



# **PGCert Digital Education in Practice Programme Handbook**

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Version 4

## Introduction to the Programme

Welcome to the PGCert Digital Education in Practice. This handbook provides you with information about the structure of your programme.

The programme is made up of the three core modules listed in the table below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Definition Form section of iLearn.

## Introduction to the School of Digital Education

Established in 2021, the School of Digital Education is working to implement a purposeful pedagogy that embraces digital opportunities by not only establishing qualifications and programmes in digital education, but also supporting research and scholarship activity with direct links to practice.

The school currently offers the Postgraduate Certificate in Digital Education in Practice. This programme has been designed to enable digital teaching practices based on sound pedagogic principles to deliver learning which will meet the needs of 21st Century students.

### The Head of School is Elizabeth Ellis.

**Elizabeth** has worked within the Higher Education sector for more than 10 years, having started her career as a journalist and sub-editor. She worked as an editor and product development manager within Professional Services at The Open University, developing digital learning experiences for OU students as well as OpenLearn and FutureLearn. She has a passion for critical digital pedagogy and is a champion for student centered design for digital learning. She received her Bachelor of Journalism from Rhodes University in 2003, her MA in Online and Distance Education from the OU in 2018 and has achieved Advance HE Senior Fellow status. Elizabeth is currently pursuing her professional doctorate with The Open University, focusing on the learning behaviours of distance learning students. You can find out more about Elizabeth on [LinkedIn](#) and [Twitter](#).



## Postgraduate Certificate in Digital Education in Practice modules

Module Code	Module Title	Credits	Module Type (Core/Option)
EDU7001	Introducing Digital Pedagogies	20	Core
EDU7002	Digital Pedagogies in Practice	20	Core
EDU7003	Critical Reflections on Digital Pedagogies	20	Core

### Student Loans Company Funded Students

If you have been granted a postgraduate loan from the Student Loans Company, you must progress at an appropriate pace to complete within two years. Arden University is required to make annual reports to the Student Loans Company regarding your progress. If you fall behind, or if you decide you would prefer to study at a slower pace, you may transfer to the Flexible Distance Learning route (see below). However, if you transfer to the more flexible route, you will not be eligible for any continued loan payments from the Student Loans Company.

### Flexible Distance Learning Students

If you have chosen the flexible distance learning route and have not received a postgraduate loan from the Student Loans Company, you have the flexibility to plan your own pace of study. Postgraduate

degrees usually take around two to three years to complete depending on how many modules you study each year. In order to achieve this, it is recommended that you aim to complete at least 60 credits each year, equivalent to three 20-credit modules. You will have a maximum of five years to complete the programme (from the date you first started).

#### Full Time Distance Learning Students

If you are a full-time distance learning student, you will study at a prescribed pace to ensure that you complete on time. You will study two modules per quarter and will be working on your dissertation at the same time, with the final quarter to complete the dissertation, allowing you to complete the whole degree in 12 months.

#### **Arden University Assessment Regulations**

Students will be assessed in accordance with the standard Arden University assessment regulations which can be found on the Arden University website <http://arden.ac.uk/>

#### **Accreditation by AdvanceHE**

As a digital first university, Arden teaches and supports its students in fully online or in blended mode. Therefore, digital skills, digital practices, and digital learning and teaching are at the heart of what we all do. The PG Cert in Digital Education in Practice has been accredited by Advance HE so that students who are Arden University staff and who meet the requirements can be recognised as Associate Fellows or Fellows of Advance HE through the completion of the programme and its assessments. Some students may therefore be working towards this accreditation through this programme and others may not.

If you work for one of Arden's collaborative partner institutions that is not an AdvanceHE member institution, you will be required to pay an additional fee for Fellowship when you complete the programme. This fee is 50% of the direct application fee, details of which are available here: [Fellowship | Advance HE \(advance-he.ac.uk\)](#)

If you work within higher education, but not for Arden University, nor one of its collaborative partners, nor another AdvanceHE member institution, then you may still be able to make an individual application for Fellowship directly to AdvanceHE through the accredited route, and the work you complete within the programme will be relevant for you as evidence to support your individual application. Further details of the individual route are available here: [Your routes to Fellowship | Advance HE \(advance-he.ac.uk\)](#)

#### **Advance HE and HEA Fellowship**

Advance HE is a member-led, sector-owned charity that works with institutions of higher education across the world to improve higher education for staff, students, and society. Advance HE delivers support through professional development programmes and events, Fellowships, awards, student surveys; by providing strategic change and consultancy services; and through membership (including accreditation of teaching and learning, equality charters, research, knowledge, and resources).

Advance HE manages Higher Education Academy (HEA) Fellowships, which are awarded to individuals in recognition of the quality of their academic practice in line with the UK Professional Standards Framework.

## **The UK Professional Standards Framework (UKPSF)**

The UKPSF is a set of professional standards and guidelines for everyone involved in teaching and supporting learning in higher education. It can be applied to personal development programmes at individual or institutional level to improve teaching quality. Mapping your academic practice against the elements of the UKPSF allows you to identify strengths, weaknesses, and areas for development. Being able to demonstrate your competence against all the elements of the UKPSF is a marker of the quality of your practice.

The PG Cert in Digital Education in Practice is part of Arden University's overarching Academic Professional Development programme, which is organised around five core areas of practice (Academic Identity, Academic Community, Excellence in Practice, Development and Leadership, Research and Scholarship). The APD programme includes training courses, mentorship, seminars, and academic interest communities. Every element of this APD programme has been explicitly aligned with the UKPSF. This means that as you engage in any professional development opportunities at Arden, you will be able to see how these relate to your practice, and how that relates to the UKPSF.

The framework accommodates the diverse range of teaching and support roles and environments that individuals in higher education may be engaged in. These are reflected and expressed in three Dimensions of Professional Practice:

- **Areas of Activity (what we do)**
- **Core Knowledge (what we know)**
- **Professional Values (what we believe)**

There are five Areas of Activity (A), six areas of Core Knowledge (K), and four Professional Values (V). The framework in full is shown in the diagram below:

Areas of Activity	
A1	Design and plan learning activities and/or programmes of study
A2	Teach and/or support learning
A3	Assess and give feedback to learners
A4	Develop effective learning environments and approaches to student support and guidance
A5	Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices



Core Knowledge	
K1	The subject material
K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3	How students learn, both generally and within their subject/disciplinary area(s)
K4	The use and value of appropriate learning technologies
K5	Methods for evaluating the effectiveness of teaching
K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching



Professional Values	
V1	Respect individual learners and diverse learning communities
V2	Promote participation in higher education and equality of opportunity for learners
V3	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

## Categories of fellowship

There are four distinct categories of fellowship, which reflect the various kinds of roles that individuals working in higher education may have. The role you have, and the kind of work that you do, will determine what category of fellowship you align best with. The four categories of fellowship are:

- Associate Fellow (AFHEA)
- Fellow (FHEA)
- Senior Fellow (SFHEA)
- Principal Fellow (PFHEA)

The activities and assignments within the PG Cert in Digital Education in Practice at Arden University are mapped against the UKPSF to enable you to accumulate evidence of your competence against the Dimensions of the Framework throughout the programme. The programme provides a disaggregated route towards fellowship of the Higher Education Academy, which means that to be eligible for consideration for the award of fellowship you must complete an additional personal statement over and above the requirements of the programme itself. For the award of credit, and the Postgraduate Certificate, you must complete and pass the programme's assessed work. For consideration of the award of fellowship, the personal statement must be completed as well.

A Descriptor accompanies each category of fellowship and will help guide you as to which category is most appropriate for you, depending on the kinds of activities you engage in as part of your role, and the level of experience you have. Note that the programme is mapped against Descriptors 1 and 2. Completing the full programme plus the additional work required will mean that you are eligible for consideration for the award of Fellow (FHEA, Descriptor 2). Participants who complete Module 1 and Module 2 of the programme plus the additional work required, will be eligible for consideration for the award of Associate Fellow (AFHEA, Descriptor 1). However, successful completion of the full programme for the award of credit is a requirement for your claim for fellowship to be assessed. Below we explain all four Descriptors.

### ***Descriptor 1: Associate Fellow***

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.

Individuals should be able to provide evidence of:

- I. Successful engagement with at least two of the five Areas of Activity
- II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
- III. Appropriate Core Knowledge and understanding of at least K1 and K2
- IV. A commitment to appropriate Professional Values in facilitating others' learning
- V. Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities
- VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Typically, this category of fellowship is appropriate for individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors.

Typically, those likely to be at Descriptor 1 (D1) include:

- a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral researchers etc.)
- b. Staff new to teaching (including those with part-time academic responsibilities)
- c. Staff who support academic provision (e.g. learning technologists, learning developers, and learning resource/library staff)
- d. Staff who undertake demonstrator/ technician roles that incorporate some teaching-related responsibilities
- e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

### ***Descriptor 2: Fellow***

Demonstrates 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

Typically, this category of fellowship is appropriate for individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams.

Typically, those likely to be at Descriptor 2 (D2) include:

- a. Early career academics
- b. Academic-related and/or support staff holding substantive teaching and learning responsibilities
- c. Experienced academics relatively new to UK higher education
- d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings

### ***Descriptor 3: Senior Fellow***

Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution 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, scholarship and, as appropriate, related academic or professional practices
- VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

Typically, this category of fellowship is appropriate for individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams.

Typically, those likely to be at Descriptor 3 (D3) include:

- a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
- b. Experienced subject mentors and staff who support those new to teaching
- c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

#### ***Descriptor 4: Principal Fellow***

Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

- I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Typically, this category of fellowship is appropriate for individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings.

Typically, those likely to be at Descriptor 4 (D4) include:

- a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning
- b. Staff responsible for institutional strategic leadership and policymaking in the area of teaching and learning
- c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

#### **Which category of fellowship is right for you?**

The PG Cert in Digital Education in Practice provides a route towards the accumulation of evidence required to meet the requirements of Descriptor 1 (Associate Fellow) and Descriptor 2 (Fellow). Having read the Descriptors above, you may already be clear about which of these two is most appropriate for you.



