Postgraduate Certificate in Academic Practice
PGCAP Summary 2015 – 2016

The PGCAP programme is “committed to improvement and innovation, and one imbued with strong value commitments to students, their learning and the quality of teaching.” Clegg, p.409

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1. Introduction

The PGCAP is a two-year part-time programme, which consists of four courses with 15 credits each on M level SCQF 11. Successful completion of the programme (gaining 60 credits) leads to the award of PG Cert. It is open to Heriot-Watt University staff who support student learning (including Professional Services staff with this responsibility), and who have a minimum of 10 hours of direct student teaching contact in an academic year. Responsibility must also include formally or informally planning the content of teaching sessions, managing assessment (formative and/or summative) and giving feedback to students.

The programme has been run by the Centre for Academic Leadership & Development2 (ALD) since September 2000, and is supported by range of colleagues from across the university, and external subject experts.

1.1 Programme Philosophy and Foundation

The programme is deeply embedded in the Scholarship of Teaching & Learning3, professionalism in teaching and supporting learning within the HE environment as outlined by the UK Professional Standards Framework (UKPSF) 2011, and in the active and critical engagement with educational literature and practice.

For the purpose of the PGCAP programme, the integrated model of the Scholarship of Teaching & Learning (SoTL), as described below, is understood and referred to as the Scholarship of Academic Practice (SoAP). The Scholarship of Academic Practice (SoAP) incorporates:

A. Scholarship of Teaching (SoT) – often called the Scholarship of Teaching & Learning (SoTL),
B. Research-teaching linkages
C. Critical Reflection

A. Scholarship of Teaching (SoT)

Heriot-Watt is a research-led institution, which values excellence in both research and learning & teaching, and the PGCAP programme is based on the premise that they are fundamentally interconnected as academic identity. The theoretical framework of the PGCAP is a critical interpretation of Boyer’s (1990) model of scholarship with its four – overlapping - domains of discovery, integration, application, and teaching, summarised in his concept of Scholarship of Teaching (SoT), which authors have since articulated as the Scholarship of Teaching & Learning (SoTL).

The programme recognises Academic Practice as integrating these domains of scholarship, because as Trigwell and Shale4 (2004, p.524) reminded us: “all higher educators, Boyer implied, share a commitment to knowledge creation: teaching and research alike are equally important aspects of it.”

B. Research-Teaching Linkages

The University’s Vision at the centre of the Learning & Teaching Strategy is:

To deliver world-leading research-informed education and to be recognised globally for the high quality of our graduates.

In lieu with Boyer’s overlapping dimensions, teaching is understood as the context and setting for the scholarships of discovery, integration and application5. This means that research-informed teaching can be seen as the application of

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2 Formerly 'Academic Enhancement' and before that 'Educational Development Unit'
scholarship to theoretical or practical issues. These, in return, inform teaching, because as Healey⁶ (2000) argued, the scholarship of teaching needs to be developed within the context of the culture of the disciplines in which it is applied.

The Research-Teaching Nexus below offers a framework for participants to explore the integration of research-teaching linkages into their academic practice.

C. Critical Reflection: reflective thinking combined with critical thinking
Mezirow (1990⁷) saw critical reflection as the lynchpin in adult learning, which would lead to transformative learning through challenging (reflecting on) one’s assumptions, presuppositions, values and beliefs. As Atherton (2013⁸) summed this up: “the real significance of adult learning appears when learners begin to re-evaluate their lives and to re-make them. This, for Mezirow, takes precedence over whatever it was they set out to "learn" in the first place.”

Reflection is an integral part of being a professional in Higher Education, in that it allows us to stand back and analyse our experience, and critical reflection encourages us to look beyond and seek answers to such complex questions (Larrivee, 2008, p.342⁹) as to the nature of our frame of reference, our beliefs, and how these beliefs and frameworks condition our practice.

