Xi'an Jiaotong-Liverpool University

西交利物浦大学

Certificate in Professional Studies in Learning and Teaching in Higher Education (CPS)

Handbook 2016-17

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An Introduction to CPS at XJTLU

The Academic Enhancement Centre (AEC) would like to take this early opportunity to welcome you onto the Certificate in Professional Studies in Learning and Teaching in Higher Education (CPS), and wish you an enjoyable and fulfilling learning experience. This handbook will give you an overview of the whole programme, and all the component parts that you choose to undertake within it. The Certificate in Professional Studies in Learning and Teaching [CPS], is a qualification in Higher Education designed specifically to support and advise university lecturers [or other staff who are required to teach], who have little or no previous experience in teaching. The programme aims to provide an introduction to the knowledge and skills needed to support student learning, and is a key part of the university strategy for improving the student experience.

The programme is intended to support your role as a teacher at XJTLU or at an equivalent Higher Education Institution (HEI) and to provide you with opportunities to interact with other teaching staff, and to gain some knowledge of the XJTLU's quality assurance and enhancement processes and in doing so provide you with the help you need to best support your students. Additionally, we have aligned the learning outcomes to the UKPSF (UK Professional Standards Framework). This means that in addition to your academic achievements, you will also be eligible to apply for professional recognition of a Fellowship of the Higher Education. (You can find more information about this on page 7).

Since September 2015 (as approved by SMT) the XJTLU programme has become mandatory for all new teaching staff if they do not already have similar higher education (HE) qualifications or significant prior HE teaching experience. Consultation with the AEC Educational Development team and Head of Department is advised to decide whether the CPS is a suitable programme of professional development for a member of staff.

Successful completion of the CPS will lead to professional recognition as Fellow of the Higher Education Academy (FHEA): http://www.heacademy.ac.uk/ourwork/supportingindividuals

Important note for CPS participants already registered on the University of Liverpool CPS programme: Transitional Arrangements

The CPS programme is undergoing a transition; until the academic year 2014/15 the CPS was accredited and delivered principally by the University of Liverpool. The programme is now being delivered wholly in-house by the AEC along with the support of colleagues across the University. As such a dual process is being run with the UoL whereby there exist two methods of completing the CPS programme; one for XJTLU students registered on the UoL programme and one for XJTLU students registered on the XJTLU programme. This dual process is expected to become obsolete by September 2019 when all XJTLU students registered on the UoL programme are expected to have successfully completed the programme.

For those members of teaching staff who are already registered with the University of Liverpool CPS i.e. anyone registered prior to June 2014, the following procedures apply:

- *Those already registered and <u>have started assessments</u> with UoL* will continue to be registered with UoL CPS and will submit all written assessments to the UoL CPS team. The AEC will assist students with this process. All face-to-face assessments (dialogue/presentations) will be assessed by the AEC CPS team. AEC will keep a record of these participants progress on our e-Bridge system.
- *Those already registered with UoL and <u>have **not** started assessments</u>* yet will automatically be transferred to the XJTLU CPS programme and will follow the XJTLU assessment requirements and do your assessments through the AEC. AEC will keep a record of these participants progress on our e-Bridge system.

In principal, registration onto the CPS programme will happen for new members of academic staff at two points in the year; the month of September (for Autumn arrivals) and March (for Spring arrivals). Any member of staff joining XJTLU outside these periods will be able to register at the subsequent registration period.

The Academic Enhancement Centre (AEC) provides an educational development services that collaborates with and supports the academic community on campus, to provide the best possible teaching and learning experience for our students.

AEC Contact Details			
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Aims of the Programme

- To provide an introduction to both the knowledge and the skills needed to support student learning in higher education.
- To provide opportunities for reflection on learning and teaching in a transnational context through English as a medium of instruction.
- To support teaching staff in their teaching role, and to develop and enhance their skills, knowledge and understanding of learning and teaching in Higher Education, and to consider alternative methods.
- To introduce teaching staff to the opportunities for linking excellence in research with high quality teaching.
- To assist in the development of teaching staff as reflective practitioners, and as higher education professionals.
- To introduce participants to higher education quality assurance frameworks and enhancement support.