If you engage in the full range of all five Areas of Activity (Designing and planning learning; Teaching and/or supporting learning; Assessment and feedback; Developing effective learning environments, providing student support and guidance; Engaging in professional development, research and/or scholarship) then you will probably be able to aim for Fellowship (D2).

Associate Fellowship (D1) is more appropriate if, in your role, you only engage in a smaller range of these Areas of Activity and not all five, or if your experience in some of the five areas is limited at present because you are relatively new to your role. For example, if you are involved in teaching, but have limited experience of assessment, then D1 may be more appropriate for you. If you are involved in programme or module design, authoring and planning, but not in the delivery of teaching, then D1 may be more appropriate for you. For both D1 and D2 being able to demonstrate the appropriate Core Knowledge and Professional Values will still be important.

More experienced Arden staff who are in leadership positions may seek Senior or Principal Fellowship through Arden's internal individual fellowship support scheme. Arden staff whose roles are aligned with D1 and D2, and who achieve Associate Fellow or Fellowship through the PG Cert in Digital Education in Practice, can progress towards a Senior or Principal Fellowship in future through the individual fellowship support scheme as their careers progress and they move into leadership roles.

If you are still unsure which category of fellowship is right for you then you can use the HEA Fellowship Category Tool to help you decide: [Fellowship Category Tool | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/fellowship-category-tool) Using this tool, you will answer a series of questions about your practice and will then be emailed a copy of your results with a report summarising your responses, and a recommendation regarding the most appropriate level of fellowship for you. It takes between 10 and 20 minutes to answer all the questions.

## **Gaining recognition through the PG Cert in Digital Education in Practice**

### ***If you work at Arden University***

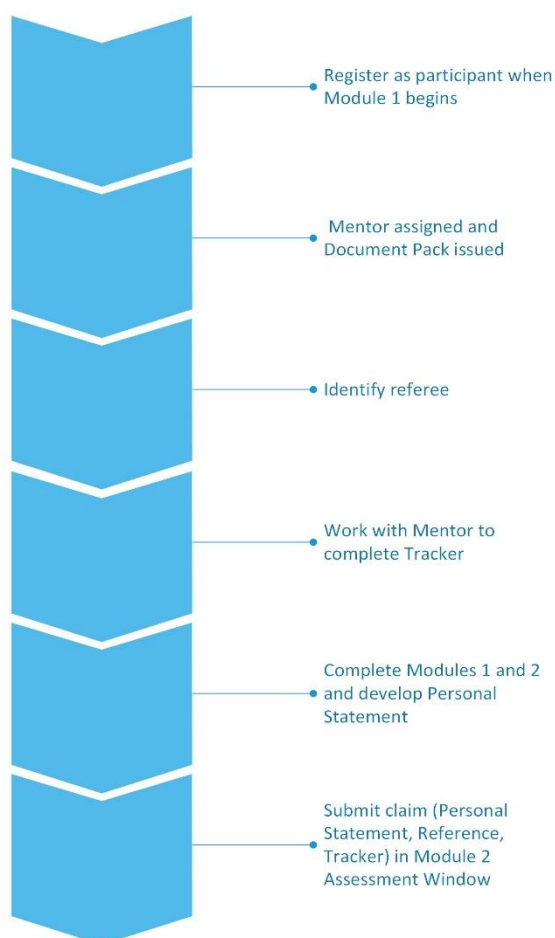
When you begin the programme, you will have the opportunity to fill out a form identifying yourself as participant and whether you intend to claim fellowship at D1 or D2. The form will be made available on iLearn and be distributed in the introductory live session.

Your claim for recognition consists of four parts:

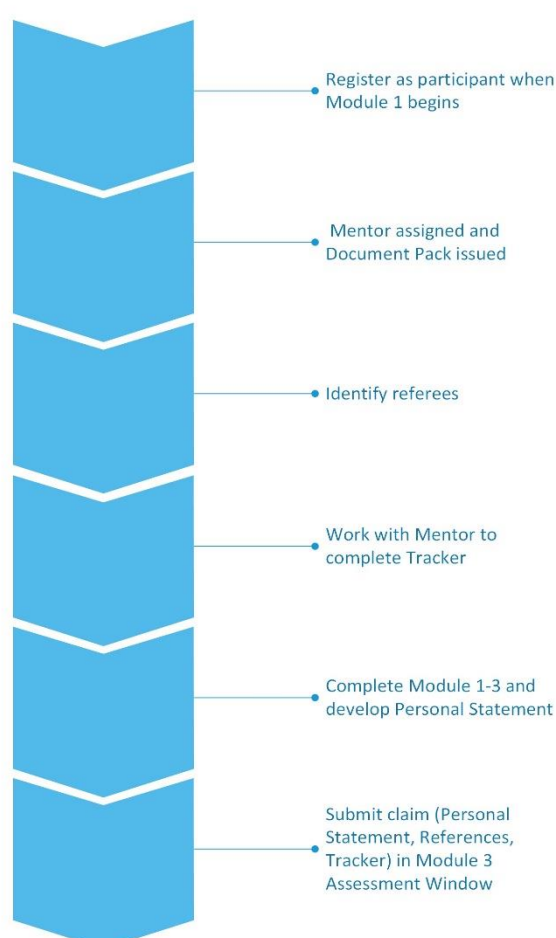
- Successfully completing and passing Modules 1-3 for a claim at D2 or successfully completing and passing Module 1-2 for a claim at D1.
- A personal statement of 1400 words for D1 and 3000 words for D2
- A referee statement or statements
- A personal tracker, in which you will confirm the links you have made between your practice, the UKPSF and your professional development, which is explained in Appendix 2.

You will be assigned a mentor to offer support and feedback in developing your claim and making links between your development through the programme, your practice and the appropriate category of Fellowship and provided with a document pack with which to complete your claim.

### Process for Associate Fellowship (D1):



### Process for Fellowship (D2):



#### ***If you do not work at Arden University:***

If you work for one of Arden’s collaborative partner institutions that is not an AdvanceHE member institution, you will be required to pay an additional fee for Fellowship when you complete the programme. This fee is 50% of the direct application fee, details of which are available here: [Fellowship | Advance HE \(advance-he.ac.uk\)](#)

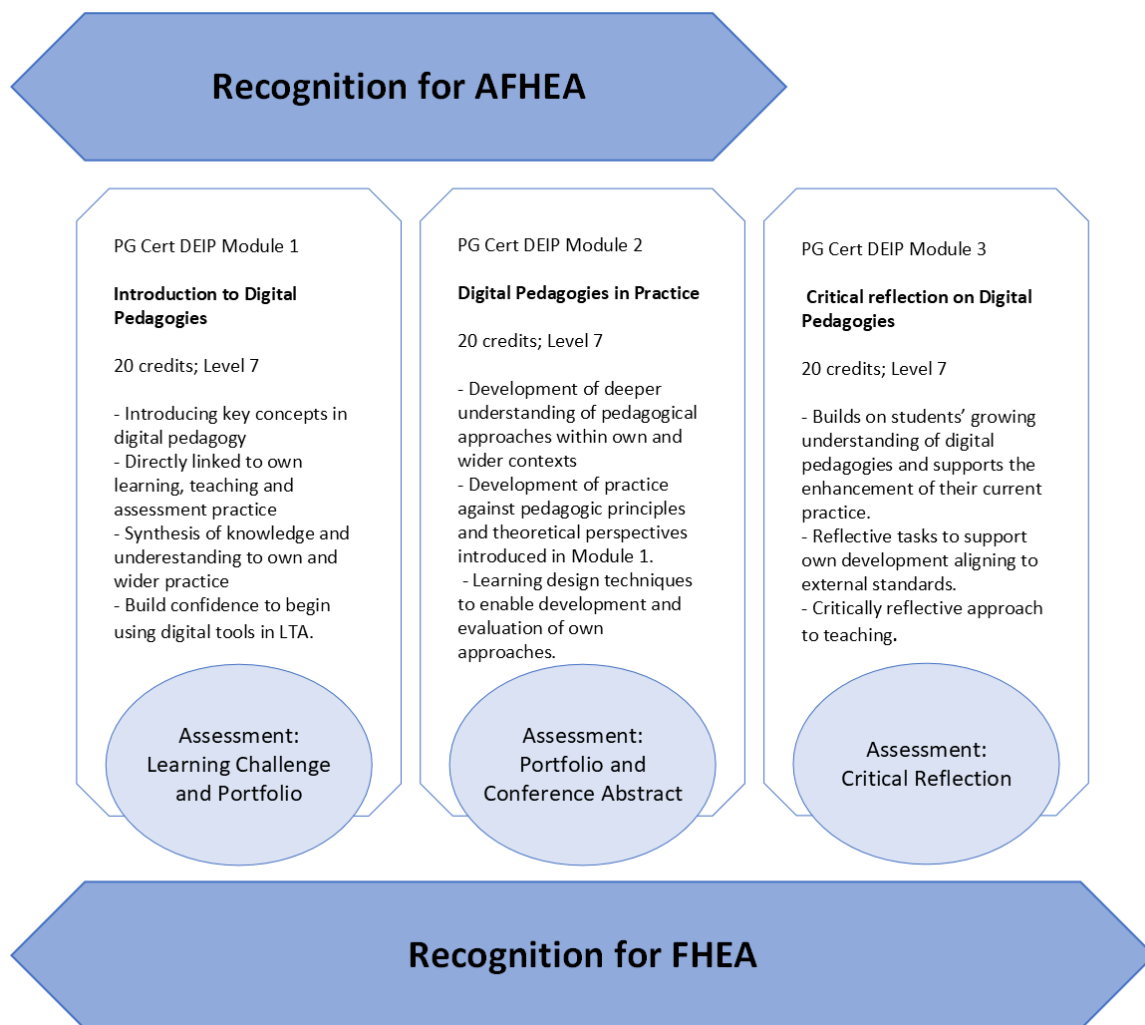
If you work within higher education, but not for Arden University, nor one of its collaborative partners, nor another AdvanceHE member institution, then you may still be able to make an individual application for Fellowship directly to AdvanceHE through the accredited route, and the work you complete within the programme will be relevant for you as evidence to support your individual application. Further details of the individual route are available here: [Your routes to Fellowship | Advance HE \(advance-he.ac.uk\)](#)

#### ***Meeting the requirements for fellowship through the PG Cert in Digital Education in Practice***

This programme will enable you to meet the requirements for Descriptor 1 and/or Descriptor 2 by completing specific modules and their assessments. To gain recognition as an Associate Fellow, you will need to complete and pass Module 1: Introduction to Digital Pedagogies and Module 2: Digital Pedagogies in Practice as confirmed by the university’s Progression and Award Board. You will also submit a personal statement of 1400 words, need to provide a referee to authenticate your practice, and share a Personal Tracker confirming you have met the criteria for Descriptor 1. The Fellowship judgement will be confirmed at the Fellowship Award Board after the Progression and Award Board for this programme.

