24698

Judith.Taylor@warwick.ac.uk

Judith is the programme secretary on the Academic and Professional Practice (Teaching Excellence) programme. She is responsible for overseeing all of the administrative elements of the course and will be your first port of call if you wish to discuss any issues or need some further information about the programme. Please contact Judith via the programme inbox at appte@warwick.ac.uk.

Programme tutor

Letizia Gramaglia

Ext: 73109

Letizia.Gramaglia@warwick.ac.uk

Letizia is Head of the Academic Development Centre, and Director of the Warwick International Higher Education Academy. She is also a National Teaching Fellow (2021). She supports the delivery of strategic priorities, with a specific focus on Learning and Teaching.

Qualifications: Laurea cum Laude BA (Hons) Modern Languages and Literature, MA with Distinction in Colonial and Post-Colonial Literature, Certificate for Teaching Foreign Languages, Certificate in Coaching and Mentoring, PGA in Technology Enhanced Learning, PhD in Comparative Cultural Studies, PFHEA.

Programme tutor

Sara Hattersley

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Sara is the course leader on the APP PGR (Academic and Professional Practice for Postgraduate Researchers), the course for PhD students who teach or support learning. Sara is an experienced teacher educator, with a background in post-16 teaching and teacher training. She has worked with a range of adult returning learners and teacher trainees, being part of the Centre for Lifelong Learning for over 10 years. She has a strong interest in technology-enhanced learning, having designed and delivered a range of blended programmes for teacher training.

Qualifications: BA (Hons) History/Art History, MA Post-Compulsory Education, Diploma for Trainers of Adult Literacy Specialists, PGA Technology Enhanced Learning. Warwick Award for Teaching Excellence (2010 and 2015), SFHEA.

Programme tutor

Jessica Humphreys

Ext: 73249

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Jess leads on the Academic and Professional Pathway - Technology Enhanced Learning (APP TEL) including leading on the postgraduate award in Technology Enhanced Learning. This is a course for staff and is focused on the development and evaluation of TEL projects. In addition, Jess leads the Learning Design Consultancy Unit which supports colleagues across Warwick with designing and adapting teaching and learning for online and blended delivery.

Qualifications: BA (Hons) History and Politics, MA Russian and East European Studies, PG Dip Museum Studies, MSc Information Management, PGA e-Learning in Academic and Professional Practice, MCLIP, SFHEA.

Programme tutor

John Kirkman

Ext: 75341

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John is a Senior Academic Developer with particular responsibility for the Pathway to HEA Fellowship for Experienced Staff (APP EXP). He is an experienced teacher educator, with a background in secondary science teaching and teacher education. John's areas of interest include STEM education, assessment, phenomenography and variation theory and conceptual change.

Qualifications: BEng (Hons) Civil Engineering, MA Educational Studies, Conversion Diploma in Psychology, PhD Higher Education, SFHEA.

Programme tutor

Kerry Dobbins

Kerry.Dobbins@warwick.ac.uk

Kerry has recently joined Warwick from the University of Leicester, where she taught on the Postgraduate Certificate in Academic and Professional Practice. She has particular expertise in the scholarship of teaching and learning (SoTL), the use of ILOs in HE, and teaching innovation.

Qualifications: BA (Hons) Education and English, MSc Educational Research Methods, PG Cert Learning and Teaching: Higher Education, PhD 'The scholarship of teaching and learning: its relevance in the current higher education context in England', SFHEA.

Programme tutor

Oliver Turner

O.Turner@warwick.ac.uk

Oliver is a Teaching Fellow with the Academic Development Centre. He has responsibility for the Preparing to Teach programme taken by all postdoctoral research students. Prior to joining ADC Ollie was Head of English at a secondary school.

Qualifications: BA (Hons) English Literature, MA Education Studies, PGCE English with Drama, PGA Technology Enhanced Learning, FHEA.

Appendix: Additional resources

Indicative Reading list

We have compiled a list of books, journal articles and resources related to each of the UKPSF Dimensions of Practice. This list is by no means exhaustive, and we hope that you will contribute to the programme wiki in order to create a shared annotated bibliography of pedagogic literature.

The best all-round book on teaching and learning in HE is (if you are going to buy a book get this one):

Weller, S. (2020, 2nd edn.) *Academic practice: developing as a professional in higher education*. London: Sage.

A good overview explicitly linked to the UKPSF is:

Lea, J. (Ed.) (2015) *Enhancing Learning & Teaching in HE: Engaging with the dimensions of practice*. Maidenhead: McGraw-Hill.