The programme described here has been designed with due consideration given to:

- The diversity of the expected participant group.
- The requirements of the professional accreditation body (HEA)

Programme Learning Outcomes

This programme enables participants to develop and demonstrate the following		The following assessment methods enable participants to demonstrate these outcomes
1	**Knowledge and understanding of:**	
1.1	Theories of learning and teaching	Module CPS301: Critical commentary Module CPS302: Presentation and Problem-solving case study
1.2	Diversity and inclusive practice	Module CPS301: Critical commentary and Peer Review report and response Module CPS302: Presentation
1.3	Principles of assessment and feedback in higher education	Module CPS301: Critical commentary
1.4	The use of technology in Higher Education	Module CPS302: Presentation
1.5	Effective supervision and student support	Module CPS302: Problem solving case study
1.6	Evaluation techniques and reflective practice	Module CPS303: Critical reflection on evaluation
1.7	Quality assurance and enhancement frameworks	Module CPS303: Critical reflection on evaluation
2	**Discipline-specific and transferable skills.** At the end of the programme, you will be able to:	
2.1	Demonstrate the skills necessary to design and deliver programmes that are research driven, distinctive, challenging and supportive.	Module CPS301: Critical commentary and Peer Review reports and response Module CPS302: Presentation and Problem-solving case study Module CPS303: Action plan for future development
2.2	Demonstrate an understanding of the relationship between research and teaching.	Module CPS301: Critical commentary Module CPS302: Presentation and Problem-solving case study
2.3	Use a variety of learning, teaching and assessment methods which enable the learning of a diverse student group	Module CPS301: Critical commentary and Peer Review reports and response Module CPS303: Critical reflection on evaluation

2.4	Show awareness of the range of issues that influence one-to-one academic supervision and advising.	Module CPS302: Problem solving case study
2.5	Critique current evaluation practice and suggest appropriate alternative approaches, with reference to an evaluation model.	Module CPS303: Critical reflection on evaluation
2.6	Review and reflect on your practice, and demonstrate how you have been able to enhance your professional practice as a teacher in higher education and plan for future development	Module CPS301: Critical commentary Module CPS302: Presentation and Problem-solving case study Module CPS303: Critical reflection on evaluation and Action plan for future development
2.7	Communicate effectively with students and others, in a range of areas of practice in learning and teaching in higher education.	Module CPS301: Critical commentary and Peer Review reports and response Module CPS302: Presentation Module CPS303: Critical reflection on evaluation
3	**Experience and other attributes** At the end of the programme, you will be able to:	
3.1	Use work-based teaching practice at XJTLU and experience at other institutions to reflect on learning and teaching	Module CPS301: Critical commentary, and peer review reports and response Module CPS302: Presentation, and problem-solving case study Module CPS303: Critical reflection on evaluation, and action plan for future development
3.2	Demonstrate professional values through practice towards colleagues and individual leaners.	Module CPS301: Critical commentary, and peer review reports and response Module CPS302: Presentation, and problem-solving case study Module CPS303: Critical reflection on evaluation, and action plan for future development
3.3	Plan for professional development as teachers in higher education	Module CPS303: Critical reflection on evaluation, and action plan for future development

Rationale for the Programme

The purpose of this programme is to provide a learning opportunity for you to develop a strong professional identity within your current role, enable you to participate fully in the broad community of academic practitioners, derive tangible benefits for your professional practice in teaching, scholarship and research, and ultimately to lead the direction and support of effective learning and a positive student experience within your disciplines and learning environment. Our underpinning philosophy is to enable you as participants to build on your prior knowledge and experience through a process of self-assessment and development planning, in order to identify the focus for your scholarship, practical competence and conceptual knowledge development based on your role and academic context. This learning process is nurtured through reflective and collaborative peer learning that assists in the development of self confidence in your emerging professional identities as academic practitioners. The teaching team aim to model good practice in design, delivery and assessment throughout the programme, and critical evaluation of different learning activities and processes features in each of the modules.

