CONTENTS

WELCOME ........................................... 5

Section 1:  
PROGRAMME INFORMATION ............ 6
1.1 Introduction ................................. 6
1.2 TSLHE and The UK Professional Standards Framework ............................................ 7
1.3 Programme aims and learning outcomes .... 8
   1.3.1 Aims .................................. 8
   1.3.2 Learning outcomes ................. 8
1.4 Workshops and activities ............ 9
1.5 Assessment ................................. 14

Section 2:  
ASSESSMENT AND COMPLETION .......... 17
2.1 Assessment presentation ............ 17
2.2 Assessment submission ............... 17
2.3 Scheduling and deadlines .......... 17
2.4 Academic misconduct ................. 18
2.5 Moderation ............................... 18
2.6 Resubmission ............................ 18
2.7 Appeals ................................ 18
2.8 Extensions to submission deadlines .... 18
2.9 Exceptional Circumstances Affecting Assessment ........................................... 19
2.10 Assessment feedback ................. 19
2.11 External Exam Board ................. 20
2.12 Recording progress ................. 20
2.13 Leaves of absence ................. 20
2.14 Extension to period of study .......... 20
2.15 Withdrawal ............................ 21
2.16 Participant contact ................. 21

Section 3:  
TSLHE COMPLETION AND HEA RECOGNITION .................. 22
3.1 TSLHE completion and HEA recognition ...... 22

Section 4:  
PROGRAMME SUPPORT ...................... 23
4.1 TSLHE core staff ......................... 23
4.2 Supervisors ................................ 23
4.3 Yorkshare Virtual Learning Environment .... 25
4.4 TSLHE participant representatives .......... 26
WELCOME FROM THE UNIVERSITY OF YORK

September 2016

Dear Colleague

The University of York is proud of its record as a leading teaching and research university. Student surveys generally give high ratings of the teaching and learning experience at York and six of our staff have been awarded National Teaching Fellowships over recent years and one an NTFS project worth £200,000. We value our students and are concerned to ensure that we provide a first rate, intellectually stimulating and supportive learning experience for them. In part this has to do with the care we take in ensuring that our programmes are properly planned, adequately resourced and carefully monitored. More importantly, though, it has to do with the success of what goes on in the interaction between staff and students, the way learning is assessed and the feedback we provide. Making this happen isn’t something we are born with, but something we acquire.

Those of us who have a role in teaching and in supporting student learning are responsible for training the minds of the next generation. This is fundamental to our mission as a higher education institution and at York our dedication towards fulfilling this purpose stands alongside our dedication towards world class knowledge creation through our research activity. Our teaching and our research complement one another and this balance is a defining characteristic of our University.

The Teaching and Supporting Learning in Higher Education course is designed to help you develop yourself as a teacher and as someone who supports teaching and student learning. It is a year-long course that will require you to engage in a considered and critical analysis of your teaching practice, to reflect on experience in the light of robust, evidence-based pedagogical research and to contextualise your approaches within the specific frameworks that we operate within here at the University of York. You will have the support of a supervisor to whom you can turn for advice. We welcome you to this course; we hope you enjoy it, and we are confident that we can rely on you to maintain York’s outstanding teaching tradition.

Professor John Robinson
Pro-Vice-Chancellor Teaching, Learning and Students
Chair, University Teaching Committee
Section 1: 
PROGRAMME INFORMATION

1.1 Introduction

Teaching and Supporting Learning in Higher Education (TSLHE) is a 20 credit programme that will run for the first time in 2015/16. TSLHE was introduced in recognition of the fact that there are staff in the University who are engaged in teaching and supporting student learning who wish to secure professional recognition for their work, but whose role does not necessarily carry the full range of learning and teaching responsibilities as the academic staff for whom PGCAP was originally designed. These include, for example, staff supporting student learning and teaching, or research staff who may have specific teaching duties.

The new programme will share workshops with PGCAP in order to allow the full range of staff in the University to engage with one another and share practice; thereby availing themselves of the opportunity not only to work across disciplinary boundaries, but also across “job description” boundaries in pursuit of a common aim: to improve teaching practice and improve student learning throughout the University. Staff enrolled on TSLHE will have their teaching observed by a member of the Academic Practice team. Where individual roles do not involve actual teaching delivery, options for alternative processes will be agreed on a case by case basis in consultation with the Programme Director (examples might include reviewing draft guidance or policy documentation or VLE design).

TSLHE adopts a scholarly approach, combining professional practice in learning and teaching with multidisciplinary study, and in so doing seeks to foster a supportive and challenging environment within which participants will learn and exchange thoughts and experiences. It achieves this through a combination of strategies:

- Identifying and discussing disciplinary and professional approaches to, and conventions in, academic practice
- Exploring essential principles of, and research into, academic practice
- Encouraging considered reflection upon the application of (inter-)disciplinary and general principles within departmentally-specific environments, learning and teaching support environments, and the particular context of the University of York.

TSLHE is a part-time programme which participants are expected to complete within one year. A 20-credit module carries with it the expectation of approximately 200 hours of study. TSLHE is designed to integrate into participants’ daily professional practice and it is anticipated that approximately 80% of these notional hours will therefore comprise normal work-based activity.