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2. Programme Overview

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PGCAP Stage 1: Teaching and Assessing for Learning in Higher Education</strong></td>
<td><strong>PGCAP Stage 2: Foundations of Leadership in Academic Practice</strong></td>
</tr>
<tr>
<td><strong>Course 1 – Research-informed Learning &amp; Teaching Environments</strong></td>
<td><strong>Course 2 – Curriculum in Context: Assessment, Feedback &amp; Curriculum Design</strong></td>
</tr>
<tr>
<td>Synoptic: Course 3 - Scholarship of Academic Practice I</td>
<td>Synoptic: Course 4 – Scholarship of Academic Practice II</td>
</tr>
</tbody>
</table>

2.1 Programme Aims

The PGCAP programme aims to establish participants’ concepts of learning, and thus of their academic practice, within the integrated dimensions of the Scholarship of Teaching & Learning (SoTL) which is understood and referred to as the Scholarship of Academic Practice (SoAP).

- It aims to provide participants with the confidence to:
- plan and choose appropriate strategies from a diversity of teaching approaches - including technology
- determine when and how innovation is beneficial to promote high quality learning
- support learning in different modes (locations, levels, roles) through the adoption of key policies and a theory and practice-informed attitude to teaching and learning
- know where their strengths and weaknesses are while challenging themselves.

The programme further aims for participants to establish their own academic identity and practice (specifically in Learning & Teaching) as a 21st century Academic within the global reach of Heriot-Watt University and the context of Scottish Higher Education.

2.2 Programme Learning Outcomes

1. Plan teaching approaches appropriate to the disciplinary context, mode, location, and level of learning, and choose confidently from a variety of suitable teaching methods.
2. Demonstrate critical engagement with principles of curriculum design, and their application on course and programme level, both conceptually and within discipline contexts.
3. Relate contrasting assessment goals and functions to their role in educational design and how they affect student learning.
4. Integrate research in learning and teaching, and determine the most relevant approach to research informed teaching from the research-teaching nexus.
5. Evidence adoption of scholarship: integration of research and professional activities in their teaching and support of student learning.
6. Evaluate their learning and teaching practice by choosing appropriate methods and methodologies.
7. Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline.
8. Identify and develop their academic identity and situate their academic practice within the global environment of the institution, Scottish Higher Education, and external bodies.
9. Evidence the adoption of a critically reflective approach to their academic practice and their own professional values in relation to learning, teaching and research.

10. Adopt an inclusive attitude to equality and diversity\(^{10}\), apply principles of interculturality and operate proactively within transnational education.

11. Apply effective strategies to mentoring students, and supervision of student projects and research.

12. Evaluate the relevance of technology and employ appropriate technologies to improve the student learning environment and experience, and appraise the potential benefits of changing pedagogic practice.

13. Engage in professional dialogue with peers through effective communication and by giving constructive, useful feedback.

2.3 Approaches to Teaching & Learning

The PGCAP programme is designed to offer choice in mode and location to make it available to all staff who support student learning, in particular all academic staff, regardless of location. It combines Edinburgh campus and International campuses participants in one cohort, according to the Code of Practice for the Management of Multi-Location, Multi-Mode Programmes (2014)\(^{11}\) “Identical Academic Standards; Diversity of Learning Experiences”.

With face-to-face on campus (Edinburgh) and face-to-face online (Skype or equivalent) seminars throughout the semester, there is great flexibility in how participants may engage in their studies and collaborate with their peers.

2.3.1 Practice-Based Learning

The PGCAP is a practice-based educational development programme that supports active practitioners who are encouraged to apply their learning to their practice and to seek ways to:

- teach actively
- foster deep learning
- engage students
- support self-regulated learning through formative feedback

Participants will develop an understanding of critically evaluating their own practice through engaging in formative and summative activities and assessment, such as:

Course 1

- Microteach
- Guided Peer Observation Part 1

Course 2

- Collaborative cross-discipline/location sessions
- Guided Peer Observation Part 2

Course 3

- Collaborative interim progress report on inquiry

Course 4

- PGCAP Forum


3. Programme Structure

Course 1 – Research-informed Learning & Teaching Environments

Aims

Course 1 aims to provide participants with an understanding of conceptions of learning, and therefore with the confidence to plan and choose teaching strategies from a variety of approaches and techniques, suitable to support learning in different modes (locations, levels, roles). The course aims to build the foundation for embedding discipline appropriate research-teaching linkages in their own practice. Furthermore it aims to encourage participants to establish their own role within their academic context, and to know where their strengths and weaknesses are while challenging themselves.