Peer Observation and Review of Practice is a core activity that is encouraged throughout this programme and follows the principles of a developmental and collaborative activity as described by Gosling (2009). Using this model, we ask participants to undertake collaborative peer review that includes: exploration, experimentation, enquiry and reflection on different activities; support through being open, honest and genuinely interested in mutual improvement ; and use of appropriate levels of challenge about practice to promote learning. Additionally, mentors will adopt a more developmental approach in the peer observation and review process, promoting a climate for offering expert support and providing feedback to aid improvement. Peer Observation and review is a normal part of professional academic practice, and it is our intention that by undertaking this process you both become familiar with the process itself and also value its benefits in respect of your continual professional development in Learning, Teaching and Assessment practice throughout your academic career.

Programme Structure

MODULES

CPS 301 **LEARNING, TEACHING AND ASSESSMENT**	• To introduce participants to the theories of learning and teaching • To introduce participants to the use of technology in higher education • To provide an underpinning base of knowledge in relation to assessment in higher education • To facilitate the development of inclusive practice • To generate awareness of, and engagement with, the UK Professional Standards Framework
CPS 302 **STUDENT LEARNING**	• To provide participants with the practical skills needed to support student learning • To introduce participants to research-focused learning and teaching initiatives • To promote effective supervision and academic advising, and share practice • To enable participants to promote lifelong learning and professional development in their students • To generate awareness of, and engagement with, the UK Professional Standards Framework.
CPA 303 **EVALUATION AND ENHANCEMENT**	• To promote a range of strategies that lead to the enhancement of learning and teaching in higher education, including evaluation, reflective practice and engagement with colleagues • To introduce key mechanisms that promote and support excellence in academic practice • To generate awareness of, and engagement with, the UK Professional Standards Framework

The programme has a structure which has two parallel elements: **modules** (as 'envelopes' for assessment); and **workshops**. It has been designed to offer maximum flexibility to busy staff who need to combine professional development opportunities with teaching and research commitments. Successful completion of the CPS programme requires participants to attend a specified number of workshops, as well as successfully completing the assessments for the modules. The workshops are designed to support and complement the issues being assessed in the modules.

Workshops

CPS workshop will be delivered on a fortnightly basis, normally on Wednesdays between 4.00 and 6.00pm. Some workshops may be delivered at other times, depending on the availability of the session leader.

There will also be a more intensive period of workshops every day in the two mid-term non-teaching weeks.

A consequence of the HEA accreditation is that the awarding body stipulates a minimum attendance requirement of participants. For the CPS programme this means that you must complete attendance at least **12 workshops** that are offered by the CPS team at XJTLU, including **seven compulsory workshops** and another **five optional workshops within the two year registration period**.

Modules

Unlike modules in undergraduate and Masters programmes, 'modules' in the CPS do not have specific teaching elements. They are essentially 'envelopes' for assessment. However, participants are expected to attend relevant associated workshops prior to embarking on the assessments within each module. It is advised that a 'sequential' attendance approach to the workshop works best in order to prepare you with the necessary knowledge and skills to be able to attempt the assessments.

Programme Requirements

General Regulations:

1. The programme of study shall normally be completed in a period **not exceeding 2 years**, with the possibility of one year's extension if approval is given by the participant's Head of Department in consultation with the Programme Director of the CPS.

Workshop attendance requirements:

1. Participants must complete attendance of at least **12 workshops** that are offered by the CPS team at XJTLU, including **seven compulsory workshops** and another **five optional workshops** within the **registration period of two years**.
2. A full day attendance at the XJTLU Learning and Teaching Colloquium is equivalent to the attendance of one optional CPS workshop.
3. Other workshops that staff attend e.g. Subject-centred training days or L&T workshops can be considered for inclusion in negotiation with the XJTLU CPS Programme Director.