As well as being internally accredited by the University of York, TSLHE is accredited by the Higher Education Academy against Descriptor 1 of the UK Professional Standards Framework (UKPSF) (see section 1.2). Successful completion of the TSLHE programme, therefore, will enable participants to be recognised as an Associate Fellow of the Higher Education Academy.

TSLHE is co-ordinated through the Academic Support Office

---

1 http://www.york.ac.uk/about/departments/support-and-admin/academic-support/
1.2 TSLHE and The UK Professional Standards Framework

In implementing the recommendations of the 2003 *White Paper on the future of Higher Education*, the HEA, on behalf of the sector, developed the Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). The current iteration of the UKPSF provides a nationally-accepted reference point for the recognition and development of teaching and the support of student learning. It comprises three broad interconnecting dimensions of practice:

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

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

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

Achievement against these dimensions is categorised into four descriptors which reflect the range and scope of responsibility for higher education teaching and student learning support that an individual may have. The TSLHE learning outcomes and assessment criteria, and consequent alignment of the modules’ substantive content and approach, have been constructed to articulate closely to Descriptor 1 of the UKPSF.

---

2 [https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf](https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf)
UKPSF Descriptor 1:

<table>
<thead>
<tr>
<th>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successful engagement with at least two of the five Areas of Activity</td>
<td>Successful engagement in appropriate teaching and practices related to these Areas of Activity</td>
<td>Appropriate Core Knowledge and understanding of at least K1 and K2</td>
<td>A commitment to appropriate Professional Values in facilitating others’ learning</td>
<td>Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities</td>
<td>Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities</td>
</tr>
</tbody>
</table>

This has allowed the programme to secure HEA accreditation against Descriptor 1 and consequently completion of TSLHE entitles staff to receive Associate Fellowship of the Higher Education Academy (AFHEA), a national and transferable recognition.

1.3 Programme aims and learning outcomes

| UKPSF Descriptor 1 |
|---|---|---|---|---|---|
| **D1.I and D1.III** | **D1.III** | **D1.IV** | **D1.V** | **D1.VI** |
| A1 | A2 | A3 | A4 | A5 | K1 | K2 | K3 | K4 | K5 | K6 | V1 | V2 |
| Minimum of two | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

TSLHE will introduce participants to all major elements of higher education learning and teaching, from theories of learning, programme design and assessment, to teaching in practice and supporting student learning, to key policy initiatives. Against this broad context, participants will be required to focus in on their specific areas of responsibility in learning and teaching in order to engage with a critical consideration of their practice.

1.3.1 Aims

- To expose participants to a range of research and good practice in higher education learning, teaching and assessment
- To provide participants with a framework that will support their reflection upon their own practice

1.3.2 Learning outcomes

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

1. Explain how their practice in teaching and the support of student learning integrates with the broader curriculum and/or departmental strategy for learner support
2. Critically reflect upon how they engage with at least two of the following:
   - Effectively design teaching and learning activities that are appropriate to the students and
     the subject being taught
   - Employ teaching and learning methods that will enable effective student learning
   - Develop effective environments and approaches to student support and guidance
   - Use assessment and feedback methods that are effective in informing and measuring
     student learning

1.4 Workshops and activities

The core workshops and activities will ensure TSLHE participants have acquired an understanding of the full range of learning and teaching responsibilities in Higher Education, as well as of all the dimensions of the UKPSF, even if their role does not directly engage with all of them. The UKPSF dimensions described by the Area of Activity A5, Core Knowledge K1 and K6, and the Professional Values V1 and V2 are embedded in all workshops and activities, even when they are not the explicit focus of the session.

Further information regarding the workshops and activities, including resources and reading lists, will be made available through the TSLHE VLE site. It should be noted that all workshops associated with this programme will appear on the teaching timetables because it feeds directly into timetabling from SITS and room bookings. Each workshop entry below cross-references to applicable dimensions of the UKPSF to support participants in mapping their progress towards Descriptor 1 and securing HEA Associate Fellowship.

<table>
<thead>
<tr>
<th>Core: All workshops and activities in this list are required to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to TSLHE</strong></td>
</tr>
<tr>
<td>This session will provide a brief introduction to TSLHE: its structure,</td>
</tr>
<tr>
<td>expectations and requirements and how it fits with current national</td>
</tr>
<tr>
<td>trends in learning and teaching in higher education, including how it</td>
</tr>
<tr>
<td>articulates with the UK Professional Standards Framework. It will outline</td>
</tr>
<tr>
<td>the philosophy of the programme and provide an opportunity to engage</td>
</tr>
<tr>
<td>in discussion on some of the key issues which currently impact upon UK</td>
</tr>
<tr>
<td>higher education.</td>
</tr>
<tr>
<td><strong>Principles of Learning Design</strong></td>
</tr>
<tr>
<td>(A1-A4, K2-K5, V1-V4)</td>
</tr>
<tr>
<td>The core requirements and components of designing for effective learning</td>
</tr>
<tr>
<td>will be explored through a project / problem based approach. Key issues</td>
</tr>
<tr>
<td>relating to higher education curriculum design theory, the implementation</td>
</tr>
<tr>
<td>of teaching and learning strategies, assessment, feedback and evaluation</td>
</tr>
<tr>
<td>will be covered and situated both within the national and York-specific</td>
</tr>
<tr>
<td>context. The intention is that participants will gain a critical insight</td>
</tr>
<tr>
<td>into ‘the way things are done’ and will be able to engage effectively in learning design practice, be that at the level of an individual teaching session, module or programme.</td>
</tr>
<tr>
<td><strong>Supporting Students at York (online)</strong></td>
</tr>
<tr>
<td>(A2, A4, V1-V2)</td>
</tr>
<tr>
<td>The University is a large and lively community of students and staff from</td>
</tr>
<tr>
<td>diverse cultures and previous educational experiences, pursuing a wide</td>
</tr>
<tr>
<td>variety of academic and professional studies. The University has a well-</td>
</tr>
<tr>
<td>articulated infrastructure of student support services with staff employed</td>
</tr>
<tr>
<td>to offer their expertise on matters ranging from the academic to the</td>
</tr>
<tr>
<td>pastoral, including financial, psychological and future employment issues.</td>
</tr>
</tbody>
</table>
**Micro Teaching**  
**(A5, K1, K2 plus other dimensions as appropriate to each individual's practice)**  
Attendance at only one of the sessions offered is required. Please book a place on your preferred session in advance by contacting academic-practice@york.ac.uk.