To gain recognition as a Fellow, you will need to complete and pass Module 1: Introduction to Digital Pedagogies, Module 2: Digital Pedagogies in Practice, and Module 3: Critical Reflection on Digital Pedagogies as confirmed by the university's Progression and Award Board. You will also submit a personal statement of 3000 words, need to provide two referees to authenticate your practice, and share a Personal Tracker confirming you have met the criteria for Descriptor 2. The Fellowship judgement will be confirmed at the Fellowship Award Board after the Progression and Award Board for this programme.

The diagram below illustrates the structure of the programme and how it relates to D1 and D2:



See Appendix 2 for how the programme and its assessments have been mapped against the UKPSF for both descriptors.

***Meeting the requirements for fellowship outside of the PG Cert in Digital Education in Practice***

You may choose not to claim recognition through the PG Cert in Digital Education in Practice or be a more experienced member of Arden University staff who is in a leadership position and would prefer to seek Senior or Principal Fellowship. These can be achieved through Arden's internal individual fellowship support scheme. Arden staff whose roles are aligned with D1 and D2, and who achieve Associate Fellow or Fellowship through the PG Cert in Digital Education in Practice, can progress towards a Senior or Principal Fellowship in future through the individual fellowship support scheme as their careers progress and they move into leadership roles.

### ***Authenticating your practice***

Authentication of your practice is an important element of a successful Fellowship award. Participants are asked to validate their practice by providing one referee statement for Associate Fellowship recognition, or two referee statements for Fellowship recognition. A template is provided when you complete your registration as a participant.

The purpose of the referee statement is to endorse and to verify your practice at the category level. Ideally, your referees should hold Fellowship, Senior Fellowship or Principal Fellowship. Whether they have fellowship or not, they must be experienced practitioners who are familiar with your current higher education practice. They do not have to be senior to you — it is perfectly acceptable to ask a peer, provided they are an experienced practitioner supporting student learning.

In addition to a Guide for Referees and a Reference Template, one-to-one support for referees is available from the programme team for so that the requirements can be more fully discussed, exemplars shared, and questions they may have can be answered.

### ***How recognition is gained through assessment***

The assessments of the PG Cert in Digital Education in Practice are designed to assess programme and module level outcomes, threshold concepts and the graduate attributes. The assessments, while aimed at developing digital practice, encourage students to engage with critical thinking and reasoning.

The assessments are aligned to the requirements of the UKPSF and are designed to evaluate and demonstrate your understanding of theoretical concepts and application of these to your practice as described in the relevant Descriptor criteria.

Module content and assessment briefs will indicate the links between the programme and the UKPSF, as you can see in Appendix 2. This is done to help you identify the criteria of the Descriptors you are fulfilling and to make explicit links between your practice, the UKPSF, and your professional development at the appropriate category of Fellowship using the tracker, in your personal statement, supported by your referee(s).

### ***Tracker***

You will use the Tracker in one of two ways:

#### *Descriptor 1 (AFHEA)*

Working with your mentor, you will use the Tracker and the UKPSF map in Appendix 2 to select the two Areas of Activity you will be choosing to evidence through your completion of Modules 1 and 2 and their assessments, along with K1 and K2 and the associated Professional Values. You will use the Personal Tracker both as evidence of your engagement with these areas and to help you complete your personal statement, and you will submit this as part of your claim for recognition.

#### *Descriptor 2 (FHEA)*

You will use the Tracker and the UKPSF map in Appendix 2 to demonstrate your engagement with the Areas of Activity, Core Knowledge and Professional Values and to help you complete your personal statement, and you will submit this as part of your claim for recognition.

Appendix 2 of this Handbook explains how the various elements of the programme and its assessments are mapped against the Dimensions of the UKPSF. This is designed to help you make links between your own practice, the work you complete on the programme, and the dimensions of the Framework.

Throughout the programme you will complete a Tracker to identify where you have evidenced different Dimensions of the Framework, and how these relate to the elements of the relevant Descriptor (D1 or D2) that you will eventually make a claim for. Your Mentor will work to support you in completing the Tracker over the course of the programme.

At the end of the relevant module (Module 2 for D1; Module 3 for D2) you will submit the Tracker as evidence of different Dimensions of the Framework in your practice, and of where you have met the requirements for the relevant Descriptor. This forms one part of your fellowship claim. As explained previously, you will also submit a personal statement (Appendix 4) and a reference, and these will constitute your fellowship claim.

### **Working with your mentor**

You will be assigned a fellowship mentor who will support you through the programme and will help you to complete your Tracker, so that you can recognise which dimensions of the UKPSF you are evidencing along the way, and where, and how. This in turn will help you develop your personal statement.

### **Personal statement**

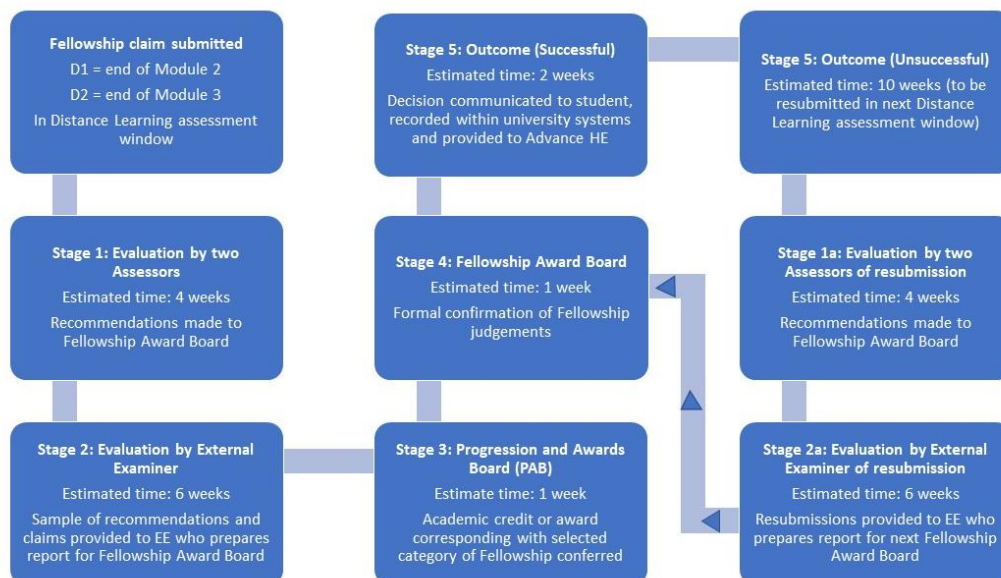
The personal statement forms the central part of your claim for recognition. Your tracker will help you identify which dimensions of the UKPSF you are evidencing, from your practice and from the programme. To gain recognition as an Associate Fellow you will submit a personal statement of 1400 words. To gain recognition as a Fellow you will submit a personal statement of 3000 words. A template will be provided to you to fill out (as seen in Appendix 4).

### **How you will submit your claim for recognition**

When you have completed your Module 2 assessment for D1 and your Module 3 assessment for D2, you will submit your claim for recognition to the Programme Team Leader. Your claim is comprised of your Personal Statement, your Tracker, and your Referee statements.

### **Judgement and appeals process**

The process by which your claim for fellowship is assessed, with an indicative time frame, is outlined in the diagram below:



### Stage 1: evaluation by two assessors

The documents constituting your claim for fellowship will be evaluated by two trained fellowship Assessors. The Assessors will independently evaluate your claim against the relevant Descriptor and make a recommendation to the quarterly Fellowship Award Board as to whether you should be awarded fellowship.

Both Assessors will themselves hold a category of fellowship beyond that which the programme awards – in other words your Assessors will be either Senior (D3) or Principal (D4) Fellows of the HEA, and able to make judgements against D1 or D2 as appropriate. A Mentor is not permitted to act as an Assessor, so these will be two different members of staff.

### Stage 2: evaluation by External Examiner

In addition to these two Assessors, your fellowship claim may be sampled for evaluation by the programme's External Examiner, who also holds a Category of fellowship equivalent to D3 or D4. The External Examiner is an experienced academic from another higher education institution, who assures the quality and accuracy of the judgements of fellowship against D1 or D2 that the internal Assessors have made.

The External Examiner will review a sample of claims and recommendations prior to the Fellowship Award Board, which is where all recommendations will be discussed, and then approved or rejected.

*Appendix 5 shows the Fellowship Judgement Template for D1 and D2 which will be used by the Assessors and the External Examiner to record their evaluations of your claim explicitly against each element of the relevant Descriptor.*

### Stage 3: Progression and Awards Board (PAB)

The PAB is where the academic credit or award corresponding with the selected category of Fellowship is conferred. Recommendations to the Fellowship Award Board will only be considered for students whose academic credit or awards have been ratified in the PAB, so if you must resit a module, your claim will be deferred until you have completed the module or programme successfully.

### Stage 4: Fellowship Award Board

The Fellowship Award Board is responsible for considering and ratifying recommendations for Associate Fellowship and Fellowship, and for formally confirming Fellowship judgements.

The Fellowship Award Board has oversight of ensuring that the processes through which Fellowship judgements are reached and made are reliable, valid, and robust and embed the criteria of the relevant UKPSF Descriptor(s).