This one doesn't really fit anywhere but is worth a read (it's short!):

Berg, M. and Seeber, B.K. (2016) *The slow professor: challenging the culture of speed in the academy*, Toronto: Buffalo; London: University of Toronto Press.

Design and plan learning activities and/or programmes of study (A1)

Barnett, R. and Coate, K. (2005) *Engaging the Curriculum in Higher Education*, Maidenhead: Open University Press, McGraw-Hill.

Biggs, J. and Tang, C. (2011, 4th edition) *Teaching for Quality Learning at University*. Maidenhead: Society for Research into Higher Education and Open University Press.

Biggs, J. (2003) *Aligning teaching for constructive learning*. Higher Education Academy. Available at: http://www.heacademy.ac.uk/resources/detail/resource_database/id477_aligning_teaching_for_constructing_learning (accessed 09 April 2015).

Butcher, C., Davies, C. and Highton, M. (2020, 2nd edn.) *Designing learning: from module outline to effective teaching*. New York, NY: Routledge.

Moon, J. (2004) *A Handbook of Reflective and Experiential Learning*. London: Routledge Falmer.

Mortiboys, A. (2012, 2nd edition) *Teaching with emotional intelligence: a step by step guide for higher and further education professionals*. London: Routledge

Pegg, Ann, et al. (2012) *Pedagogy for employability*. Higher Education Academy. Available at: https://www.heacademy.ac.uk/sites/default/files/pedagogy_for_employability_update_2012.pdf

Ramsden, P. (2003, 2nd edition) *Learning to Teach in Higher Education*. London: Routledge.

Savin-Baden, M. and Howell Major, C. (2004) *Foundations of problem based learning*. Maidenhead: Open University Press.

Teach and/or support learning (A2)

Ashwin, P. et al (2020, 2nd edn.) *Reflective Teaching in Higher Education*. London: Bloomsbury

Brookfield, S. (2005, 2nd edition). *Discussion as a way of teaching: tools and techniques for university teachers*. Buckingham: Open University Press.

- Cannon, R. and Newble, D. (2000, 4th edition) *A handbook for teachers in universities and colleges: a guide to improving teaching methods*. London: Kogan Page.
- Cook-Sather, A., Bovill, C. & Felten, P. (2014) *Engaging students as partners in learning and teaching*, Jossey Bass
- Cottrell, S. (2001) *Teaching Study Skills and Supporting Learning*. Basingstoke: Palgrave.
- Exley, K. and Dennick, R. (2004) *Small Group Teaching: Tutorials, seminars and beyond*. London: Routledge Farmer.
- Exley, K. (2004). *Giving a lecture: from presenting to teaching*. London: Routledge Farmer.
- Fry, H., Ketteridge, S. and Marshall, S., (eds) (2015, 4th edition). *A handbook for teaching and learning in higher education: enhancing academic practice*. London: Routledge.
- Hunt, L. and Chalmers, D. (2013) *University teaching in focus: a learning-centred approach*. Abingdon: Routledge.
- Jaques, D. (2007, 4th edition) *Learning in Groups: a handbook for face to face and on-line environments*. London. Kogan Page.
- Johnson, D. and Johnson, F. (2013, 11th edition) *Joining together – group theory and group skills*. Edinburgh: Pearson.
- Race, P. (2014, 3rd edition) *Making learning happen*, London: Sage.
- Race, P. (2015, 4th edition) *The Lecturer's Toolkit*. Abingdon: Routledge.
- Ryan, J. (2012) *Cross-Cultural Teaching and Learning for Home and International Students: Internationalisation of Pedagogy and Curriculum in Higher Education*. Oxon: Routledge.
- Stuart, M. (2012) *Social mobility and higher education: the life experiences of first generation entrants in higher education*. Stoke on Trent: Trentham Books.
- Assess and give feedback to learners (A3)*
- Boud, D. and Associates (2010) *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.
- Boud, D. and Falchikov, N. (2007) *Rethinking Assessment in Higher Education: learning for the longer term*. London: Routledge.
- Boud, D., Ajjawi, R., Dawson, P., and Tai, H. (2018) *Developing Evaluative Judgement in Higher Education: Assessment for Knowing and Producing Quality Work*, Abingdon: Routledge.
- Brown, S. (2015) *Learning, teaching and assessment in higher education: global perspectives*, London: Palgrave-MacMillan.
- Brown, S. and Race, P. (2012) 'Using effective assessment to promote learning' in Hunt, L. and Chalmers, D. *University Teaching in Focus: a learning-centred approach*, Victoria: Australia, Acer Press, and Abingdon: Routledge.
- Falchikov, N. (2005) *Improving Assessment through Student Involvement*. London: Routledge Farmer.