Constructive feedback within a supportive environment and personal reflection are an important means by which to improve upon teaching practice. After delivering a short session upon a subject with which they are comfortable, this session will provide an opportunity for participants to both engage with active reflection and to receive objective feedback on their teaching from a small group of peers and an Academic Practice tutor.

**Regroup and Assessment Support**

This session provides an opportunity for the whole cohort to reconvene to discuss their experiences of teaching during the course of the year and to raise and explore key issues. It also aims to support and inform participants in the composition of their TSLHE practice-based portfolios. It will serve to both elaborate upon the nature of the reflective writing required in the portfolio and on the viva element of the programme assessment.

**Researching Higher Education (online)**  
**(A5, plus other dimensions as appropriate to each individual's professional interests)**

It is important, in looking to develop teaching, to consider your teaching practice from various perspectives in order to secure as comprehensive and as informed a picture of what is going on as possible. Stephen Brookfield’s much cited work on critical reflection suggests four different lenses through which teaching should be analysed: 1. The autobiographical; 2. The students’ eyes; 3. Colleagues’ experiences; 4. The theoretical literature. The purpose of this self-directed activity is to ask you to engage with some pedagogical literature that has been searched for, and chosen by, yourselves, to critique what you read and in so doing contribute to the creation of a resource for dissemination to your peers on PGCAP which will hopefully be of use to the whole cohort in writing their assessments.

**TSLHE Supervisions (see section 4.2)**

**Teaching Observation by the TSLHE Programme Director or the TSLHE Senior Adviser**  
**(A5, K1, K2, plus other dimensions as appropriate to each individual’s practice)**

---


4 Participants will be allocated a member of the Academic Practice team and should contact them directly to arrange a convenient time for the teaching observation to be undertaken. If staff are not ordinarily involved in delivering teaching sessions, they should contact the Programme Director to discuss alternatives.
## Options: Attendance at 4 workshops is required from the following:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing Skills (A1-A2, A4, K2-K5)</td>
<td>Participants can choose one of two workshops on lecturing skills, with differences between the two based on broad variances in teaching practice across different disciplines. Lecturing to large groups remains fundamental to the higher education teaching and learning experience despite the increasing, and often perceived contradictory, call for 'active' and 'student-centred' learning. Indeed, as student numbers increase, lecturing is becoming more rather than less prevalent. Both of the sessions explore the particular role lecturing has in higher education and the various issues and problems that may arise. They will also seek to address key points in being an effective teacher of large groups through maintaining engagement and exploring ways of improving learning, understanding and the retention of knowledge. There will be the opportunity in both sessions to discuss the teaching issues and to air past experiences.  <strong>Workshop A</strong> will also cover issues common to lecturing in science/maths based disciplines; such as using demonstrations and mini-experiments in lectures, or &quot;flipping&quot; lectures using e-learning for problem sets, quizzes and games to enhance learning outside the classroom.  <strong>Workshop B</strong> will cover issues of student attention and retention of information in lectures, focusing on discursive, oratory or narrative based lecturing styles more common to arts and humanities based disciplines. Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare lecturing from different disciplinary perspectives.</td>
</tr>
<tr>
<td>Enhancing Small Group Teaching (A1-A4, K2-K5)</td>
<td>Participants can choose one of two workshops on enhancing small group teaching, with differences between the two based on broad variances in teaching practice across different disciplines. York, which has an enviable reputation for teaching excellence, sees the small group format as a distinctive feature of the learning experience it provides. Small group teaching is central to most departmental teaching programmes. In these workshops we will consider why small group teaching is effective and discuss how we can provide a high quality learning experience for tutorials and small seminar groups. We will consider how we can develop our own current practices.  <strong>Workshop A</strong> will consider small group teaching common to science/maths based disciplines, such as problem classes, lab-based workshops, and tutorials.  <strong>Workshop B</strong> will consider small group teaching common to arts and humanities based disciplines, such as presentation/discussion seminars, reading groups or performance workshops. Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare small group teaching from different disciplinary perspectives.</td>
</tr>
</tbody>
</table>
### Effective Assessment and Feedback
(A2-A4, K2-K3, K5)

Participants can choose one of two workshops on effective assessment and feedback, with differences between the two based on broad variances in teaching practice across different disciplines. Following on from the consideration of assessment practice in the *Principles of Learning Design* project, these sessions will focus in on disciplinary approaches to effective assessment and feedback practice. Participants will be exposed to current practice within the University, and will have the opportunity to explore issues, difficulties and innovative approaches with departmental staff recognised for their practice in this area of teaching and learning.