The Fellowship Award Board will receive Fellowship Judgement recommendations from all Assessors, and these will only be considered with Registry confirmation from the most recent Progression and Awards Board that the academic credit or award corresponding with the selected category of Fellowship has been conferred.

The composition of the Fellowship Award Board includes members of the programme team, the external examiner, and members of the Academic Professional Development team. The Board will normally meet quarterly, and not less than once per year, following each Progression and Awards Board for the PG Cert Digital Education in Practice.

## Stage 5: Outcome

The Fellowship Award Board having made their decision as to whether your claim has been successful will maintain a formal record of all Fellowship judgment decisions by Fellowship category, including referrals for resubmissions.

### *Successful claims:*

Having been informed by the Fellowship Award Board of the outcomes, the programme team will communicate your successful claim of Fellowship to you via email.

The Fellowship Award Board will formally communicate Fellowship judgement decisions to Advance HE for the inclusion of successful candidates on the Advance HE Fellowship Register. Advance HE will then provide you with a certificate for your records.

The Fellowship Award Board will formally communicate Fellowship Judgement decisions to Registry so that a written record can be attached to your student record within university systems, as well as your staff record.

### *Unsuccessful claims:*

Your claim for fellowship is separate to the award of credit for the programme. Therefore, you may meet the requirements to pass the module(s) and/or to be awarded the PG Cert in Digital Education in Practice, but you may not meet the requirements for fellowship. If this happens, you will have one further opportunity to revise or amend your fellowship claim in line with feedback received and resubmit the required documents. Your resubmitted documents will again be evaluated by two Assessors and the External Examiner, and a recommendation made to the next available Fellowship Award Board.

You have the right to Appeal against the decision of the Fellowship Award Board as outlined in the university's Quality [process](#) documents, provided certain conditions are met. Disagreement with the decision of the Fellowship Award Board is not in itself grounds for an appeal.

## **Quality assurance**

All assessors hold a Category of fellowship beyond that which the programme awards, as does the External Examiner. In other words, everyone involved in making a judgement in relation to your claim for fellowship is a Senior or Principal Fellow themselves.

All Arden academic staff engage in Academic Professional Development aligned with the UKPSF, to maintain the currency of their knowledge and understanding. Once in every teaching block, the full programme team engages in a fellowship development event where examples of student work, trackers, personal statements, referee statements and individual applications are reviewed collectively and discussed in relation to the UKPSF and the requirements of the Descriptors.

Feedback from the External Examiner is considered, where suggestions have been made for enhancements to the quality of fellowship judgements being made. Reports from these events are presented to the School of Digital Education Programme Committee, along with recommendations for enhancements to programme content or delivery, and with a response to any issues raised by the External Examiner. These are monitored and managed by the University's Quality and Standards Committee. The programme team seek advice from the External Examiner on the content of these events and invites the EE to participate where possible.

Your Mentor will not be involved in making judgements against your fellowship claim, to ensure that there is no conflict of interest, and that the judgements made are free from the influence of your mentor-mentee relationship. Where a student on the programme is a member of staff from the School of Digital Education, Assessors will be outside of their line management structure, to ensure that judgements of fellowship are free from management relationships.

Should a situation arise where any student on the programme has any pre-existing relationship (personal or professional) with any member of the programme team, that member of the programme team will not be involved in making fellowship judgements. All Arden staff are required to declare any prior relationships with students or potential conflicts of interest, and so failure to do so would result in disciplinary action.



## PROGRAMME SPECIFICATION

<b>1. Target Award</b>	Post Graduate Certificate
<b>2. Programme Title</b>	Post Graduate Certificate in Digital Pedagogies and Practices
<b>3. Exit Awards</b>	n/a
<b>4. Programme Team Leader(s)</b>	Elizabeth Ellis
<b>5. Delivery Model</b>	Online Part Time
<b>6. Start date</b>	November 2021
<b>7. Programme Accredited by (PSRB or other, if applicable)</b>	This programme is accredited by AdvanceHE. The programme is fully mapped against the UK Professional Standards Framework, with eligible students completing modules 1 and 2 able to pursue Associate Fellowship (AFHEA) and eligible students completing Modules 1, 2 and 3 able to pursue Fellowship (FHEA)
<b>8. UCAS Code (If applicable)</b>	
<b>9. Relevant QAA subject benchmark statement</b>	QAA Subject Benchmark Statement Education Studies (2019)

<b>10. Programme Aims</b>
<p>The PG Certificate in Digital Pedagogies and Practices aims to develop digital teaching practices based on sound pedagogic principles to deliver learning which will meet the needs of 21<sup>st</sup> Century students. Teaching practices will support the development of lecturer and student digital capabilities, those capabilities combining both the core IT competences and behaviours. Students prepare for innovative digital teaching practice and develop expertise to meet needs and expectations of our diverse student population studying globally across several curriculum areas.</p> <p>During the programme practitioners will engage with debates and discussions of current trends and be conversant with a range of pedagogical approaches and the affordances of new technology. The ability to engage in wider sector considerations, theoretical perspectives and evaluation of own practice will ensure transferability of skills across different digital learning contexts.</p> <p>Using sector best practices, teaching and learning strategies will be highly participatory and encourage collaborative working utilising a range of digital teaching tools, and resources.</p> <p>Specifically, the programme aims to:</p> <ul style="list-style-type: none"> <li>• Enable students to deepen their knowledge and understanding of higher education pedagogies in digital learning contexts</li> <li>• Develop critical knowledge and understanding of the use of digital pedagogies through independent and collaborative learning and encouraging research-informed practices</li> <li>• Support students in the transformation of their digital practices in relation to learning, teaching and assessment</li> </ul>

- Promote the development of critical reflective skills in order to enhance the application of knowledge and understanding of digital pedagogies to practice.

**Arden Values Mapping:** the table below identifies how programme outcomes provide for full coverage of Arden University Values

	Knowledge & Understanding	Intellectual Thinking	Practical Skills	Transferable Skills
We Support People				D4
We Do the Right Thing		B2		D1
We Innovate	A02	B1	B3	C03
We Take Ownership				D1

<b>11. Intended programme learning outcomes and the means by which they are achieved and demonstrated</b>		
<b>11a. Knowledge and understanding</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
	<b>Activities we are planning for students to achieve the programme learning outcomes</b>	<b>Assessment of programme learning outcomes</b>
<p>A01 Ability to analyse and discuss current theoretical perspectives in digital teaching and learning practices</p> <p>A02 Evaluate current trends and influences on digital pedagogies arising from research and sector practice against own practice</p> <p>A03 Demonstrate a critical understanding of digital capabilities frameworks and how they support the implementation of digital pedagogies</p>	<p>Module 1: Introduction to Digital Pedagogies A01, A02, A03 achieved through:</p> <ul style="list-style-type: none"> <li>• Exploration of theories relating to digital pedagogies</li> <li>• Evaluation of digital pedagogies for their own context</li> <li>• Critiquing and adapting digital capability frameworks</li> <li>• Evaluation of current LTA practices and engaging in discussion with sector experts and peers</li> <li>• Synthesising findings from key sources of information including sector reports, key literatures</li> </ul> <p>Module 2: Digital Pedagogies in Practice A01, A02, A03 achieved through:</p> <ul style="list-style-type: none"> <li>• Evaluating of digital tools and their uses</li> <li>• Exploration of digital learning design practices</li> <li>• Using digital tools ethically, and inclusively</li> </ul>	<p>Module 1: Introduction to Digital Pedagogies A01, A02, A03 demonstrated through:</p> <ul style="list-style-type: none"> <li>• Evaluation of digital pedagogies (LO1 Summative assessment)</li> <li>• Collaborative critique of digital frameworks &amp; adaption for own context (LO1 formative assessment)</li> <li>• Evaluation of a key area of LTA practice (LO2 Summative)</li> <li>• Critical reflection on sector-led and peer-led discussion (LO2 formative assessment)</li> <li>• Evaluation of teaching tools and their affordances for student centred learning (LO2 Summative)</li> <li>• Leading an interactive discussion exploring key trends based on sector reports (LO3 Summative)</li> <li>• Co-creation of a resource discussing an innovative trend in digital pedagogy (Formative Feedback-Peer)</li> </ul> <p>Module 2: Digital Pedagogies in Practice A01, A02, A03 demonstrated through:</p> <ul style="list-style-type: none"> <li>• Undertaking a peer-evaluated Micro-teaching event (LO1 Summative Assessment)</li> </ul>

	<ul style="list-style-type: none"> <li>Dissemination of digital practices demonstrating engagement with key literature</li> <li>Ethical use of learning analytics</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies A02 achieved through:</p> <ul style="list-style-type: none"> <li>development of reflective practice throughout module 3, with support from 'mentors' to evaluate own practice against current trends.</li> <li>a focus on reflection on the digital capabilities of staff and students through engaging with peers and other digital practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>Critique of 'app/tool' of the week (Formative – LO1)</li> <li>Peer feedback on individual learning design (Formative – LO2)</li> <li>Justification of approach taken for a proto-type learning design (Summative: LO2)</li> <li>Discussion output on ethical use of learning analytics (Formative assessment)</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies A02 demonstrated through:</p> <ul style="list-style-type: none"> <li>Critical reflective piece posted to group/ course online site concerning the principles of effective teaching in a digital medium</li> </ul>
<b>11b. Intellectual (thinking) skills</b>	<b>The means by which these outcomes are achieved</b>	<b>The means by which these outcomes are demonstrated</b>
<p>B01 Apply and where appropriate, synthesise models and theories of Higher Education pedagogy to meet the digital needs of current contexts.</p> <p>B02 Undertake research on a topic relevant to an online learning setting.</p> <p>B03 Select, justify and apply various online metrics in order to best evaluate an initiative in digital pedagogy.</p>	<p>Module 1: Introduction to Digital Pedagogies B01, B02, B04 achieved through:</p> <ul style="list-style-type: none"> <li>Evaluation of digital pedagogies for relevant to different contexts</li> <li>Critically evaluate on application of digital pedagogies for enhancing LTA practices</li> <li>Synthesis of factors affecting the development of key pedagogical trends</li> <li>Critiquing learning design approaches and their relevance for digital pedagogies</li> </ul>	<p>Module 1: Introduction to Digital Pedagogies B01, B02, B04 demonstrated through:</p> <ul style="list-style-type: none"> <li>Evaluation of pedagogies within own context (Summative assessment)</li> <li>Critical reflection following engagement with sector experts, practitioner and peers (Formative assessment)</li> <li>Critique of learning design approaches (Summative assessment)</li> </ul>