Assessment information:

1. Details of the assessment methods can be found in the Module sections of this Handbook.
2. There are no formal examinations associated with the CPS programme.
3. To be awarded the Certificate in Professional Studies, candidates must achieve at least a pass in each module of the programme.
4. All module assessment tasks will be evaluated using clearly articulated criterion-based learning outcomes and marking criteria (see Module sections later in this Handbook).
5. In the case of failure, participants will have one re-submission opportunity for each assessment task. If the re-submission is also a fail, then the module will be failed. Failure in one module results in failure in the programme.
6. All elements of assessment for each module must be passed for a pass grade to be given for the module overall.
7. Teaching staff on the CPS programme will provide assessment support and feedback and participants are encouraged to take advantage of this. Before formal submission of completed assessment tasks, the module leader will be happy to receive one draft and offer comments and suggestions.

Workplace Mentors

Workplace mentors are practitioners working in the same context as the participant, and are experienced in the area of practice being studied. They will normally have an equivalent qualification to that being undertaken by the individual participant, however the most distinctive requirement for this role is to support the mentee in developing practice skills and a critical interpretation of theories relevant to the particular context of practice. Specifically they will act as advisors and role models; undertake practice observations in the workplace context and provide formative feedback; facilitate the development of your new professional identity; and become part of the community of practice. We suggest you identify a suitable mentor and discuss responsibilities at the start of the programme.

CPS is a professional development programme where participants discuss relevant issues within interactive workshops, reflect on their experience and practice, and put ideas relating to learning, teaching and evaluation into practice as they progress through the programme, assisted by their mentor and by CPS staff. Participants are encouraged to discuss issues with their mentors and colleagues, and CPS tutors provide formative feedback on assignments. The assessments also have a formative dialogue and co-analysis.

Module (CPS303) requires the participant specifically to construct an action plan for future development, with the help of a mentor and CPS tutor. All issues will be explored through the workshops, which combine presentations, discussions and group activities. There are also recommended readings and resources to explore in the participants' own time.

The Higher Education Academy (HEA) and UK Professional Standards Framework (UKPSF)

The CPS programme at XJTLU has been submitted for accreditation by the Higher Education Academy. HEA accreditation requires the CPS programme to provide higher education staff involved in teaching with the learning outcomes and skills that allow them to demonstrate the professional standards detailed in the UK Professional Standards Framework (UKPSF) at the level of Descriptor 2 (Fellow). The UKPSF provides a structure and benchmark against which university teaching staff can plan, record and reflect on their continuing professional development by providing a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment.

There are two aspects to the UKPSF:

1) Dimensions of Practice: These are a set of statements outlining the:

- **Areas of Activity** undertaken by teachers and supporters of learning within HE
- **Core Knowledge** that is needed to carry out those activities at the appropriate level
- **Professional Values** that someone performing these activities should embrace and exemplify

For a diagram outlining the Dimensions of Practice, see the following page.

2) The Descriptors:

These are a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within Higher Education (D1-Associate Fellow; D2 - Fellow, D3 - Senior Fellow; or D4 - Principal Fellow). The XJTLU CPS is aligned with Descriptor 2, and Successful completion of the programme will allow participants to claim Fellowship of the Higher Education Academy.

What is the UKPSF for?

The UKPSF's central purpose is to help those seeking to enhance the learning experience of their students, by improving the quality of their teaching and learning support. It has a wide range of uses, but it could, for example, be used to:

- Promote the professionalisation of teaching and learning support within HE;
- Foster creative and innovative approaches to teaching and learning;
- Enable HE staff to gain recognition and reward for developing their capabilities as teachers and supporters of learning.

UKPSF Dimensions of Practice

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.

Registration and Exemptions

An essential part of being a participant on the CPS programme is the successfully completion of registration. If you are interested in the CPS programme as a member of staff, you should log into e-Bridge with your university account and password to apply for the programme through the online application process. The Academic Enhancement Centre will then assist in completing the application process should you encounter any difficulty. The E-Bridge system is the web-based student information system of XJTLU, which is available for students and staff to access and perform a variety of tasks. Should there be any problems with your e-Bridge account or e-Bridge functions, please contact Student Records and Systems Team at **SRST@xjtlu.edu.cn** for help.