- **Workshop A** will focus on assessment and feedback practices common to science/maths based disciplines, such as assessing group project work, lab reports, programming, solutions to problem sets, or quantitative data analysis and so on.
- **Workshop B** will focus on assessment and feedback practices common to arts and humanities based disciplines, such as essays, position pieces, performance or presentations and so on.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare assessment and feedback practices from different disciplinary perspectives.

### Teaching International Students
(A2-A3, K2-K3, V1-V2)

Establishing York as an international education institution is high on the University’s agenda. Creating an international student community requires actions at all levels, particularly and crucially while engaged in teaching. But what does it feel like to be marginal to the learning community and how can teaching staff help enhance interactions so that all students can benefit and contribute?

This experiential workshop will examine the challenges for international learners and some possible teaching responses.
### PhD Supervision (A2-A4, K2-K3)

Participants can choose one of two workshops on PhD supervision, with differences between the two based on the broad variances in teaching practice across different disciplines.

These workshops are intended for academic staff who are relatively new to the role of PhD Supervisor. Other more experienced staff wishing to find out more about current views on best practice in supervision are also welcome to attend. During the session reference will be made to the latest codes of practice and national policy papers on research supervision, including your obligations as supervisor to ensure supervisees comply with University policy on research ethics and integrity.

**Workshop A** will consider issues common to science/maths based disciplines, such as securing PhD funding for your students, managing doctoral research teams on group projects, and shared authorship of research papers.

**Workshop B** will consider issues common to arts and humanities based disciplines. The session is very interactive and participants are encouraged to share issues and past experiences. In the past these have included issues such as supporting students in defining a sustainable and steady work pace for writing a thesis, supporting students on finance issues, including accessing small grants for research trips, supporting students who are also teaching or engaged in other type of paid work, and managing student isolation.

It should be noted that these sessions are not narrowly discipline or department specific, given that the participants are drawn from a wide and often practice-wise incompatible range of departments. You are encouraged, but by no means required, to review your department’s regulations for the supervision of PhDs before attending this session.

Slides from both workshops will be shared under the same heading on the VLE after the sessions, where available, so that participants can review and compare PhD supervision from different disciplinary perspectives.

### Using Your Voice Most Effectively (A2, A4, K3)

As a lecturer one of your most valuable tools is your voice, and yet voice failure is common in the academic profession. How is voice produced? How can you improve your voice production/projection and avoid pitfalls that may damage your voice? This session will be run by an independent consultant with training in acting, and a practising academic whose academic research interest is in voice. It will look at the science of healthy voice production, indicating what can go wrong, and it will include practical guidance on optimising your voice performance.

“A number of vocal exercises are used in the course to help participants recognise the strength and use of their voice and diaphragm. If you are not comfortable taking part in these ‘hands on’ exercises please make this known to the facilitators.”

### Advanced Learning Design with Learning Technologies (A2, A4, K4)

This workshop is for staff who are already familiar with using Yorkshare or virtual learning environments, and who wish to explore strategies and techniques to make their use of learning technologies more effective for learning and teaching. This session adopts a critical perspective on the use of learning technologies in higher education, exploring frameworks for practice and the application of them to module design. Participants are welcome to suggest areas for discussion, which may include ‘flipped’ learning approaches, online group work, blended and distance learning module design. A good familiarity with the Yorkshare VLE is a prerequisite for attending this workshop. The minimum expectation is that you will have completed the Getting Started Online tutorial (self-paced): [http://bit.ly/eldt-get-started-post](http://bit.ly/eldt-get-started-post)
Developing an Inclusive Curriculum (A1-A4, K3, V1-V2)

How do we ensure that our students are all included in discussion in our classrooms? Can we say that our curricula are designed in a truly inclusive way? To date most of the initiatives looking at diversity have focused on particular groups of students (eg disabled students, international students), and have identified strategies that assist these students to participate to their full potential. Given the current student diversity in higher education it is appropriate to consider how these strategies can also have a positive impact on the wider student body. Through discussion, activity and presentation this session will explore such issues and will consider appropriate points for action.

Employability in the Curriculum (A1-A4, V2, V4)

Preparing students for their future life, whether this is in employment, research or in some form of self-employment has always been a key part of Higher Education, but in the highly competitive labour market, and with more visible scrutiny on what our students do once they leave York, it is becoming increasingly important that we help students to consider their University education as an integrated component of their lifelong learning. Universities have a responsibility to give their students the opportunity to equip themselves with the skills and attributes that will help them succeed in achieving their aspirations. Many of the skills that students will require once they leave university are integral to being an effective learner, but how can we enable our students to better understand the importance of these transferable skills through our teaching activities?