<p>B04 Disseminate research outcomes making ethically and sustainability sound recommendations.</p>	<p>Module 2: Digital Pedagogies in Practice B01, B02, B03, B04 achieved through:</p> <ul style="list-style-type: none"> <li>Using digital tools to help collate learning analytics</li> <li>Evaluation of critical digital pedagogy to increase student engagement and widening participation in higher education</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies B02, B03 achieved through:</p> <ul style="list-style-type: none"> <li>Critical reflection on personal research</li> <li>Critical reflection on the identification and use of data to provide evaluation of digital practices</li> </ul>	<p>Module 2: Digital Pedagogies in Practice B01, B02, B03, B04 demonstrated through:</p> <ul style="list-style-type: none"> <li>Use and evaluation of learning analytics (Formative assessment LO3)</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies B02, B03 demonstrated through:</p> <ul style="list-style-type: none"> <li>A combination of in course formative exercises and summative assignments, including portfolio submissions, presentations, personal development plans, and report-based assignments.</li> <li>Dissemination at online conference (Formative LO4)</li> </ul>
<p><b>11c. Practical skills</b></p>	<p><b>The means by which these outcomes are achieved</b></p>	<p><b>The means by which these outcomes are demonstrated</b></p>
<p>C01 Develop, and curate digital content to create a 'course' which is underpinned by sound digital pedagogical understanding</p> <p>C02 Select and utilise learning design and teaching tools informed by sound pedagogic principles</p> <p>C03 Identify practical solutions to theoretical and practical online teaching challenges, thereby demonstrating praxis</p>	<p>Module 1: Introduction to Digital Pedagogies C03 achieved through:</p> <ul style="list-style-type: none"> <li>Contribution to course forum to explore and discuss theoretical perspectives</li> <li>Evaluating of teaching tools and their affordances for student-centred learning</li> </ul> <p>Module 2: Digital Pedagogies in Practice C01, C02, C03 achieved through:</p> <ul style="list-style-type: none"> <li>Development of 'prototype' design of a course</li> <li>Developing digital teaching practices through using and evaluating teaching tools/apps</li> </ul>	<p>Module 1: Introduction to Digital Pedagogies C03 demonstrated through:</p> <ul style="list-style-type: none"> <li>Peer feedback on course forum to be included within the module 3 summative assessment</li> <li>Evaluation of teaching tools against pedagogical approaches (Summative task)</li> </ul> <p>Module 2: Digital Pedagogies in Practice C01, C02, C03 demonstrated through:</p> <ul style="list-style-type: none"> <li>Peer evaluated microteaching event (Summative LO1)</li> <li>Prototype design (Summative assessment LO2)</li> </ul>

	<ul style="list-style-type: none"> <li>Using apps to monitor student engagement</li> <li>Use of iterative approaches to evaluate pedagogic impacts of digital artefacts (student-created)</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies C02 achieved through:</p> <ul style="list-style-type: none"> <li>Reflection on the effective use of a digital space (Module 1 activity)</li> <li>Reflection on the selection, justification, evaluation and dissemination of appropriate digital tools to meet varying teaching needs (Module 2 activities).</li> </ul>	<ul style="list-style-type: none"> <li>Use of learning analytics (Formative assessment LO3)</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies C02 demonstrated through:</p> <ul style="list-style-type: none"> <li>Rationale / justification of selection of digital reflective space (formatively assessed)</li> <li>critical reflection on the selection, justification, implementation and evaluation of a digital innovation. This reflection will form part of the e-portfolio and will be summatively assessed.</li> </ul>
<b>11d. Transferable skills</b>	<b>The means by which these outcomes are achieved and demonstrated</b>	
<p>D01 Critically reflect to support enhanced learning, self-awareness, self-impact and interaction with others</p> <p>D02 Identify and critically analyse issues in order to generate contextually relevant and workable solutions</p> <p>D03 Develop effective communication and presentation skills using digital mediums</p> <p>D04 Work effectively as a member of a team, including leadership, team working skills and cross-cultural awareness</p>	<p>Module 1: Introduction to Digital Pedagogies D01, D03, D05 achieved through:</p> <ul style="list-style-type: none"> <li>Critical evaluation of current learning and teaching practices</li> <li>Creation of a contextualised framework for learning design suitable for own context/subject area</li> <li>Engage in and contribute to an interactive discussion on a key debate within digital pedagogies</li> <li>Engage and participant in learning event</li> </ul> <p>Module 2: Digital Pedagogies in Practice D01, D02 achieved through:</p>	<p>Module 1: Introduction to Digital Pedagogies D01, D03, D05 demonstrated through:</p> <ul style="list-style-type: none"> <li>Evaluation of current practice through a learning challenge based on LTA practice (Summative assessment LO3)</li> <li>Creation of a learning design framework (Formative assessment)</li> <li>Engage in and contribute to an interactive discussion (Formative – peer assessed)</li> </ul> <p>Module 2: Digital Pedagogies in Practice D01, D02 demonstrated through:</p> <ul style="list-style-type: none"> <li>Undertaking a micro-teach and giving feedback on peer sessions (Summative LO1)</li> </ul>

<p>D05 Work independently and take demonstrate a high level of autonomy for own learning and personal development</p>	<ul style="list-style-type: none"> <li>• Engaging in peer evaluation activities to develop own and others practice</li> <li>• Taking part in a collaborative learning design simulation</li> <li>• Dissemination of practice through online conference, course wiki, online discussion</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies D01, D03, D04 and D05 achieved:</p> <ul style="list-style-type: none"> <li>• alongside module 1 through collaborative consideration of personal and peer contexts</li> <li>• alongside module 2 through reflection on the contextual development of specific digital initiatives.</li> <li>• Development of and engagement with a personal development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning design simulation (Formative assessment LO2)</li> </ul> <p>Module 3: Critical Reflection on Digital Pedagogies D01, D03, D04 and D05 demonstrated through:</p> <ul style="list-style-type: none"> <li>• Portfolio submissions involving reflections, blog posts and responses to peer feedback</li> <li>• Reflective commentary on main elements of personal progress and selected next steps</li> <li>• Online Conference (Formative assessment LO4)</li> </ul>
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## 12. Graduate Attributes and the means by which they are achieved and demonstrated

### Graduate Attributes

- E01 – **Discipline Expertise: Knowledge and understanding of chosen field.** Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.
- E02 – **Professional Skills:** Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment
- E03 – **Reflective Practitioner:** Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions

### The means by which these outcomes are achieved and demonstrated

- E01 – **Discipline Expertise:** achieved through and demonstrated through
- Enhancement of individuals’ digital teaching practices using sound pedagogic underpinning and the ability to discuss and share practice with peers
  - Awareness and development of developing digital capabilities needed to use technology effectively with teaching practice
  - The use of research informed approaches using evaluation methods and tools to enhance own learning, teaching and assessment practices
- E02 – **Professional Skills:** achieved and demonstrated through
- Development of digital teaching practices using sound pedagogic underpinning
  - Development of teaching practices against the Professional Standards Framework
  - The ability to critique own practices in relation to theoretical perspectives
  - Introducing, discussing and evaluating digital tools and platforms to develop innovation ways of communicating, collaborating and engaging with others in online environments
- E03 – **Reflective Practitioner:** achieved and demonstrated through
- The use of critical reflection at an individual level throughout the programme
  - Introducing critical reflection models and developing reflective practice through module 3
  - The creation and submission of a reflective personal portfolio and collaborative reflective blog

### Mapping

Module	Graduate Attribute
Introduction to Digital Pedagogies	<b>Discipline Expertise:</b> Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change
Digital Pedagogies in Practice	<b>Professional Skills:</b> Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment
Critical Reflection on Digital Pedagogies	<b>Reflective Practitioner:</b> Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions



### 13. Learning and teaching methods and strategies

The programme primarily uses student-centred learning approaches in order to:

- Promote the development of digital literacies of lecturers through a wide exposure of digital learning tools
- Facilitate a high level of online student engagement that provides an innovative approach to facilitating synchronous and asynchronous learning activities
- Demonstrate the use of teaching across different learning spaces to facilitate small group work, study groups and class discussions
- Scaffolded learning activities about complex ideas to support the development of critical awareness and discussion in relation to own practice
- The use of frameworks associated with supporting the use of technology to promote best practices in designing, planning and evaluating of teaching, learning and assessment
- Develop highly reflective practitioners who are confident to teach, support and facilitate technology enhanced learning, thus enhancing their students' digital capabilities.
- The modules will be delivered as follows: Module 1 and 3 will run concurrently, followed by Modules 2 and 3 again running concurrently. Module 2 builds on the knowledge, understanding and skills introduced in Module 1. Module 3 supports the inherent reflection in Modules 1 and 2

### 14. Assessment methods and strategies

Assessment strategies include formative assessment which are either lecturer, or peer-led, and an end of module summative assessment. Students are encouraged to develop self-regulation and reflect on their development throughout the programme. During the module, students are set individual and group activities which help them develop the knowledge, understanding and skills assessed in the summative assessment.

The assessments are designed to assess programme and module level outcomes, threshold concepts and the graduate attributes. The assessments whilst aimed at developing digital practice encourage students to engage with critical thinking and reasoning.