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Flint, N. R. and Johnson, B. (2011) *Towards fairer university assessment – recognising the concerns of students*. London: Routledge.

Gibbs, G. (2010) *Using assessment to support student learning*. Leeds: Leeds Met Press.

Haines, C. (2004) *Assessing Students' Written Work: marking essays and reports*. London: Routledge

Joughin, G. (2010) *A short guide to oral assessment*. Leeds: Leeds Met Press.

Merry, S., Price, M., Carless, D. and Taras, M. (eds) (2013) *Reconceptualising Feedback in Higher Education: Developing dialogue with students*. Oxon: Routledge.

Nicol, D. J. and Macfarlane-Dick, D. (2006) 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education* Vol 31(2), 199-218.

Price, M., Rust, C., Donovan, B., and Handley, K. with Bryant, R. (2012) *Assessment Literacy: the foundation for improving student learning*. Oxford: Oxford Centre for Staff and learning Development.

Race, P., Brown, S. and Smith, B. (2005, 2nd edition) *500 Tips on Assessment*, London: Routledge.

Sambell, K. (2013) 'Engaging Students through Assessment' in Dunne, E. and Owen, D. (eds) *The Student Engagement Handbook: Practice in Higher Education*. Bingley, UK: Emerald.

Sambell, K., McDowell, L. and Montgomery, C. (eds) (2012) *Assessment for Learning in Higher Education*. Oxon: Routledge.

Schwartz, P. and Webb, G. (2002) *Assessment: case studies, experience and practice from higher education*. London: Kogan Page.

Develop effective learning environments and approaches to student support and guidance (A4)
(NB: see also the section below on technology enhanced learning, as learning environments can be virtual as well as physical).

Neville, L. (2007) *The personal tutor's handbook*. Hampshire: Palgrave.

Oblinger, D. (ed) (2006) *Learning Spaces*, Educause, <http://www.educause.edu/research-and-publications/books/learning-spaces> (accessed 23 October 2015).

Thomas, L., Hixenbaugh, P. (ed.) (2006) *Personal tutoring in higher education*. Trentham.

Nearly, M. et al., (2010) *Learning Landscapes in Higher Education*, Lincoln, University of Lincoln, <http://learninglandscapes.blogs.lincoln.ac.uk/files/2010/04/FinalReport.pdf> (accessed 23 October 2015).

Van Note Chism, N. and Bickford, D. (eds) (2002) "The Importance of Physical Space in Creating Supportive Learning Environments": A special issue of *New Directions for Teaching and Learning*, <http://onlinelibrary.wiley.com/doi/10.1002/tl.v2002:92/issuetoc> (accessed 23 October 2015)

Wilcox, P., Winn, S. & Fyvie-Gauld, M. (2005). "It was nothing to do with the university, it was just the people": the role of social support in the first-year experience of higher education', *Studies in Higher Education*, 30:6, 707-722.

Wisker, G., Exley, K., Antoniou, M., and Ridley, P. (2008). *Working one-to-one with students: supervising, coaching, mentoring and personal tutoring*, Hampshire: Routledge.

Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices (A5)

Billham, T. (ed) (2013) *For the Love of Learning*. Hampshire: Palgrave MacMillan.

Case, J. M. (2013) *Researching Student Learning in Higher Education: A social realist approach*. Oxon: Routledge.

Cousin, G. (2009) *Researching Learning in Higher Education*. London: Routledge.

Macdonald, R. and Wisdom, J. (2002) *Academic and Educational Development: Research, Evaluation and Changing Practice in Higher Education* (Staff & educational development series) SEDA.

Rowland, S. (2000) *The Enquiring University Teacher*. Buckingham: The Society for Research into Higher Education & Open University Press.

Tight, M. (ed) (2004) *The Routledge Falmer Reader in Higher Education* London. Routledge Falmer.

Appropriate methods for teaching and learning in the subject area and at the level of the academic programme (K2)

Cleaver, E., Lintern, M. and McLinden, M. (2nd ed.) (2018) *Teaching and Learning in Higher Education*. London, Sage.