Following on from our consideration of embedding TEL into your teaching covered in the PGCAP introductory sessions on Learning Design, this workshop will showcase innovative and effective use of TEL techniques and tools. The session will be based upon selected case studies of practice at York, demonstrating a range of tools and include analysis of the learning design. A good familiarity with the Yorkshare VLE is a prerequisite for attending this workshop. The minimum expectation is that you will have completed the Getting Started Online tutorial (self-paced): http://bit.ly/eldt-get-started-post

Due to the flexibility offered in the choice of optional workshops it is essential that you book places on sessions in advance by emailing (academic-practice@york.ac.uk). At each workshop a signing in system operates for the purpose of recording attendance. Summaries of TSLHE workshop attendance are forwarded to all participants on a termly basis.

1.5 Assessment

The assessment for this programme comprises two elements: the submission of a written practice-based portfolio and a follow-up viva based upon the content of that portfolio. Both elements will be assessed holistically against the criteria detailed below.

The portfolio, within the context of this TSLHE programme, is a structured reflection of a participant’s practice and must cover at least two of the areas of activity detailed in the module learning outcome 2, supported by evidence that is derived from their teaching and learning support activities.

The evidence component of the portfolio is not likely to have been produced specifically for the TSLHE assessment, but rather will have been produced during the participant’s professional practice. It is important to stress that this evidence must have a reason for being included and should be clearly labelled to enable ease of cross-referencing with the reflective narrative. In most cases, it is unlikely that more than ten pieces of evidence will be included in any one practice-based portfolio.
The reflective narrative will have been written specifically for the TSLHE assessment and should be between 2500 and 3000 words in length. It provides coherence to the portfolio and gives the evidence meaning by establishing context and explaining what it has been included to show. The reflection should therefore refer to the evidence and the evidence should support the reflection: the two need to be explicitly and closely linked.

The reflection should be critical in nature; it should be a deliberate and thought-through investigation of practice. The aim is not to simply justify or describe what an individual does in their job, but rather to analyse how they approach their responsibilities and why they do what they do. The reflection should include specific examples of activity and should explain how practice has developed. It should further demonstrate clear contextualisation of the individual’s practice within the wider curriculum within which they operate, or otherwise within the remit of the department within which they work. Reflection, as it applies to TSLHE, can be defined as a conscious (re)examination of current knowledge, understanding and assumption through structured consideration of experience (and other inputs) after the fact. This is what has been defined as ‘reflection-on-action’.

Participants’ practice-based portfolios should be submitted electronically to the TSLHE VLE (see section 4.3) with an assessment cover sheet. The portfolio will be considered by two markers. The markers at this stage will not be summatively judging the participants’ work but will be making a preliminary critical evaluation to identify discussion points to be addressed by both markers and the participant during the viva. The viva will last up to one hour and in addition to providing participants with the opportunity to address areas of weakness, it aims to explore the content of the portfolio in more detail and to enable further professional development through constructive dialogue.

Summative assessment of the participants’ work will be undertaken only after the viva has taken place. Assessment will involve combining the practice-based portfolio and the proceedings of the viva discussion and judging them holistically against the module criteria.

In order to pass this module assessment, participants will demonstrate within their assessment:

1. **Clear and coherent coverage of at least two of the areas of activity detailed in module outcome 2 within the context of the subject being taught / supported (See section 1.3.2)**
   Assessors will expect the portfolio to be clearly and appropriately organised and to include a genuine practice-informed coverage of at least two areas of activity. The written (portfolio) and spoken (viva) English should be of a good standard.

2. **Show development of practice through effective and convincing reflection and action**
   Assessors will expect the reflection to be credible and critical.

3. **The capacity to recognise and consider the needs of students in teaching and to promote student participation**
   Assessors will be looking for evidence that participants’ practice has been influenced, to an appropriate level, by explicit consideration of the students who will directly, or indirectly, be influenced by their practice.

4. **The capacity to adopt approaches that are appropriate to the subject matter and level of learning**
   Assessors will expect to see that participants’ approaches to teaching have been taken account of, and are appropriate to, the specific nature of the subject matter being covered and the level at which it is being taught.

---

5. The ability to evaluate the applicability of higher education learning and teaching principles, including those of quality assurance, and research to practice

Although the portfolio should not resemble an academic essay, assessors will expect participants to have engaged appropriately with educational literature and research to inform their reflection.

The assessment criteria have been designed to reflect the expectations for the award of HEA Associate Fellow through participants engaging with K1, K2 and two of the five Areas of Activity (A1-A5) of the UKPSF.

Further information and guidance with regard to the assessment will be provided in the Regroup and Assessment Support session outlined in section 1.4.
Section 2: ASSESSMENT AND COMPLETION

2.1 Assessment presentation

All assessment should be typed and organised so as to allow the assessors to easily navigate contents. Submissions should contain a TSLHE assessment cover sheet and, where appropriate, include a contents page. Full citations in the format most familiar to the participant should be given for referenced work.

It is essential that the names of any third parties that are referred to in any of the assessments are anonymised.

2.2 Assessment submission

It is expected that all assessment will be submitted electronically by the due date through the Yorkshare VLE.