Learning Outcomes

1. Demonstrate a critical understanding of student learning.
2. Formulate teaching approaches that foster student learning through the use of various methods, including technology, appropriate for their disciplinary context, mode, location, and level of learning.
3. Reflect critically on their own academic practice in the light of research-teaching linkages and the scholarship of academic practice.
4. Critically evaluate evidence drawn from existing educational research, scholarship and practice.
5. Evidence the adoption of an inclusive attitude to equality and diversity in their support of student learning.
6. Communicate effectively by engaging in professional dialogue with peers, giving constructive, useful feedback.

Course 2 – Curriculum in Context: Assessment, Feedback & Curriculum Design

Aims

Course 2 aims to introduce participants to aspects of leadership in Learning & Teaching such as designing curricula and assessing students. It aims to equip participants with a deep understanding of key principles of curriculum design for learning, and with it key aspects and purposes of summative and formative assessment, and feedback. It further aims for participants to establish their own role in the university by familiarising them with learning & teaching related internal university processes and external requirements, as an academic within the global reach of Heriot-Watt University and Scottish Higher Education.

Learning Outcomes

1. Demonstrate critical engagement with principles of curriculum design by applying them to courses and programmes within the framework of internal and external requirements.
2. Relate contrasting assessment and feedback goals and functions to their role in educational design and apply these to student learning.
3. Design teaching and assessment activities that foster student learning and are aligned within the curriculum.
4. Critically evaluate evidence drawn from existing educational research, scholarship and practice.
5. Employ principles of interculturality to their own practice and operate proactively within transnational education.
6. Communicate effectively by engaging in professional dialogue with peers, giving constructive, useful feedback.
Course 3 & Course 4 - Scholarship of Academic Practice I & II

Aims

Course 3 and Course 4 (linked synoptically) aim to establish participants’ concepts of learning, and thus of their teaching practice, within the integrated dimensions of the Scholarship of Teaching & Learning (SoTL) (understood and referred to as the Scholarship of Academic Practice (SoAP)). They aim to give participants the opportunity to investigate in-depth a topic of their choice in the field of their own academic practice and thus to lay the foundation for leadership in learning & teaching. The courses aim to imbue dedication to continuing professional development in relation to their academic practice, and a desire to communicate their learning with colleagues.

Learning Outcomes

1. Critically evaluate their learning and teaching practice by choosing appropriate methods.
2. Design, analyse and apply appropriate research techniques to the chosen area of inquiry into their academic practice.
3. Ethically collect and synthesise data from a range of appropriate sources to gain an in-depth understanding of theory and practices in their chosen inquiry area.
4. Relate prior understanding of learning and the curriculum to the chosen inquiry into their academic practice, and produce original thoughts, ideas, processes, applications, recommendations, etc. to improve student learning.
5. Develop their arguments based on the appropriate evaluation and interpretation of evidence.
6. Evidence the adoption of scholarship through the integration of research and professional activities in support of student learning.
7. Integrate critical engagement with education literature and practice, and implement pedagogical knowledge to educational design in their discipline
8. Disseminate their findings successfully to a wider audience.
9. Successfully continue their engagement in continuing professional development in relation to their academic practice.

Courses 3 and 4 in Year 2 are linked synoptically to allow participants to evidence engagement with the scholarship of academic practice in greater depth and breadth. Synoptic assessment suits the inquiry (research/evaluation) into aspects of participants’ practice, by allowing it to take place over the whole academic year, thus encouraging deep learning through horizontal and vertical integration. The incentive for synoptically linking the courses in Year 2 is the focus on in-depth analysis, evaluation and synthesis of a ‘new topic’ that brings together knowledge and skills from the two previous courses in Year 1.

3.1 Engagement and study hours

The programme is designed on postgraduate masters level 11 of the Scottish Credit and Qualifications Framework (SCQF) for part-time study, with a notional number of study hours of 150 per course. The majority of these hours will be comprised of participants’ own teaching practice: their teaching and support of student learning are integral parts to this practice-based programme.