Exemption to Participate in CPS Programme

All staff are strongly encouraged to participate in this programme, if you do not already have similar qualifications or significant prior teaching experience. Exemption from the normal expectation to complete all or part of the CPS can only be approved through the PDR process, and it is advised to consult with us about whether the CPS or another programme is best suited to your needs.

Partial or full exemption for any member of academic staff will be considered if they have:

- Gained a similar recognized qualification from a UK Institution or a similarly regulated higher educational environment;
  or
- Already achieved Fellowship of the HEA or another similar professional qualification from an equivalent learning and teaching body;
  or
- Demonstrable teaching experience in a UK or similarly regulated HE environment over a minimum of 5 years (see more details below).

Partial exemption from one assessment element of the programme

This applies to members of teaching staff who have previously successfully completed a similar professional development programme at another UK Higher Education Institute or a similarly regulated higher educational environment, and **still wish to complete CPS and be awarded Fellowship of the HEA**.

In this case, exemption from part of the CPS can be granted by the Programme Director in discussion with the Director of the AEC and the Dean of Learning and Teaching. The maximum exemption that can be allowed is equivalent to one third of the credits for the whole programme, and will normally be in the form of exemption from the Critical Commentary element of the assessment in module CPS301.

Exemption from the CPS programme in its entirety

This applies to staff if an equivalent qualification has been awarded from another UK Higher Education Institute or a similarly regulated higher educational environment. Permission must be sought for an exemption from the programme in its entirety from the member of staff's Head of Department and the Dean of Learning and Teaching in consultation with the CPS Programme Director. A brief rational with supporting documentation needs to be provided in order to authenticate the claim.

Staff with five years or more experience of teaching and the support of learning in Higher Education must demonstrate that they meet the UKPSF standard in the appropriate category, and show good standing through continuing professional development activities.

Where an individual's length of higher education teaching experience is unclear or in dispute, the decision regarding whether the CPS route should be undertaken will be decided by the CPS Programme Director, Head of Department and Dean of Learning and Teaching, taking into account the range and nature of the experience of the member of staff.

Assessment

Assessment overview

CPS modules are essentially 'envelopes' for assessment. Each module has two assessment components, and there is a broad range of assessment methods, including essays, reflective writing, case studies, oral presentations, dialogue, and the construction of an action plan for your future professional development.

Module Code and Title	Credits	Format of Assessment
CPS301 **Learning, Teaching and Assessment**	10	A. A critical commentary 2,500 words [75% weighting] B. Two Peer Review reports with a response by the participant 500 words for the Response [25% weighting]
CPS302 **Student Learning**	5	A. A presentation 45 minutes [55% weighting] B. Problem solving case study 1500 words [45% weighting]
CPS303 **Quality Evaluation and Enhancement**	5	A. Professional dialogue with CPS tutors, based on evidence collated by the participant. 45-50 minutes OR A written critique 2000-3000 words [70% weighting] B. Provision of an action plan for future development. 500-1000 words [30% weighting]

Grade Criteria:

	Minimum requirements:
Pass with Distinction	All of the learning outcomes have been met, most to the highest standard, a few to 'Merit' standard, as indicated in the Module marking criteria
Pass with Merit	All of the learning outcomes have been met, most to the standard of a 'merit', a few to 'pass' standard as indicated in the Module marking criteria
Pass	All of the learning outcomes have been met to the standard of a 'pass' standard
Fail	The candidate has not demonstrated that he/she has met all the learning outcomes of the module

The assessment weightings within modules will determine the final module grade. The preponderance of grades across the three modules will determine the final Certificate grade.

The assessment weightings within modules will determine the final module grade. The preponderance of grades across the three modules will determine the final Certificate grade.

Booking assessment appointments

To facilitate the CPS assessment process, there will be a dedicated **CPS Assessment Period** each semester for you to submit written assignments and book face-to-face assessment appointments on the CPS ICE page. The CPS Assessment Period this semester will be **three weeks** from **Tuesday, Jan 3rd to Friday, Jan 20th 2017.**

This means –
1) You can plan and book your CPS appointments within the period **Jan 3rd to 20th**, 2017 on the CPS ICE page.
2) From **Jan 3rd to 20th,** you will be able to submit all your CPS written assignments on CPS ICE page.