2.3 Scheduling and deadlines

The scheduling of the TSLHE module is as follows:

<table>
<thead>
<tr>
<th>Autumn term</th>
<th>Spring term</th>
<th>Summer term</th>
<th>Summer vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Supporting Learning in Higher Education</strong></td>
<td>20 credit module</td>
<td>Summative assessment: Practice based Portfolio and Viva</td>
<td>Submission third week of September</td>
</tr>
</tbody>
</table>

The deadlines for the submission of assessment for participants beginning TSLHE in the 2016/17 academic year are no later than **5:00 pm** on the following dates:

<table>
<thead>
<tr>
<th>Teaching and Supporting Learning in Higher Education</th>
<th>Submission Date</th>
<th>Viva Date</th>
<th>Resubmission Date (see section 3.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Supporting Learning in Higher Education</strong></td>
<td>13 September 2017</td>
<td>By 18 October 2017</td>
<td>4 weeks from receipt of written feedback from the viva, and no later than 15 November 2017</td>
</tr>
</tbody>
</table>
Because TSLHE operates a pass/fail grading scheme there is no provision for penalising late submissions through the deduction of a percentage of marks and therefore the above deadlines are absolute. Any submission received after these deadlines will be awarded a fail unless mitigating circumstances are presented (see section 2.9).

2.4 Academic misconduct

TSLHE operates to the University of York’s definition of academic misconduct\(^6\) and abides by its procedures for investigating suspected, and penalising confirmed, instances of malpractice (as detailed in the booklet Academic Misconduct: Policies, Guidelines and Procedures for taught programmes of study\(^7\)).

2.5 Moderation

All written assessment submissions are subject to blind double-marking\(^8\) by two members of the Board of Studies for Academic Practice (not your own TSLHE supervisor or anyone in your department). In the event that a decision as to whether a submission is a pass or fail cannot be resolved between the two markers, the submission will be further moderated by a third marker whose judgement will be final. A selection of submissions is monitored by the External Examiner and the process as a whole is overseen by the Board of Studies for Academic Practice. Appropriate staff members also form the Academic Practice Board of Examiners.

2.6 Resubmission

If, after an assessment has been submitted and marked, it is decided any of the criteria have not been sufficiently addressed to allow it to pass and it receives a ‘fail’ grade, the participant will receive an explanatory report. On receiving this feedback, participants will be offered a resubmission deadline (see section 2.3) if, after the resubmission, the assessment is still judged unsatisfactory, this will constitute a final fail of the programme.

2.7 Appeals

Where an assessment submission is judged a fail by the examiners, participants do have the right of appeal in accordance with University Regulation 6.7:

www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/ regulation-6/#6.7

2.8 Extensions to submission deadlines

Although it is expected that participants will operate to the deadlines of the programme, it is recognised that situations can arise which may on occasion make this difficult. In this situation, extensions to submission deadlines can be negotiated within a specified framework.

- Participants should formally submit for an extension using the form Exceptional Circumstances Claim to the Academic Practice Coordinator.

---

\(^6\) www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.74

\(^7\) www.york.ac.uk/media/abouttheuniversity/supportservices/academicregistry/registryservices/local/Academic%20Misconduct%20Policy%20Guidelines%20and%20Procedures%202014.pdf

\(^8\) Obviously, anonymity ends at the point of the vivas for the TSLHE programme.
The Exceptional Circumstances Committee of the Board of Studies for Academic Practice has responsibility for advising the Board of Studies on whether to accept or reject the application and will inform the participant once a decision has been made. If a participant feels they need an extension that will exceed 20 working days, they should consider whether applying for a leave of absence would be more appropriate (section 2.13). Please see below for further information on Exceptional Circumstances.

2.9 Exceptional Circumstances Affecting Assessment

TSLHE follows the University’s policy on exceptional circumstances. In the event that a participant feels there are personal circumstances, medical or other, that may impact upon their ability to successfully complete TSLHE assessment they should make contact with their supervisor as soon as possible. Any application for exceptional circumstances to be taken into account must be submitted to the Exceptional Circumstances Committee of the Board of Studies for Academic Practice using the Exceptional Circumstances Claim form and should be accompanied by appropriate evidence to substantiate the claim. This may result in the participant being encouraged to apply for an extension (section 2.8) or a leave of absence (section 2.13) rather than submit work they feel is sub-standard. Dates for the submission of applications for exceptional circumstances are given below and published on the TSLHE VLE site.

If a participant wishes to have exceptional circumstances taken into account that were not disclosed before the submission of a piece of assessment, it is essential that they discuss the issue(s) with their supervisor prior to the Board of Examiners meeting. Appropriate evidence should be produced to support the claim for exceptional circumstances. The application will be considered by a special meeting of the Exceptional Circumstances Committee and a decision made as to what to recommend to the formal Board of Examiners meeting. The normal compensation following acceptance of exceptional circumstances that are disclosed after the date of assessment submission is for the participant to be permitted to resubmit the work ‘as if for the first time’.

Submission deadlines for exceptional circumstances for cohort 2015-16 are as detailed in the table below:

<table>
<thead>
<tr>
<th>Event</th>
<th>Submission Date for EC claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Supporting Learning in Higher Education</td>
<td></td>
</tr>
<tr>
<td>Practice-based Portfolio Deadline</td>
<td>30 August 2017</td>
</tr>
</tbody>
</table>

2.10 Assessment feedback

Participants may take the opportunity to receive formative feedback on drafts of assessed work through the supervisory process. There will also be an opportunity for participants to receive peer feedback on work that can contribute towards final assessment.