#### **Module 1: Introduction to Digital Pedagogies**

##### **Summative assessment:**

E-Portfolio – summary from a group discussion on the evaluation of the affordances of digital tools to support student centred learning pedagogies, and discussion of key trends in innovative learning (Learning Outcomes 3,4,5) as well as a video or narrated evaluation of a key aspect of teaching, learning and assessment practice as chosen by the student. Students will critically evaluate theoretical perspectives in digital pedagogies (Learning Challenge) (Learning Outcomes 1,2,5)

##### **Formative assessment:**

Collaboratively develop a critique of current digital frameworks and creation of a contextualised framework for own context /subject area (Learning Outcome 1)

Participate, engage, and critically reflect on a discussion with a 'sector expert' (Learning Outcome 2)

Collaborative learning to co-design a resource for dissemination (Learning Outcome 3)

## **Module 2: Digital Pedagogies in Practice**

### **Summative assessment:**

E-Portfolio - students will develop a video/presentation (microteach) using a 'new' digital tool (Learning Outcome 1,4), students will justify the learning design approach to develop a proto-type learning design, evidencing critical engagement with relevant and recent literature (Learning Outcome 2,3). Students will actively engage in and reflect on, an online discussion on the characteristics of critical digital pedagogy and the benefits of student-centered learning in terms of inclusivity, ethical practice and widening participation in higher education (Learning Outcome 1)

### **Formative assessment:**

Critique of 'app/tool' of the week (Learning Outcome 1)

Students will collaborate with peers on their individual learning designs in a collaborative learning activity (Learning Outcome 1)

## **Module 3: Critical Reflection on Digital Pedagogies**

### **Summative assessment:**

- Reflective commentary on the "netiquette" of digital feedback (Learning Outcomes 1,2,4)
- Critically reflective piece posted to group/ course online site concerning the principles of effective teaching in a digital medium (Learning Outcomes 1,3,4)
- Reflective commentary on main elements of personal progress and selected next steps (Learning Outcome 1,4)

### **Formative assessment:**

- Rationale / justification of choice of digital reflective space (Learning Outcome 1)
- Engagement in discussion on the netiquette of digital feedback to a range of audiences to a shared space (Learning Outcome 2)
- Engagement in discussion on the principles of effective teaching in a digital medium (Learning Outcome 3)
- Submission of Conference abstract and participation in an online conference or submission of a conference poster: dissemination of practice within an online conference, critically engaging with relevant and recent literature.

## **15. Employability**

- Entrants to this programme are expected to work within education and have relevant professional experience in either a teaching or student support role. The Post Graduate Certificate will be offered part-time and offer the flexibility to be studied alongside full-time employment. The programme aims to develop the skills required to teach, and support learning within digital contexts and to enhance digital teaching practices. On completion of

the programme graduates will have enhanced employment and progression opportunities available through:

- Alignment of professional practice to the UK Professional Standards Framework (AdvanceHE) within the curriculum
- Development of teaching digital teaching practices to prepare students for teaching and supporting learning in online, face to face and blended learning contexts
- Development of teaching practices to align with sound pedagogic principles enhancing knowledge of how to embed these into current practices
- Development of knowledge, understanding and practice of digital capabilities to facilitate teaching practices which promote the development of student digital capabilities

### 16. Entry Requirements

Arden University is keen to ensure that the qualification is available to all those who can benefit from it therefore entry requirements are as follows:

- A UK degree with second class honours or above (or equivalent)
- English language ability equivalent to IELTS 6.5 (no less than 6.0 in any element), where the language of undergraduate study was not English.
- Current employment in a teaching post in education or in a post which supports students' learning and development (e.g. Lecturer, Assistant Lecturer, Academic Skills Tutors, Learning Designer, Learning Technologist, Student Support)

### 17. Programme Structure

#### Level 7

Module Code	Module Title	Credits	Module Type (Core/Option)
EDU7001	Introduction to Digital Pedagogies	20	Core
EDU7002	Digital Pedagogies in Practice	20	Core
EDU7003	Critical Reflection on Digital Pedagogies	20	Core

**18. Subject:**  
X1 Training Teachers

**Select from:**  
<https://www.hesa.ac.uk/component/content/article?id=1787>

Last Updated: April 2024

## **ANNEX – OUR CHARTER**

At Arden University, we are passionate about supporting people, achieving our best and inspiring progress. To help us support and inspire you to achieve your best, we have created a Charter – it's a set of guidelines that we can all follow, highlighting how we can work together to ensure you have a great learning experience.

### **To ensure you have a great learning experience, we ask that you:**

- Treat everyone that works or studies with Arden with respect and comply with our policies and regulations
- Engage positively with your course, your tutors, and fellow students to make the most of the learning opportunities we provide
- Help us understand your motivations, personal schedule, and targets so that we can help you achieve your goals
- Keep your lecturers and student support coordinators updated on your progress, how you are feeling and if you have any concerns that may be holding you back
- Commit to your studies by attending and taking part in scheduled activities
- Seek help and advice when you need it and make the most of the support available to you
- Complete and hand in assessments on time, with diligence and honesty, whether or not they count towards the final mark and take on board the feedback we provide to help you succeed
- Be an 'Arden ambassador' and promote good, positive behaviour at all times
- Tell us what you think by providing helpful feedback through evaluations, surveys and your student representative.
- Keep up to date about your rights and responsibilities and work with your Student Association to provide or choose potential AUSA representatives or leaders

### **To help you have a great learning experience, we will:**

- Provide a warm welcome and be respectful and professional at all times
- Continually deliver high quality, engaging teaching and learning opportunities and access to a wide range of online learning materials
- Publish clear and accurate information about your course and our policies, procedures and regulations
- Support you on your journey by actively encouraging you to engage with and successfully complete your course
- Work with you to clarify your career aspirations and give you the tools to achieve your goals
- Give you helpful and timely feedback on your assessments, offering guidance for improvement and supporting your development
- Equip you with the resources and academic and pastoral support needed to achieve the learning outcomes for your course
- Help you develop a set of personal and professional skills over and above your academic studies as laid out in our 'graduate attributes' (explained in your Programme Handbook)
- Create opportunities to work with others and network with students from all around the world
- Boost your employability by building on your transferable skills throughout your studies
- Encourage you to develop professional ethics, to strive for equal opportunities and to value diversity

- Listen and respond to constructive feedback and support you to participate in the development of the University.

**To help you make the most of your time at Arden, your student association, AUSA, will:**

- Be focussed on and responsive to you, our students and always have your best interests at heart
- Encourage you to speak up to help influence and improve the way the university develops and is managed
- Represent your views and interests through the student representative and communicate any outcomes
- Be open and honest with the university and its students
- Encourage interaction with your fellow students from all over the world to enrich your experience of studying with us
- Ensure you are treated fairly, respectfully and are aware of your rights and responsibilities and encourage interaction with students from different countries and cultures around the world.

## Appendix 1: Reading List

### PG Cert in Digital Education in Practice READING LIST

#### Module 1

##### Key Text:

- Beetham, H. and Sharpe, R. (2019). *Rethinking Pedagogy for a Digital Age*. New York: Routledge.
- Daniela, L. (2020) *Pedagogies of Digital Learning in Higher Education*. Abingdon: Routledge.

##### Resources by Topic

###### Foundations of digital pedagogies – theoretical perspectives (pedagogy)

- Daniela, L. (2020) *Pedagogies of Digital Learning in Higher Education*. Chapter 9. Abingdon: Routledge.
- Mayes, T and de Freitas, S (2004) Review of e-learning theories, frameworks and models. London: Joint Information Systems Committee. Available at [http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/outcomes.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/outcomes.aspx)
- Lam, Kai Shun, A Review in Our Present Teaching Pedagogies: Traditional, Digital and Flipped Learning (February 21, 2019). Available at SSRN: <https://ssrn.com/abstract=3339031> or <http://dx.doi.org/10.2139/ssrn.3339031>

###### Critical digital pedagogies and pedagogies for 21<sup>st</sup> Century learning

- Burtis, M., 2020. *Making and Breaking Domain Of One's Own: Rethinking The Web In Higher Ed*. [online] Hybrid Pedagogy. Available at: <https://hybridpedagogy.org/making-breaking-rethinking-web-higher-ed>
- Daniela, L. (2020) *Pedagogies of Digital Learning in Higher Education*. Chapter 1. Abingdon: Routledge.
- Baroud, J. & Dharamshi, P. (2020) A Collaborative Self Study of Critical Digital Pedagogies in Teacher Education. *Studying Teacher Education*, 16:2, 164-182, DOI: 10.1080/17425964.2020.1739639
- Bovill, C. (2020). *Co-creating Learning and Teaching: Towards Relational Pedagogy in Higher Education* (Critical Practice in Higher Education) St Albans: Critical Publishing –

###### Emerging pedagogical approaches / External influences on development of new pedagogic approaches

- Beetham, H. and Sharpe, R. (2019). *Rethinking Pedagogy for a Digital Age*. Chapter 1. New York: Routledge.
- Beetham, H. and Sharpe, R. (2019). *Rethinking Pedagogy for a Digital Age*. Chapter 2. New York: Routledge.
- Herodotou, C., Sharples, M., Gaved, M., Kukulska-Hulme, A., Rienties, B., Scanlon, E. and Whitelock, D., 2019. Innovative pedagogies of the future: An evidence-based selection. In *Frontiers in Education* (Vol. 4, p. 113). Frontiers. Available at <https://www.frontiersin.org/articles/10.3389/feduc.2019.00113/full>

- Mason J., Shaw G., Zhang D. (2019) Shifting Pedagogies and Digital Technologies—Shaping Futures in Education. In: Yu S., Niemi H., Mason J. (eds) Shaping Future Schools with Digital Technology. Perspectives on Rethinking and Reforming Education. Springer, Singapore
- Savin-Baden, Maggi (2020) *What are Problem-based Pedagogies?* Journal of Problem-based Learning. ISSN Print: 2288-8675 Online: 2508-9145

Digital capabilities for staff, students and curriculum / Frameworks for building staff & student digital capabilities

Developing student digital capabilities through student-centred learning and teaching strategies