Important advice:

When engaging with the assessment tasks you should ensure that you have taken note of the assessment marking criteria as set out in the following pages, and in particular ensure that your assignment addresses the learning outcomes of the module.

Submitting written work

All written work should be submitted online via the CPS Programme Resources & Support area of XJTLU's virtual learning environment, ICE (http://ice.xjtlu.edu.cn). After logging into ICE, CPS candidates may access this area either via the 'My ICE' item in the site's main menu bar, or via navigating to 'Browse/Search Modules' > 'CPS Programme' > 'CPS Programme Resources & Support':

MY ICE   BROWSE/SEARCH MODULES

Assessment submission links will be present within this area which allow candidates to upload files to CPS Programme Coordinators for marking and feedback. Typically, the process of submitting files will be as follows:

1. After clicking on and entering the relevant assessment submission link, click the 'Add submission' button:

2. On the following page, upload your files) either by:

- Simply dragging and dropping it into the file selection zone
- Navigating to its location on your computer/device via use of ICE's File Picker tool

Friday, 7 August 2015, 9.52 AM

▸ Comments (0)

Add submission

Make changes to your submission
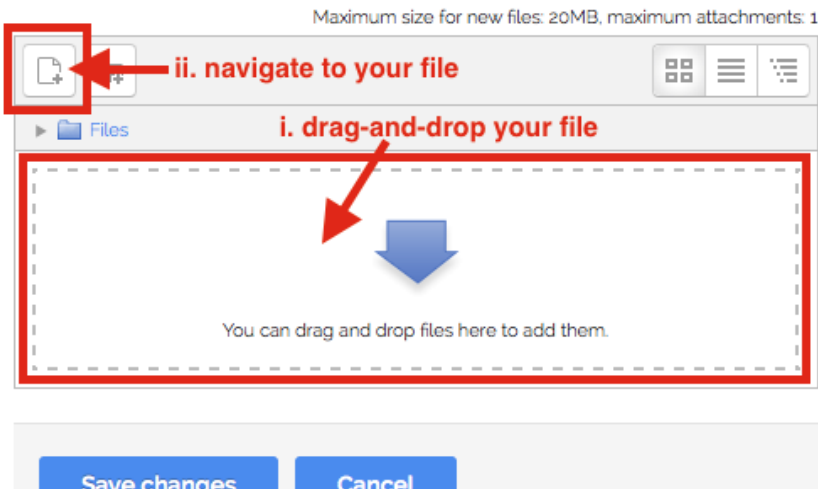
3. After uploading your file make sure to click the 'Save changes' button. You'll then be brought back to the assessment submission link entry page where you can either choose to make changes to the file you previously uploaded (via clicking the 'Edit submission' button). Or submit the file to CPS Programme Coordinators for marking (via clicking the green 'Submit assignment' button):
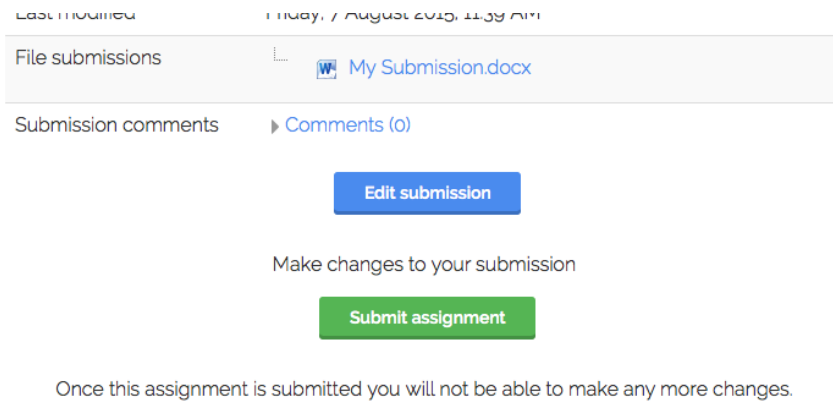
4. After clicking the 'submit assignment' button, you will then be brought to a page where you are required to declare that the work being submitted is your own:
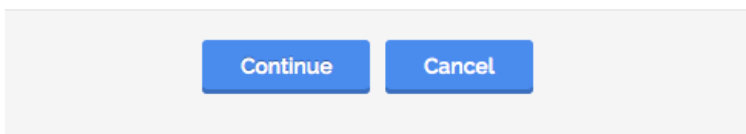
5. Simply tick the block next to the declaration and then click the 'Continue' button. This will return you once again to the assessment submission link entry page which will list the status and date of your submission.