Participants will receive the collated feedback from both markers on summative assessment within six weeks of submission. Where a piece of work has been failed, the feedback will include an explanation for the fail grade and, in the event that the participant is eligible for a resubmission opportunity, guidance on what needs to be done to achieve a pass.

9 [https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/)
2.11 External Exam Board

The Academic Practice External Examiner will have responsibility to monitor standards across the programme and to ensure that assessment systems are fair and equitable. This will involve inspection of a sample of participant work in advance of the Board of Examiners’ meeting. The External Examiner for the 2016/17 academic year is Professor Robert Matthew from the University of Durham. The Academic Practice Board of Examiners meets once annually.

2.12 Recording progress

An agreed report of the meetings between participants and supervisors is forwarded to the Academic Practice office to confirm satisfactory progress and as an additional avenue by which questions and issues can be forwarded. Details of personal progress are distributed to participants on a termly basis; however, participants are also advised to familiarise themselves thoroughly with programme requirements and deadlines as responsibility for meeting these ultimately lies with the participants themselves.

All assessment results are recorded on SITS with successful completion of the programme resulting in the award of 20-credits.

2.13 Leaves of absence

It is important that if a participant feels they will not be able to engage with TSLHE for a period of time that will mean they are unable to fulfill programme requirements to the published timetable, they apply for a leave of absence. Securing a leave of absence will mean their registration upon TSLHE is suspended for the duration of the absence. Possible reasons for doing this may include maternity or extended paternity leave, research or other obligations, long-term personal and medical circumstances etc. Participants are advised to consult with the Programme Director in considering a leave of absence. The relevant Leave of Absence Request form should be completed and returned to the Academic Practice Administrator for consideration by the Board of Studies for Academic Practice in accordance with University requirements10.

2.14 Extension to period of study

Considerable flexibility is built into TSLHE in recognition that participants may face unexpected work pressures at specific points in time and therefore it is not expected that individuals will need to extend beyond their registration period to complete the programme. In the exceptional circumstance that an extension is needed, however, participants should consult with their supervisor at the earliest opportunity. Any continuation beyond the period of registration, will necessarily involve completion of the University’s Recommendation for Extension of Submission form together with the attachment of appropriate supporting evidence. The application will then be forward by the Board of Studies to the University’s Special Cases Committee in accordance with University requirements11.

10 www.york.ac.uk/staff/supporting-students/issues/academic/taught/loa-taught
11 www.york.ac.uk/staff/supporting-students/issues/academic/taught/extensions
2.15 Withdrawal

Participants who are intending to withdraw from TSLHE (for instance, if they are leaving the University) need to inform the Academic Practice coordinator of the last date of their engagement with TSLHE in order that we can process the withdrawal in accordance with University regulations\(^\text{12}\).

2.16 Participant contact

TSLHE is designed to give participants flexibility, within reason, in the way they meet programme requirements. It is therefore expected that the intensity and consistency of an individual’s engagement will fluctuate over the course of enrolment. However, under no circumstances would we expect participants to completely lose contact with the programme for more than one academic term. If the Academic Practice office has no evidence of contact of any sort over the course of any one term, we will attempt to contact the participant in question. If we are unable to do this within six weeks, assumed withdrawal proceedings will be initiated\(^\text{13}\).

---

\(^{12}\) [www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing)

\(^{13}\) [https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/#tab-2](https://www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/#tab-2)
Section 3: TSLHE COMPLETION AND HEA RECOGNITION

3.1 TSLHE completion

TSLHE will only be deemed completed when all programme requirements are satisfied: this includes attendance as well as assessment requirements. In the event that an individual has not satisfactorily completed all requirements by the final exam board, the University Special Cases Committee has requested that participants submit a report, signed-off by their Head of Department / line manager, detailing why they were not able to complete any outstanding commitments within the registration period of the programme. If these are deemed satisfactory, an extension to the programme enrolment period will be granted for a fixed time in order for the outstanding requirements to be completed.

On completing TSLHE, participants will become Associate Fellows of the HEA. The HEA has published a Code of Practice which highlights a series of underpinning principles it expects its Associate Fellows to abide by. These principles reflect the core values of any member of staff at York who teaches and/or supports student learning, as articulated in section 9 of the University Statement on Teaching Performance Expectations.