Cox, B. and Mond, D. (2010) *Training in Teaching for New Staff in UK University Mathematics Departments*, <http://homepages.warwick.ac.uk/~masbm/TeachTrain.pdf>

Kreber, C. (ed.) (2009) *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*. New York: Routledge.

Schulman, L. (2005) 'Signature Pedagogies in the Professions', *Daedalus*, Vol. 134, No. 3, pp. 52-59.

How students learn, both generally and within their subject/disciplinary areas (K3)

Chick, N.L. (ed.) (2012) *Exploring more signature pedagogies: approaches to disciplinary habits of mind*, Sterling, Virginia: Stylus Publishing.

Gurung, R.A., Chick, N.L. (eds) (2008) *Exploring Signature Pedagogies: approaches to teaching disciplinary habits of mind*, Sterling, Virginia: Stylus Publishing.

Marton, F. & Säljö, R. (1984) "The experience of learning", in Marton, F., Hounsell, D. & Entwistle, N. (eds.), *Approaches To Learning*, Edinburgh: Scottish Academic Press pp. 36-55.

http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Experience_of_learning/EoLChapter3.pdf (accessed 27 April 2016)

Meyer, J.H.F. and Land, R. (2003) 'Threshold Concepts and Troublesome Knowledge – Linkages to Ways of Thinking and Practising within the Disciplines' in C. Rust (ed.) *Improving Student Learning – Ten years on*. Oxford: OCSLD.

Middendorf, J. and Pace, D. (2004) 'Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking', *New Directions for Teaching and Learning*, 98, pp. 1-12.

The use and value of appropriate learning technologies (K4)

Bach, S. (2007) *Online learning and teaching in higher education*. Maidenhead: Open University.

Beetham, H. and Sharpe, R. (eds) (2013) *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning*. Oxon: Routledge.

Carroll, J. (2015) *Tools for teaching in an educationally mobile world*; Oxon: Routledge

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- Cornelius, S., Gordon, C. and Schyma, J. (2014) *Live online learning: strategies for the web conferencing classroom*. Basingstoke: Palgrave.
- de Freitas, S. & Jameson, J. (2012) *The e-learning reader*. London; New York: Continuum.
- Fisher, A., Exley, K. & Ciobanu, D. (2014) *Using technology to support learning and teaching*. Oxon: Routledge.
- Herrington, J., Reeves, T. C. & Oliver, R. (2010) *A guide to authentic e-learning*. Oxon; New York: Routledge.
- Laurillard, D. (2002, 2nd edition) *Rethinking University Teaching: a conversational framework for the effective use of learning technologies*. London. Routledge Falmer.
- Pachler, N. & Daly, C. (2011) *Key issues in e-learning: research and practice*. London: Continuum International Publication Group.
- Salmon, G. (2008) *Podcasting for learning in universities*. Maidenhead: Open University.
- Salmon, G. (2011, 3rd edition) *E-moderating: the key to teaching and learning online*. London: Routledge Falmer.
- Salmon, G. (2013). *E-tivities: The key to active online learning*. Oxon: Routledge.
- Selwyn, N. (2010) *Education and technology: key issues and debates*. London: Continuum.
- Palloff, R. M. and Pratt, K. (2013) *Lessons from the Virtual Classroom: The Realities of Online Teaching*. San Francisco: Jossey-Bass.
- Methods for evaluating the effectiveness of teaching (K5)*
- Berk, R.A. (2005) 'Survey of 12 strategies to measure teaching effectiveness', *International Journal of Teaching and Learning in Higher Education*, 17, 1, pp. 48-62.
- Hounsell, D. (2010) "Evaluating courses and teaching" in Fry, H., Ketteridge, S. and Marshall, S. (2010) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice* (3rd Edition). New York and London: Routledge, 198-211.
- Kember, D. and Ginns, P. (2012) *Evaluating teaching and learning. A practical handbook for colleges, universities and the scholarship of teaching*, Abingdon: Routledge.
- The implications of quality assurance and quality enhancement for academic and professional practice (K6)*
- Probably the best place to start is at the QAA website: <http://www.qaa.ac.uk/en>
- Respect individual learners and diverse learning communities (V1)*
- Ryan, J. (2012) *Cross-Cultural Teaching and Learning for Home and International Students: Internationalisation of Pedagogy and Curriculum in Higher Education*, Abingdon: Routledge.
- Brown, S. (2015) *Learning, Teaching and Assessment in Higher Education: Global Perspectives*. London and New York: Palgrave.
- Carroll, J. and Ryan, J. (2005) *Teaching International Students: Improving Learning for All*, Abingdon and New York: Routledge
- Carroll, J. (2015) *Tools for Teaching in an Educationally Mobile World*. Abingdon and New York: Routledge.