Submission status

Attempt number	This is attempt 1.
Submission status	Submitted for grading
Grading status	Not graded
Last modified	Friday, 7 August 2015, 12:03 PM
File submissions	W My Submission.docx
Submission comments	▶ Comments (0)

Note that after completing your submission you will receive a receipt via e-mail confirming this action, and you will then no longer be able to make any changes to your submission.

CPS 301 – Learning, Teaching and Assessment

Aims

- To introduce participants to the theories of learning and teaching
- To introduce participants to the use of technology in higher education
- To provide an underpinning base of knowledge in relation to assessment in higher education
- To facilitate the development of inclusive practice
- To generate awareness of, and engagement with, the UK Professional Standards Framework

Module learning outcomes

Participants completing the module successfully should be able to:

A. Use and justify learning and teaching methods that meet the needs of a diverse student body
B. Review and reflect on their practice, analysing options for change and improvement
C. Critique examples of assessment of student learning and evaluate alternatives

Related workshops

It is highly recommended that participants attend all the compulsory (C) workshops before submitting the assessments for this module. The following workshops are of particular relevance:

- Theory and Practice in Learning and Teaching in HE (C)
- Student Support for Inclusion and Diversity in Higher Education (C)
- Principles and Practices in Assessment (C)
- Evaluation of Learning and Teaching Practice in Higher Education (C)
- Research Led Teaching (C)
- Learning from Reflection (C)
- Quality Frameworks for Learning and Teaching (C)
- Module Design: An Introduction
- Feedback to Students
- Active Learning and Student Engagement
- Introduction to Technology-Enhanced Learning
- Innovative Teaching in Large Groups
- Small Group Teaching
- Other various workshops

Assessment

A) A **critical commentary** that addresses the following aspects of learning and teaching, with reference to a specific module that the participant teaches:

- How the aims, learning outcomes, teaching strategies, syllabus, and assessment methods are aligned in the design and delivery of the module;
- How learning activities are inclusive and meet the needs of any diversity within the module student group, and how the specific challenges of teaching in an English medium context in China are managed;
- Explore and evaluate opportunities for change and improvement. The use of learning technologies should be considered.

2,500 words +/- 10%
[75% weighting]

B) Two Peer Review reports on your own teaching carried out at XJTLU with a **response by you**.

500 words for the Response +/- 10%
[25% weighting]

The critical commentary

Your commentary should demonstrate how you have met the stated learning outcomes. It should describe the approach you take to your teaching and assessment, and the positives and negatives that you have identified as a result of your reflections and from your peer feedback. You should describe any subsequent changes you will make to your teaching and assessment practice. To achieve a distinction grade you will need to meet the criteria detailed in the table below.

The peer review reports and reflection

You should submit with your commentary peer review reports on **two** of your teaching sessions which have been delivered at XJTLU. The reports should be recent. Ideally these should be sessions observed during the period of your CPS registration. Furthermore, you should write a 500 word reflective response to these reports, commenting on the experience itself and on how the reviewer's comments have impacted on your teaching.

Relevance to the UKPSF

These assessment tasks ask you to explore many, if not most, of the dimensions of the UKPSF (see pages 7-8 above). They are of particular relevance to the following dimensions:

Critical commentary: A1-4; K1-3; V1. Peer review and response: A5; K5; V3.