The HEA also expects institutions that have accredited provision leading to the award of Associate Fellowship to develop processes that allow individuals to actively engage in personal and continuing development for the purposes of remaining in good standing. York has a range of opportunities available and has developed the York Professional and Academic Development (YPAD) scheme to allow staff to structure their engagement in such activities towards securing recognition against all categories of HEA fellowship.
Section 4: PROGRAMME SUPPORT

4.1 TLSHE core staff

TSLHE is co-ordinated by the Academic Practice Team in the Academic Support Office, any of whom can be contacted to provide information or advice regarding the programme and/or progression on the programme:

Dr Duncan Jackson
Head of Academic Practice and PGCAP/TSLHE Programme Director, Academic Support Office
Email: duncan.jackson@york.ac.uk
Ext: 4843

Dr Maeve Pearson
Senior Academic Practice Adviser, Academic Support Office
Email: maeve.pearson@york.ac.uk

Dr Phil Robinson-Self
Academic Project Officer, Academic Support Office
Email: phil.robinson-self@york.ac.uk

Lesley Catt
Academic Practice Coordinator and Secretary to both the Board of Studies and Exceptional Circumstances Committee for Academic Practice, Academic Support Office
Email: lesley.catt@york.ac.uk
Ext: 4844

Margaret McAllister
Academic Practice Administrator
Email: margaret.mcallister@york.ac.uk

4.2 Supervisors

Participants on TSLHE are allocated an experienced member of staff at the beginning of the programme who will act as a supervisor. It is not always possible to offer supervisors from the participant's own Department, indeed a cross-fertilisation between departments in this relationship can be very useful. Participants are asked to contact the Academic Practice team should they specifically prefer someone from outside their Department. It is anticipated that supervisory meetings will take place on a termly basis. During these meetings participants will have the opportunity to discuss TSLHE workshops, the development of their assessed work and any other issues relating to academic practice that they feel would provide useful discussion for TSLHE purposes. The supervisory meetings are also the principal points in time when participants will be asked to reflect upon their practice as it relates to the dimensions of the UKPSF.
Current TSLHE Supervisors are:

**Dr Steve Ashby**
Lecturer in the Department of Archaeology, Chair of Board of Studies  
www.york.ac.uk/archaeology/staff/academic-staff/steve-ashby

**Dr Nicola Carslaw**
Senior Lecturer in the Environment Department  
www.york.ac.uk/environment/our-staff/nicola-carslaw

**The Revd Dr David Efird**
Senior Lecturer in the Department of Philosophy  
www.york.ac.uk/philosophy/staff/david-efird

**Dr John Issitt**
Lecturer in the Department of Educational Studies  
www.york.ac.uk/education/our-staff/academic/john-issitt

**Charlie Lloyd**
Senior Lecturer in the Department of Health Sciences  
www.york.ac.uk/healthsciences/our-staff/charlie-lloyd

**Dr Jason Lynam**
Senior Lecturer in the Department of Chemistry, Chair of Mitigating Circumstances Committee for Academic Practice  
www.york.ac.uk/chemistry/staff/academic/h-n/jlynam

**Dr Nicola F McDonald**
Senior Lecturer, Department of English and Related Literature  
www.york.ac.uk/english/our-staff/nicola-mcdonald

**Dr Ian McIntosh**
Senior Lecturer in the Department of Mathematics  
http://maths.york.ac.uk/www/im7

**Dr Peter Mayhew**
Senior Lecturer in the Department of Biology  
www.york.ac.uk/biology/research/ecology-evolution/peter-j-mayhew

**Dr Mark Nicholson**
Senior Research and Teaching Fellow in the Department of Computer Science, Chair of Board of Studies for Academic Practice  
www.cs.york.ac.uk/people/?group=Academic%20and%20Teaching%20Staff&username=mark
Dr Lisa O’Malley  
Lecturer and Deputy Head of Department (Social Policy) in the Department of Social Policy and Social Work  
www.york.ac.uk/spsw/staff/lisa-omalley/  

Professor Duncan Petrie  
Director of Research and Head of Film and Television Studies in the Department of Theatre, Film and Television  
www.york.ac.uk/tftv/staff/petrie  

Dr Alet Roux  
Senior Lecturer in the Department of Mathematics  
http://maths.york.ac.uk/www/ar521  

Dr Stephen L Smith  
Reader in the Department of Electronics  
www.york.ac.uk/electronics/staff/stephen_smith  

Dr Roddy Vann  
Senior Lecturer in the Department of Physics  
Programme Director, School of Natural Sciences  
www.york.ac.uk/physics/people/vann  

Jill Webb  
Senior Lecturer (Teaching and Scholarship), York Management School  
www.york.ac.uk/management/staff/jill-webb  

4.3 **Yorkshare Virtual Learning Environment**  
The University’s virtual learning environment is used to support participants on TSLHE through blending seminar room based and online teaching and learning activities across the programme. In addition to being a repository for workshop materials, recommended reading lists, and key programme documentation, the TSLHE site is also used to facilitate a proportion of programme workshops and activities, and to enable the electronic submission of programme assessment. Participants will be registered upon **Yorkshare** after being accepted onto TSLHE  

---

14 PGCAP Yorkshare can be accessed from: https://vle.york.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_736_1
4.4 TSLHE participant representatives

A volunteer TSLHE participant is appointed to sit on the Board of Studies and to represent participants’ views. Volunteers are sought during the two Introductory Days to the programme. This is a genuine opportunity to help shape TSLHE in the direction that will best help present and future participants. Specific responsibilities include:

- attending Board of Studies for Academic Practice each time it meets (normally in week 5 of every term for approximately two hours) or arrange for appropriate reserve cover
- e-mailing participants before Board of Studies meetings to request items for discussion
- e-mailing participants after Board of Studies meetings with any feedback
- attending one Annual Programme Review meeting
- attendance at Periodic Review when required (approximately once every six years)

Please note that a ‘reserved’ business system operates should there be the need to discuss individual participants eg for examination purposes.