While the programme does not have an attendance policy – understanding academic staff-as-students as self-regulated learners – it is highly valuable for participants to attend the seminars (Edinburgh campus or online) to engage in active learning with their peers. Feedback from previous cohorts agree with this point and emphasise the benefits of learning within a multi-discipline group.

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The table below shows the contact hours as of July 2015, with further seminars for Year 2 likely to be added. See Appendix PGCAP 2015-16 Calendar for more information.

<table>
<thead>
<tr>
<th>Cohort 16 Course 1</th>
<th>Cohort 16 Course 2</th>
<th>Cohort 15 Course 3</th>
<th>Cohort 15 Course 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 contact teaching hours (seminars)</td>
<td>9 contact teaching hours (seminars and peer sessions)</td>
<td>6 contact teaching hours (seminars and workshops)</td>
<td>6 contact teaching hours (seminars)</td>
</tr>
<tr>
<td>Microteach activity</td>
<td>x 2 = campus &amp; online</td>
<td>x 2 = campus &amp; online</td>
<td>Forum presentations</td>
</tr>
<tr>
<td>x 2 = campus &amp; online</td>
<td></td>
<td>x 2 = campus &amp; online</td>
<td>x 2 = campus &amp; online</td>
</tr>
</tbody>
</table>

While the notional study hours on SCQF level 11 are fixed as 10 per credit, and thus 150 per course, the outline below uses Year 1 (Courses 1 and 2) as an example of how these hours might be distributed.

Course 1 semester 1

Notional study hours: 150 for 15 credits

Explicit engagement throughout the semester should be 50 hours (appr 4 hrs per week). The programme is practice-based and embedded in participants’ academic practice, hence the remaining 100 notional study hours will be part of their own teaching practice, preparation etc., as well as work on Assignment 1.1 (critical reflection).

Reading and seminar preparation

- Critically reading the key academic papers as preparation should take around 1-2 hour each (8 hrs)

Face-to-face contact/teaching hours

- Seminars (13.5 hrs)
  - Half-day block seminars: 2 scheduled in semester 1, each lasts 3 hrs (6 hrs)
  - Seminars: 5 scheduled in semester 1, each of the seminars lasts 1.5 hrs (max of 7.5 hrs)

Learning Activity/Formative Feedback Opportunity

- Microteach (5.5 hrs)
  - Preparation of teaching plan for micro session and presentation (2.5 hrs)
  - Participation in peer feedback block (3 hrs)

Reading and self-study

- Engaging with the resources and materials on VISION throughout the course should take at least 1-2 hours per week, including studying for the assignment, especially 1.1. (17 hrs)

Assessment 1.2 throughout semester

- Peer Observation (6 hrs)
  - Peer Observation being observed: estimated are 1-2 hours preparing the session and the form, then 1 hour of being observed, followed by 1 hour reflection on feedback (4 hrs)
  - Peer Observation observing: estimated is 0.5 hour of familiarisation with the reviewee’s preparation form, then 1 hour of observing, followed by 0.5 verbal feedback (2 hrs)

Course 2 semester 2

Notional study hours: 150 for 15 credits

Explicit engagement throughout the semester should be 50 hours (appr 4 hrs per week). The programme is practice-based and embedded in participants’ academic practice, hence the remaining 100 notional study hours will be part of their own teaching practice, preparation etc., as well as work on Assignment 2.1 (collaborative learning design project).