- HEFCE (2009) JISC Effective Practice in Digital Age. Available at <https://www.webarchive.org.uk/wayback/archive/20140613220103/http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf>
- JISC Digital Framework (series of audio-narrated presentations). Available at <https://digitalcapability.jisc.ac.uk/what-is-digital-capability/individual-digital-capabilities/our-digital-capabilities-framework/>
  - Beetham, H and Foothri, S (TBD) Talking about the JISC digital capabilities framework
  - Beetham, H and Foothri, S (TBD) How the JISC digital capabilities framework came about
  - Beetham, H and Foothri, S (TBD) The evolution of the digital literacy/capability age
  - Beetham, H and Foothri, S (TBD) The structure that underpins the JISC digital capabilities framework
  - Beetham, H and Sharpe, R (TBD) Other digital frameworks, convergence and focusing on the education sector

Learning design for 21st Century

- Beetham, H. and Sharpe, R. (2019). *Rethinking Pedagogy for a Digital Age*. Chapter 10. New York: Routledge.
- Beetham, H. and Sharpe, R. (2019). *Rethinking Pedagogy for a Digital Age*. Resource #3 and Resource #4. New York: Routledge.
- Bennett, S., Agostinho, S. and Lockyer, L. (2017) 'The process of designing for learning: Understanding university teachers' design work', *Educational Technology Research and Development*, 65(1), pp. 125–145. doi: 10.1007/s11423-016-9469-y. Available at <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=psyh&AN=2016-36467-001&site=ehost-live>
- Bennett, S., Lockyer, L. and Agostinho, S. (2018) 'Towards sustainable technology-enhanced innovation in higher education: Advancing learning design by understanding and supporting teacher design practice', *British Journal of Educational Technology*, 49(6), pp. 1014–1026. doi: 10.1111/bjet.12683. Available at <http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=psyh&AN=2018-52109-004&site=ehost-live>
- Assensio-Peréz, J.I., Dimitriadis, Y., Pozzi, F., Hernandez-Leo, D., Prieto, L.P., Persico, D., & Villanegra-Sobrino, S. L. (2017). Towards teaching as design: Exploring the interplay between full-lifecycle learning design tooling and teacher professional development. *Computers & Education*, 114, 92-116

Other Resources:

- Bryan, C. (2019). *Innovative Assessment in Higher Education; A Handbook for Academic Practitioners*. 2<sup>nd</sup> Ed. Abingdon: Routledge

- Conrad, D. and Openo, J. (2018). *Assessment Strategies for Online Learning: Engagement and Authenticity*. Edmonton: AU Press
- Lea, J. (2015). *Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice* (UK Higher Education Humanities & Social Sciences Higher Educ). Maidenhead: Open University Press.

## **Module 2**

### Key Text:

- Stommel, J., (2018) *An Urgency of Teachers: The Work of Critical Digital Pedagogy*, 1<sup>st</sup> Edition. Hybrid Pedagogy Inc.

### Resources by Topic

#### Critical Digital Pedagogy

- Stommel, J (2017) If Bell Hooks Made an LMS: Grades, Radical Openness and Domain of One's Own. Available at <https://www.jessestommel.com/if-bell-hooks-made-an-lms-grades-radical-openness-and-domain-of-ones-own/>

#### Developing as a digital educator/facilitator/practitioner

- HEA (2013) *Flexible learning: a practical guide for academic staff*
- Weller, M. (2011). *The Digital Scholar: How Technology is Transforming Scholarly Practice*. Basingstoke: Bloomsbury Academic.

#### Teaching tools to develop teaching and learning digital practices

- Open University (2020) *Innovating pedagogy report*. Available at <https://iet.open.ac.uk/innovating-pedagogy>
- Planning digital learning programme / module / lesson design, design for learning
- Emerge and JISC (2020). *Digital Learning Rebooted: From 2020's quick fixes to future transformation*.

#### Principles of effective teaching in a digital medium

- Boettcher, J. and Conrad, R. (2016) *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.
- Darby, F. (2019). *Small Teaching Online: Applying Learning Science in Online Classes*. San Francisco: Jossey-Bass.
- Ko, S. And Rossen, S. (2017). *Teaching Online: A Practical Guide*. 4<sup>th</sup> Edition. New York: Routledge
- Ormond, S. (2019). *Supporting Students in Online and Open Distance*. Open and Flexible Learning. London, UK: Routledge.



Using technology, digital content and critical digital pedagogy to promote high levels of engagement, participation and support

- Anderson, T. (2019). Challenges and Opportunities for use of Social Media in Higher Education. *Journal of Learning for Development*, 6(1), 6-19. Available at <https://files.eric.ed.gov/fulltext/EJ1212505.pdf>
- Lockman, A S.and Schirmer, B R.(2020). Online Instruction in Higher Education: Promising, Research-Based, and Evidence-Based Practices, *Journal of Education and e-Learning Research*, v7 n2 p130-152. Available at <https://files.eric.ed.gov/fulltext/EJ1258655.pdf>
- Anderson, M and Keehn, G (2019) Tweeting from the Tower: Exploring the Role of Critical Educators in the Digital Age. *Critical Questions in Education*, v10 n2 p135-149 Spr 2019. Available from <https://files.eric.ed.gov/fulltext/EJ1219680.pdf>

#### TPACK Framework

- Schmid, M; Brianza, E; Petko, D, 2020, Developing a short assessment instrument for Technological Pedagogical Content Knowledge (TPACK.xs) and comparing the factor structure of an integrative and a transformative model, *Computers & Education*, Volume 157, 103967, Available at <https://doi.org/10.1016/j.compedu.2020.103967>

#### Learner Analytics

- Jeongyun Han, Kwan Hoon Kim, Wonjong Rhee, Young Hoan Cho, 2020, Learning Analytics Dashboards for Adaptive Support in Face-to-Face Collaborative Argumentation, *Computers & Education*, 104041, Available at <https://doi.org/10.1016/j.compedu.2020.104041>

#### Other resources:

- Open University (2020) Innovating pedagogy report. Available at <https://iet.open.ac.uk/innovating-pedagogy>
- AdvanceHE Reports: <https://www.advance-he.ac.uk/guidance/teaching-and-learning/technology-enhanced-learning>
- LinkedIn learning pathways: Online Learning, Learning Design
- EdTech Blogs: edtechnology.co.uk, JISC, AdvanceHE, ucisaDEG, European EdTech Network, Learning Technologies, TeacherToolkit
- AdvanceHE Connect Platform: <https://connect.advance-he.ac.uk/>

### **Module 3**

#### Key Texts:

- Bolton, G. and Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. London: Sage.
- Moon, J. (2006). *Learning Journals: A Handbook for Reflective Practice and Professional Development*. Abingdon: Routledge.

#### Other Texts:

- Bradbury, H., Frost, N., Kilminster, S. and Zukas, M. (2009). *Beyond Reflective Practice: New Approaches to Professional Lifelong Learning*. Abingdon: Routledge.

- Moon, J. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Abingdon: Routledge.

#### Other Resources:

- HEA (2006). *The role and effectiveness of reflective practices in programmes for new academic staff: a grounded practitioner review of the research literature*. [Online] Available at:
- <https://www.advance-he.ac.uk/knowledge-hub/role-and-effectiveness-reflective-practices-programmes-new-academic-staff>
- Hughes, J. (2008). Exploring eportfolios and weblogs as learning narratives in a community of new teachers. *Journal of International Society for Teacher Education (JISTE)* 12 1.

#### Journal articles:

- Alsup, J. L. (2006) *Teacher identity discourses: negotiating personal and professional spaces*. Mahwah, N.J.: Erlb
- Ball, S. (2009) *The Education Debate*, Bristol: McGraw Hill [Online: e-book]
- Cheng, G. & Chau, J. (2009) Digital video for fostering self-reflection in an ePortfolio environment. *Learning, Media & Technology*. Vol. 34, No.4, pp.337-350
- De Marrais, K. & Lapan, S. D. (2004) *Foundations for research methods of inquiry in education and social sciences*. London: Erlbaum
- Delanty, G. & Strydom, P. Eds. (2003) *Philosophies of social science: the classic and contemporary readings*. Maidenhead: OU
- Forbes, J. (2008) Reflexivity in professional doctoral research, *Reflective Practice*, 9:4, 449-460 To link to this article: <http://dx.doi.org/10.1080/14623940802431523>
- Harris, S. (2005) Rethinking academic identities in neo-liberal times, *Teaching in Higher Education*, 10:4, 421-433, DOI: 10.1080/13562510500238986
- <http://dx.doi.org/10.1080/13562510500238986>
- Hughes, G. (2009) Talking to oneself: using autobiographical internal dialogue to critique everyday and professional practice, *Reflective Practice*, 10:4, 451-463, DOI: 10.1080/14623940903138316 <http://dx.doi.org/10.1080/14623940903138316>
- Hughes, J. (2008) Exploring ePortfolios and weblogs as learning narratives in a community of new teachers. *Journal of the International Society of Teacher Education*, Vol. 12, No. 1, pp. 38-49
- Leadbeater, C. (2008) *We Think: The Power Of Mass Creativity*, London: Profile Books
- Le Gallais, T. (2008) Wherever I go there I am: reflections on reflexivity and the research stance, *Reflective Practice: International and Multidisciplinary Perspectives*, Vol. 9, No. 2, pp.145-155
- Oliver, P. (2010) *The Student's Guide to Research Ethics*. 2nd Ed. Maidenhead: OU
- Osterman, K. F. & Kottkamp, R. B. (2004) *Reflective Practice For Educators*, Thousand Oaks, Calif.: Corwin
- Powell, S. (2011) How Can E-Reflection Help Your Practice? In Mcgregor, D. & Cartwright, L., Eds. *Developing Reflective Practice*. Maidenhead: OU
- Schön, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schulman, L.S. (2002) Truth and consequences? Inquiry and policy in research on teacher education. *Journal of Teacher Education*, Vol. 53, No. 3, pp. 248-253

## Journals

Other relevant resources may be found in the journals listed below:

- Assessment & Evaluation in Higher Education
- British Educational Research Journal
- International Journal of Lifelong Education
- International Review of Research in Open and Distance Learning
- Journal of the International Society of Teacher Education
- Journal of Teacher Education
- International Journal of Lifelong Education
- Internet and Higher Education
- Learning and Instruction
- Learning, Media & Technology
- Media Education Research Journal
- Reflective Practice
- Studies in Higher Education
- Teaching and Teacher Education
- Theory, Culture and Society