- Harrison, N. (2015) 'Practice, problems and power in 'internationalisation at home': critical reflections on recent research evidence.' *Teaching in Higher Education*, 20:4, 412-430.
- Jones, E. (Ed.) (2010) *Internationalisation and the student voice: higher education perspectives*, New York: Routledge.
- Killick, D. (2015) *Developing the Global Student: Higher Education in an Era of Globalization*. Abingdon and New York: Routledge.
- Killick, D. (2018) *Developing Intercultural Practice: Academic Development in a Multicultural and Globalizing World*. London and New York: Routledge.
- Leask, B. (2015) *Internationalizing the Curriculum*. Abingdon and New York: Routledge.
- Ryan, J. (ed.) (2013), *Cross-Cultural Teaching for Home and International Students* (Abingdon and New York: Routledge, 2013)
- Morgan, M. (ed.) (2013) *Supporting Student Diversity in Higher Education: A Practical Guide* Abingdon: Routledge.
- Promote participation in higher education and equality of opportunity for learners (V2)*
- Ahmed, S. (2012) *On being included: racism and diversity in institutional life*, London : Duke University Press.
- Arday, J. and Mirza, H.S. (Eds.) (2018) *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy*, London: Palgrave Macmillan.
- Basset, T. N. and Tomlinson, S. (2012) *Social inclusion and higher education*. Bristol: Policy Press.
- Barnett, R. (2014) 'Conditions of Flexibility: Securing a more responsive higher education system', York: The Higher Education Academy. <https://www.heacademy.ac.uk/flexible-pedagogies-preparing-future> (accessed 25 October 2015).
- Bhambra, G.K., Gebrial, D., Nişancıoğlu, K. (Eds.) (2018) *Decolonising the University*. London: Pluto Press.
- Bhopal, K. (2018) *White privilege: the myth of a post-racial society*, Bristol: Policy Press.
- Gillborn, D. (2008) *Racism and education: coincidence or conspiracy?* London: Routledge.
- Tate, S.A., and Bagguley, P. (2018) *Building the anti-racist university*, London: Routledge.
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development (V3)*
- Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities for the Professoriate*. Princeton University NJ: Carnegie Foundation for the Advancement of Teaching.
- Chick, N., Hassel, H., and Haynie, A. (2009), "'Pressing an ear against the hive'" Reading Literature for Complexity', *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, Vol. 9, Number 3, pp. 399-422.

Appendix: Additional resources

Acknowledge the wider context in which higher education operates recognising the implications for professional practice (V4)

BIS (Department for Business, Innovation and Skills) (2009) *Higher Ambitions: The Future of Universities in a Knowledge Economy*, London: BIS, <http://dera.ioe.ac.uk/9465/> (accessed 23 October 2015).

BIS (Department for Business, Innovation and Skills) (2011) *Students at the Heart of the System*, London: BIS, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/31384/11-944-higher-education-students-at-heart-of-system.pdf (accessed 23 October 2015)

Collini, S. (2012) *What are Universities for?* London: Penguin.

Gunn, V. and Fisk, A. (2014) 'Considering Teaching Excellence in higher education 2007-2013', York: The Higher Education Academy, <https://www.heacademy.ac.uk/considering-teaching-excellence-higher-education-2007-2013> (accessed 23 October 2015).

Tomlinson, M. (2014) 'Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education: implications for student learning engagement', York: The Higher Education Academy, https://www.heacademy.ac.uk/sites/default/files/resources/exploring_the_impact_of_policy_changes_student_experience.pdf (accessed 23 October 2015)

Discipline specific journals

Much research relating to teaching and learning within the disciplines is published in academic journals rather than books. You may therefore find the following journals useful:

Art, Design & Communication in Higher Education
<http://www.ingentaconnect.com/content/intellect/adche>

Arts and Humanities in Higher Education <http://ahh.sagepub.com/>

Bioscience Education e-journal <http://www.bioscience.heacademy.ac.uk/journal/>

BMC Medical Education <http://www.biomedcentral.com/bmcmededuc>

European Journal of Engineering Education <http://www.tandfonline.com/loi/ceee20>

International Journal of Educational Management
http://www.emeraldinsight.com/products/journals/author_guidelines.htm?id=ijem