Reading and seminar preparation

- Critically reading the key academic papers as preparation should take around 1-2 hour each (8 hrs)
Face-to-face contact/teaching hours
• Seminars and collaborative sessions (9 hrs)
  o Seminars: 5 scheduled in semester 2, each of the seminars lasts 1.5 hrs (max of 7.5 hrs)
  o Collaborative session: 1 scheduled in semester 2, lasting 1.5 hrs (1.5 hrs)

Feedback and Peer Engagement
• Attendance at and active engagement with colleagues at the PGCAP Forum, which showcases work by previous cohort in Year 2. (4 hrs)

Reading and self-study (23 hrs)
• Engaging with the resources and materials on VISION throughout the course should take around 2 hours per week, studying for the assignment, especially Assignment 2.1 (23 hrs)

Assignment 2.2 throughout semester
• Peer Observation (6 hrs)
  o Peer Observation being observed: estimated are 1-2 hours preparing the session and the form, then 1 hour of being observed, followed by 1 hour reflection on feedback (4 hrs)
  o Peer Observation observing: estimated is 0.5 hour of familiarisation with the reviewee’s preparation form, then 1 hour of observing, followed by 0.5 verbal feedback (2 hrs)

4. Assessment
The assessment regulations follow those for other Postgraduate courses in the University, except for one adjustment to the Heriot-Watt University Assessment and Progression System (version January 2015): as is common in courses for academic staff, grading is on a pass / refer basis.

Assessment involves a series of coursework assignments, which relate to the learning outcomes of the programme, and directly to the attainment of the learning outcomes of the course being assessed. All assignments should be embedded in the participants’ own, subject specific practice in teaching, learning and research.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1 SEMESTER 1 Course 1</td>
<td>Individual: Critical Reflection on SoAP applied to own academic practice</td>
<td>Pass/Refer</td>
</tr>
<tr>
<td></td>
<td>Part 1 of structured peer observation: planning on session level</td>
<td></td>
</tr>
<tr>
<td>YEAR 1 SEMESTER 2 Course 2</td>
<td>Collaborative Learning Design Project on an aspect of the curriculum</td>
<td>Pass/Refer</td>
</tr>
<tr>
<td></td>
<td>Part 2 of structured peer observation, planning on course level</td>
<td></td>
</tr>
<tr>
<td>YEAR 2 Course 3 &amp; Course 4</td>
<td>Synoptic Assessment: Inquiry into Academic Practice</td>
<td>Pass/Refer</td>
</tr>
</tbody>
</table>

4.1 Course 1
Assignment 1.1 Critical Reflection on the Scholarship of Academic Practice
Assignment 1.1 is not a classic/traditional essay. First of all, it should be written in the first person, because the reflection is a form of personal response to one’s experiences, thoughts, actions, situations, events, or new information, such as Course 1 and in particular the notion of the Scholarship of Academic Practice.

The Critical Reflection on SoAP should include a short introduction which describes the teaching responsibilities. It must be integrated with appropriate reference to peer reviewed literature. It should end with action points which aim to
develop teaching and learning practice. The indicative length of assignment 1.1 is 1500 words, but less may be written if it is felt that applicable learning outcomes have been addressed sufficiently.

The critical reflection should discuss how aspects of the Scholarship of Academic Practice apply to one’s own practice.

Assignment 1.2 Part 1 of structured peer observation: planning on session level
Peer observation is one of the most powerful tools for reflective practice. In a two-way process one receives constructive feedback on one’s own teaching/facilitating learning activities (e.g. lectures, seminars, tutorials, labs, online teaching, etc.), while learning a great deal from observing colleagues. Assignment 1.2 asks participants to:

- be observed by a senior colleague in their School. This colleague should be someone who is a Fellow of the HEA and has either a) graduated from the PGCAP programme, or b) has been nominated or won a Learning & Teaching award, or c) has a track record of excellent teaching in your school.
- observe a senior colleague in their discipline area. As with the colleague who observes, this colleague should also have a teaching excellence record. If possible, a colleague should be chosen who is explicitly addresses research-teaching linkages.

4.2 Course 2
Assignment 2.1 Collaborative Learning Design Project
The focus of this assignment is on its cross-disciplinary and/or transnational nature, combined with practical applicability and relevance to your own work.

The assignment format is either a ‘reflective case study’ of approximately 1500 words for an individual submission, including a reflection on the peer feedback that was received, or a ‘reflective case study’ of approximately 2500 words for a peer submission which is co-authored. The reflective case study should be an investigation into a specific area of the curriculum in one’s own practice.