## Appendix 2: UKPSF Mapping for HEA recognition

### Areas of Activity

	A1: Design and plan learning activities and/or programmes of study.	A2: Teach and/or support learning.	A3: Assess and give feedback to learners.	A4: Develop effective learning environments and approaches to student support and guidance.	A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.
<i>Module 1: Introduction to Digital Pedagogies</i>					
M1L1 - Introduction to Digital Pedagogy					x
M1L2 - Building Digital Capabilities				x	x
M1L3 - Learning Challenges	x	x	x	x	x
M1L4 - Pedagogical Approaches					x
M1L5 - Learning Objectives / Outcomes	x	x		x	x
M1L6 – Reflection Week					
M1L7 - Learning Design	x	x	x	x	x
M1L8 - Learning Design (continued)	x	x		x	x
M1L9 & L10 - Group Presentations		x		x	x
Module 1 Assessment	x	x	x	x	x

*Module 2: Digital Pedagogies in Practice*

M2W1-Critical Digital Pedagogy	x	x		x	x
M2W2-Critical Digital Pedagogy (continued)	x	x		x	x
M2W3-Action Research	x	x	x	x	x
M2W4-Innovative Curriculum	x	x	x	x	x
M2W5-Learner Analytics	x	x	x	x	x
M2W6-Content Curation	x	x		x	x
M2W7 - Open Education Resources (OER)	x	x			x
Module 2 Assessment	x	x	x	x	x

*Module 3: Critical reflections on Digital Pedagogy*

M3W1 Introducing the critically reflective practitioner	x	x	x		x
M3W2 Approaches to reflection					x
M3W3 Using tools to support critical reflection	x	x	x	x	x
M3W4 Identifying and executing manageable professional development	x	x	x	x	x
M3W5 Digital capabilities		x		x	x
M3W6 Digital networks	x	x	x	x	x

M3W7 Communities of practice						x
Module 3 Assessment	x	x	x	x		x

### Core knowledge

	K1 The subject material	K2 Appropriate methods for teaching, learning and assessing in the subject area in the subject area and at the level of the academic programme	K3 How students learn, both generally and within their subject/disciplinary area(s)	K4 The use and value of appropriate learning technologies	K5 Methods for evaluating the effectiveness of teaching	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching
<i>Module 1: Introduction to Digital Pedagogies</i>						
M1L1 - Introduction to Digital Pedagogy	x	x		x		
M1L2 - Building Digital Capabilities	x	x		x	x	
M1L3 - Learning Challenges	x	x	x	x	x	x
M1L4 - Pedagogical Approaches	x			x		
M1L5 - Learning Objectives / Outcomes	x	x	x	x	x	
M1L6 – Reflection Week						

M1L7 - Learning Design	x	x	x	x		
M1L8 - Learning Design (continued)	x	x	x	x		
M1L9 & L10 - Group Presentations	x	x	x	x		
Module 1 Assessment	x	x	x	x	x	x
<i>Module 2 Digital Pedagogies in Practice</i>						
M2W1-Critical Digital Pedagogy	x	x	x	x		
M2W2-Critical Digital Pedagogy (continued)	x	x	x	x		
M2W3-Action Research	x	x	x	x	x	
M2W4-Innovative Curriculum	x	x	x	x	x	
M2W5-Learner Analytics	x	x	x	x	x	
M2W6-Content Curation	x	x	x	x		
M2W7 - Open Education Resources (OER)	x	x	x			
Module 2 Assessment	x	x	x	x	x	
<i>Module 3: Critical reflections on Digital Pedagogy</i>						
M3W1 Introducing the critically reflective practitioner	x	x	x			x
M3W2 Approaches to reflection	x					

M3W3 Using tools to support critical reflection	x	x	x	x	x	
M3W4 Identifying and executing manageable professional development	x	x	x	x	x	x
M3W5 Digital capabilities	x	x	x	x		
M3W6 Digital networks	x	x	x	x	x	x
M3W7 Communities of practice			x			x
Module 3 Assessment	x	x	x	x	x	x

### Professional Values

	V1 Respect individual learners and diverse learning communities	V2 Promote participation in higher education and equality of opportunity for learners	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice
<i>Module 1: Introduction to Digital Pedagogies</i>				
M1L1 - Introduction to Digital Pedagogy				x
M1L2 - Building Digital Capabilities			x	x
M1L3 - Learning Challenges	x	x	x	x
M1L4 - Pedagogical Approaches			x	x
M1L5 - Learning Objectives / Outcomes	x	x	x	x



M1L6 – Reflection Week				
M1L7 - Learning Design			x	x
M1L8 - Learning Design (continued)	x	x	x	X
M1L9 & L10 - Group Presentations	x	x	x	x
Module 1 Assessment	x	x	x	x
<i>Module 2: Digital Pedagogies in Practice</i>				
M2W1-Critical Digital Pedagogy	x	x	x	x
M2W2-Critical Digital Pedagogy (continued)	x	x	x	x
M2W3-Action Research	x	x	x	x
M2W4-Innovative Curriculum	x	x	x	x
M2W5-Learner Analytics	x	x	x	x
M2W6-Content Curation	x	x	x	x
M2W7 - Open Education Resources (OER)	x	x	x	x
Module 2 Assessment Part 1	x	x	x	x
<i>Module 3: Critical reflections on Digital Pedagogy</i>				
M3W1 Introducing the critically reflective practitioner	x	x	x	x
M3W2 Approaches to reflection			x	X
M3W3 Using tools to support	x	x	x	x

critical reflection				
M3W4 Identifying and executing manageable professional development	x	x	x	x
M3W5 Digital capabilities	x	x	x	x
M3W6 Digital networks	x	x	x	x
M3W7 Communities of practice			x	x
Module 3 Assessment	x	x	x	x

### Appendix 3 Personal statement templates

#### Personal Statement template (D1)

For the award of Associate Fellow of the HEA you must demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning.

Please explain how you meet the requirements for each element of Descriptor 1 of the UKPSF below.

<b>Successful engagement with at least two of the five Areas of Activity</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Successful engagement in appropriate teaching and practices related to these Areas of Activity</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Appropriate Core Knowledge and understanding of at least K1 and K2</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>A commitment to appropriate Professional Values in facilitating others' learning</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:

Applicant word limit: 1400 words including citations

Template word count: 238 words

Document word limit: 1162 words

Personal Statement template (D2)

For the award of Fellow of the HEA you must demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.

Please explain how you meet the requirements for each element of Descriptor 2 of the UKPSF below.

<b>Successful engagement across all five Areas of Activity</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Appropriate knowledge and understanding across all aspects of Core Knowledge</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>A commitment to all the Professional Values</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Successful engagement in appropriate teaching practices related to the Areas of Activity</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:
<b>Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</b>
Please comment and reflect on the evidence for this from your practice and from the work completed for the programme:

Applicant word limit: 3000 words including citations

Template word count: 245 words

Document word limit: 2755 words

## Appendix 4 Fellowship judgement template

Reference template (D1)

<b>Name of Applicant for whom the reference is being provided:</b>
<b>REFEREE DETAILS</b>
<b>Name:</b>
<b>Role:</b>
<b>Faculty/School/Discipline/Service:</b>
<b>Relationship to Referee:</b>
<b>Have you seen the completed personal statement for the named applicant? Yes/No</b>
<b>Descriptor D1: Associate Fellow</b> The applicant is making a claim to become an Associate Fellow of the Higher Education Academy. This requires that they demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. The applicant's personal statement should provide evidence of: <ol style="list-style-type: none"><li>I. Successful engagement with at least two of the five Areas of Activity</li><li>II. Successful engagement in appropriate teaching and practices related to these Areas of Activity</li><li>III. Appropriate Core Knowledge and understanding of at least K1 and K2</li><li>IV. A commitment to appropriate Professional Values in facilitating others' learning</li><li>V. Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities</li><li>VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</li></ol>
<b>You are requested to provide a review of the applicant's practice in relation to the above Descriptor. Your reference should support and supplement the information in their personal statement. Please note that you should provide comments based on your personal, first-hand knowledge of the applicant's work. Your reference should primarily refer to the applicant's experience and achievements in learning, teaching, assessment and/or supporting learning. Please provide practical examples to support your comments where possible and include reference to concrete observations of the applicant's teaching where this is possible.</b>
<b>Reference:</b>
<b>Do you support the evidence provided within the applicant's personal statement as being appropriate for the Descriptor applied for by the named applicant? Yes/No</b>
<b>Electronic signature</b>

Reference template (D2)

<b>Name of Applicant for whom the reference is being provided:</b>
<b>REFEREE DETAILS</b>
<b>Name:</b>
<b>Role:</b>
<b>Faculty/School/Discipline/Service:</b>
<b>Relationship to Referee:</b>
<b>Have you seen the completed personal statement for the named applicant? Yes/No</b>
<p><b>Descriptor D2: Fellow</b></p> <p>The applicant is making a claim to become a Fellow of the Higher Education Academy. This requires that they demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. The applicant’s personal statement should provide evidence of:</p> <ol style="list-style-type: none"> <li>I. Successful engagement across all five Areas of Activity</li> <li>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</li> <li>III. A commitment to all the Professional Values</li> <li>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</li> <li>V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice</li> <li>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</li> </ol>
<p>You are requested to provide a review of the applicant’s practice in relation to the above Descriptor. Your reference should support and supplement the information in their personal statement. Please note that you should provide comments based on your personal, first-hand knowledge of the applicant’s work. Your reference should primarily refer to the applicant’s experience and achievements in learning, teaching, assessment and/or supporting learning. Please provide practical examples to support your comments where possible and include reference to concrete observations of the applicant’s teaching, where this is possible.</p>
Reference:
<p><b>Do you support the evidence provided within the applicant’s personal statement as being appropriate for the Descriptor applied for by the named applicant? Yes/No</b></p>
Electronic signature