International Journal of Electrical Engineering Education
<http://www.manchesteruniversitypress.co.uk/cgi-bin/subscribe?showinfo=ip023>

International Journal of Engineering Education <http://www.ijee.ie/>

International Journal of Management Education <http://www.journals.elsevier.com/the-international-journal-of-management-education/>

International Journal of Mechanical Engineering Education
<http://www.manchesteruniversitypress.co.uk/cgi-bin/subscribe?showinfo=ip017>

Journal of Economic Education <http://www.tandfonline.com/toc/vece20/current>

Journal of Geography in Higher Education <http://www.tandfonline.com/toc/cjgh20/current>

Journal of Professional Issues in Engineering Education and Practice

<http://ascelibrary.org/toc/jpepe3/current>

Nurse Education Today <http://www.nurseeducationtoday.com/>

Medical Education Online <http://med-ed-online.net/index.php/meo>

Pharmacy Education <http://pharmacyeducation.fip.org/>

Teaching and Learning in Medicine <http://www.tandfonline.com/toc/htlm20/current>

Teaching and Learning in Nursing <http://www.sciencedirect.com/science/journal/15573087>

The Law Teacher <http://www.tandfonline.com/toc/ralt20/current>

The Open Medical Education Journal <http://www.benthamscience.com/open/tomededuj/>

Generic Journals

Useful generic journals include:

Active Learning in Higher Education <http://alh.sagepub.com/>

Assessment and Evaluation in Higher Education <http://www.tandfonline.com/toc/caeh20/current>

Higher Education Research and Development <http://www.tandfonline.com/toc/cher20/current>

Innovations in Learning and Teaching International <http://www.tandfonline.com/toc/riie20/current>

Innovative Higher Education <http://link.springer.com/journal/10755>

International Journal for Academic Development <http://www.tandfonline.com/toc/rija20/current>

International Journal for the Scholarship of Teaching and Learning
<http://digitalcommons.georgiasouthern.edu/ij-sotl/>

Journal of Higher Education <https://ohiostatepress.org/index.htm?journals/jhe/jhemain.htm>

Studies in Higher Education <http://www.tandfonline.com/toc/cshe20/current>

Teaching in Higher Education <http://www.tandfonline.com/toc/cthe20/current>

Key databases:

For links to all main education databases go to <http://webcat.warwick.ac.uk/search~S1/v?Education>

Websites

Every effort has been made to check the availability of web based resources, however should you find that a web resource listed below has moved or is no longer available, please let us know.

<https://www.advance-he.ac.uk/> Advance HE is a valuable source of information for staff in Higher Education.

<https://www.advance-he.ac.uk/advance-he-connect> – Advance HE Connect offers a number of networks relating to a range of aspects of HE, including research supervision, external examining,

Appendix: Additional resources

social media for learning, as well as various discipline networks. As a member of subscribing institution you are eligible to join.

<http://www.seda.ac.uk> Website of the Staff and Education Development Association. “The professional association for staff and education developers in the UK, promoting innovation and good practice in the UK”. News, publications and event.

<https://www.srhe.ac.uk/> The Society for Research into Higher Education

www.testa.ac.uk TESTA (Transforming the Experience of Students through Assessment)

<https://www.brookes.ac.uk/aske> ASKE (Assessment Standards Knowledge Exchange) at Oxford
Brookes has some useful resources on assessment.

<http://www.celt.mmu.ac.uk> The Centre for Excellence in Learning and Teaching at Manchester Metropolitan University has a useful website with some nice resources and some case studies in their ‘Good Practice Exchange’ section.

<https://teaching.unsw.edu.au/practice> Teaching Practice website from the University of New South Wales has some fantastic resources on all aspects of learning and teaching.

<http://www.hybridpedagogy.com/> Hybrid Pedagogy is a digital journal of learning, teaching and technology (@hybridPed on Twitter).

<http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html> A short introduction to threshold concepts and a comprehensive list of resources. The most recent 100 additions to the bibliography can be found at <http://www.ee.ucl.ac.uk/~mflanaga/RecentAdditions.html>

<http://www.decodingthedisciplines.org/> Decoding the Disciplines

<https://www.economicsnetwork.ac.uk/resources> The Economics Network: Learning and Teaching in Economics

Social Media and networks

If you use Twitter you will find an active community of educators working in, researching and talking about HE. You might want to join a Twitter chat such as those run by @LTHEchat which usually take place on Wednesdays between 8-9pm. There are also a number of active teaching and learning groups and networks on LinkedIn and Facebook.