Participants should select an area of the curriculum that they are responsible for, such as:

- Summative or formative assessment
- Summative or formative feedback
- Teaching Approaches (in the context of the aligned curriculum – see Course 2 Learning Outcomes and Criteria)
- Learning Activities (in the context of the aligned curriculum – see Course 2 Learning Outcomes and Criteria)
- Curriculum Design (e.g. designing course or programme Aims and/or Learning Outcomes)
- Addressing Quality Requirements (e.g. benchmarking against SCQF levels to improve cognitive levels)
- Integrating External Requirements (e.g. aligning professional bodies requirements)

The most important point of this assignment is that the peer partner should be either from another discipline (or at least subject) and/or from another campus. The collaboration requirement can be met as a team approach (across disciplines and/or across locations), or as a peer approach (with a PGCAP colleague from another discipline and/or location, or with external partners).

Assignment 2.2 Part 2 of structured peer observation: planning on course level
The main differences between the Course 1 peer observation and the Course 2 one are the observer/observee position and the need to plan for the session in a wider context, showing how it aligns with the curriculum. For Assignment 2.2 participants are asked to:

- be observed by a peer in their PGCAP cohort from a different discipline/school. If observation with a PGCAP peer from a different discipline or school cannot be organised, then a colleague may be chosen who is not in the PGCAP Cohort and meets the required criteria.
- observe a peer in their PGCAP cohort from a different discipline. If observation with a PGCAP peer from a different discipline or school cannot be organised, then a colleague may be chosen who is not in the PGCAP Cohort and meets the required criteria.
Observing and being observed by a peer from a different discipline aims to foster cross-disciplinary thinking and offers the opportunity to look at teaching in a fresh light and - potentially - from a different angle.

4.3 Course 3 & Course 4

Assignment 4: Inquiry into Academic Practice
This educational inquiry takes place throughout Year 2 in the synoptic assessment of Courses 3 & 4. The summative assessment is divided into Assignment 4.1 (Poster Presentation at the PGCAP Forum) and Assignment 4.2 (Inquiry into Academic Practice, min. 3000 words).

Milestones
1. Research question – October 2015
2. Interim progress – December 2015
3. Poster presentation – March 2016
4. Output submission – May 2016

Course 3 formative
- Presentation to cohort of interim progress report in December (formative)

Course 4 summative
- Assignment 4.1 Poster Presentation of Inquiry at PGCAP Forum in March (summative)
- Assignment 4.2 Submission of Inquiry into Academic Practice in May (summative)

The Inquiry into Academic Practice (Assignment 4.2) may take a variety of output formats, such as:
- journal article submission,
- scholarly internal paper,
- individual Fellowship application to the HEA.

5. Equal Opportunities Statement

The PGCAP programme is founded on the understanding that equality of opportunity\(^{14}\) is key to academic development, and this belief permeates everything the programme stands for and aims to achieve. The PGCAP cherishes the diversity among staff and students of the University and the opportunities this brings, and it aims to enable all students/staff to realise their full potential.

The programme aims to create an environment in which all students and staff are selected and treated solely on the basis of their merits, abilities and potential, regardless of sex, colour, ethnic or national origin, race, disability, age, sexual orientation, socio-economic background, religion and belief (including lack of belief) or political beliefs, trade union membership or non-membership, marital and civil partnership status, family circumstances, pregnancy or maternity status, gender reassignment.

The PGCAP is in line with Heriot-Watt University’s Equality Impact Assessment (EIA) which “acknowledges that equality is not about ’treating everyone the same’ as everyone is different. EIA is a way of recognising this should be reflected in the way that we work.”\(^{15}\)

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\(^{14}\) See HWU Equal Opportunities statement: [http://www1.hw.ac.uk/hr/eo_index.php](http://www1.hw.ac.uk/hr/eo_index.php)
\(^{15}\) Equality & Diversity at Heriot-Watt University: [http://www1.hw.ac.uk/equality/index.htm](http://www1.hw.ac.uk/equality/index.htm)
### Appendix

#### PGCAP 2015-16 Calendar

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| 07.09.15| 08.09.15| *09.09.15*  
**Course 1**  
**UK AM - Campus** 09:30-13:00  
- Understanding Learning (NK) | *10.09.15*  
**Course 1**  
**UK AM - Campus** 09:30-13:00  
- Approaches to Teaching (NK) | 11.09.15 |
| 14.09.15| 15.09.15| *16.09.15*  
**Course 1**  
**UK AM - Skype** 10:00-12:30  
(UAE PM 13:00-16:30)  
- Understanding Learning (NK)  
**Course 3**  
**UK PM – Campus** 13:30-15:30  
- Introduction to Course 3 (IM & NK) | *17.09.15*  
**Course 1**  
**UK AM - Skype** 10:00-12:30  
(UAE PM 13:00-16:30)  
- Approaches to Teaching (NK) | 18.09.15 |
| 21.09.15| 22.09.15| *23.09.15*  
**Course 3**  
**UK AM – Skype** 10:30-12:30  
(UAE PM 13:30-15:30)  
- Introduction to Course 3 (IM & NK)  
**Course 1**  
**UK PM – Campus** 13:30-15:00  
- Appreciative Inquiry (MH) | 24.09.15 | 25.09.15 |
| 28.09.15| 29.09.15| *30.09.15*  
**Course 1**  
**UK AM - Skype** 10:00-11:30  
(UAE PM 13:00-14:30)  
- Appreciative Inquiry (NK) | 01.10.15 | 02.10.15 |
| 05.10.15| 06.10.15| *07.10.15 L&T Symposium*  
**All Courses**  
**UK PM - Campus** 14:00-17:00  
“Student Transitions” | 08.10.15 | 09.10.15 |
| 12.10.15| 13.10.15| *14.10.15*  
**Course 1**  
**UK AM - Skype** 10:00-11:30  
(UAE PM 13:00-14:30)  
- Scholarship of AcadPrac (NK)  
**UK PM – Campus** 13:30-15:00  
- Scholarship of AcadPrac (NK)  
**Course 3**  
**UK PM – Campus** 13:30-15:30  
- Approaching Educational Inquiry (IM) | *15.10.15*  
**Course 3**  
**UK AM - Skype** 10:30-12:30  
(UAE PM 13:30-15:30)  
- Approaching Educational Inquiry (IM) | 16.10.15 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Time</th>
<th>Location</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 19.10.15 | 2.10.15 | Course 3   | **UK AM – Skype** 10:00-11:30  
(UAE PM 13:00-14:30) | FHEA workshop (NK)  
UK PM – **Campus** 13:30-15:00  
FHEA workshop (NK) |
| 22.10.15 |        |            |                      |                                                      |
| 26.10.15 | 28.10.15 | Course 3   | **UK AM – Skype** 09:00-10:30  
(UAE PM 13:00-14:30) | Evaluation in Education (NK) |
| 29.10.15 |        |            |                      |                                                      |
| 02.11.15 | 04.11.15 | Course 1   | **UK AM – Skype** 09:00-12:00  
(UAE PM 13:00-16:00) | Academic mentoring (EC & KM)  
Microteach (SB & NK) |
| 05.11.15 |        |            |                      |                                                      |
| 09.11.15 | 11.11.15 | Course 1   | **UK AM – Skype** 09:00-12:00  
(UAE PM 13:00-16:00) | Microteach (NK) |
| 12.11.15 |        |            |                      |                                                      |
| 16.11.15 | 18.11.15 | Course 1   | **UK PM – Campus** 13:30-15:00  
(UAE PM 14:30-16:30) | Equality & Disability (SV & LV)  
Design of Inquiry tools (IM) |
| 19.11.15 |        |            |                      |                                                      |
| 23.11.15 | 25.11.15 | Course 1   | **UK AM – Skype** 09:00-12:00  
(UAE PM 13:00-16:00) | Equality & Disability (NK)  
Research-Teaching Linkages (NK) |
| 26.11.15 |        |            |                      |                                                      |
| 30.11.15 | 02.12.15 | Course 1   | **UK AM – Skype** 09:00-10:30  
(UAE PM 13:00-14:30) | Research-Teaching Linkages (NK)  
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