Assessment marking criteria

MODULE CPS301: Learning, Teaching and Assessment [Assessment Criteria]

Learning Outcome	Fail	Pass	Pass with Merit	Pass with Distinction
Use and justify learning and teaching methods that meet the needs of a diverse student body **A (Critical Commentary)**	No/limited attempt to justify the learning and teaching methods used.	Some justification of learning and teaching methods used. Justification could be developed further with fuller reference to relevant policy/literature.	Clear justification of learning and teaching methods used. Justification is fully supported using relevant policy/literature	Excellent justification of learning and teaching methods used. Justification is fully supported using extensive policy/literature
Critique a task designed to assess student learning **A (Critical Commentary)**	No/limited attempt to critique a task designed to assess student learning	Critique is broadly sound with some good insights made. These could be developed further with fuller reference to relevant policy/literature	Critique is good. Insights are comprehensive and informed by relevant literature/policy.	Critique is excellent. Insights are comprehensive and original and informed by extensive use of policy/literature
Review and reflect on your practice, analysing options for change and improvement. **B (Peer Review)**	No/limited attempt to reflect on practice or analysing options for change and improvement	Some good reflection on practice leading to recommendations which are broadly sound and consistent with analysis. Analysis/recommendations could be developed further with fuller reference to relevant policy/literature.	Good reflection on practice leading to clear recommendations which are consistent with the analysis. Analysis/ recommendations are well informed by relevant policy/literature.	Excellent reflection on practice leading to clear and imaginative recommendations which are consistent with the analysis. Analysis/recommendations are informed by extensive use of relevant policy/literature.

CPS302 – Student Learning

Aims

- To provide participants with the practical skills needed to support student learning
- To introduce participants to research-focused learning and teaching initiatives
- To promote effective supervision and academic advising, and share practice
- To enable participants to promote lifelong learning and professional development in their students
- To generate awareness of, and engagement with, the UK Professional Standards Framework.

Module learning outcomes

Participants completing the module successfully should be able to:

A. Demonstrate the skills necessary to facilitate learning which is research-focused, challenging and supportive
B. Demonstrate an understanding of the value of active student engagement in learning
C. Show awareness of the range of issues that influence academic advising or academic supervision

Related workshops

It is highly recommended that you attend all the compulsory (C) workshops before submitting the assessments. The following workshops are of particular relevance:

- Theory and Practice in Learning and Teaching in HE (C)
- Student Support for Inclusion and Diversity in Higher Education (C)
- Principles and Practices in Assessment (C)
- Feedback to Students
- Learning from Reflection (C)
- Research-led Teaching (C)
- Active Learning and Student Engagement
- Supervising Research Students (PGR – Postgraduate Research Skills Development Programme)
- The Academic Advisor
- Feedback to students
- Designing Out Plagiarism
- Introduction to Technology-Enhanced Learning

Assessment

A. A **presentation** which describes and critiques the participant's own teaching practice and explores alternative approaches in relation to the following:
   - How s/he introduces active student engagement into learning **and/or** the relationship between research activities and learning; and,
   - How these learning and teaching activities prepare students for assessment (with reference to formative and summative assignments/assessment and feedback).

45 minutes
[55% weighting]

B. **Problem solving case study**: Reflection on a **supervisory (or academic advising) issue** (PGR/PGT/UG, or one-to-one academic advising) as described by a case study with consideration on dealing effectively with the situation.

1500 words +/- 10%
[45% weighting]

The presentation

You should prepare a presentation of approximately 45 minutes including dialogue and questions; this should include a maximum of 10 slides if using PowerPoint or similar, which demonstrates how you have met the learning outcomes detailed above, with reference to the marking criteria below. You will deliver your presentation to an audience of members of the XJTLU AEC Office.

Presentation timeslots can be booked via a link on the CPS ICE site during the two assessment periods. A notification will be sent once the appointment booking link is open for the relevant assessment period. Once this link has been sent, the availability of timeslots is on a first come-first serve basis.

The problem-solving case study

A series of case studies are available within the CPS VLE pages (ICE). Select a case study that is of most relevance to your role and prepare a response to this, indicating how you would deal with this situation and what support and advice you would seek. You may provide your own case study if you prefer. Your response should clearly address the leaning outcome detailed in the assessment criteria below.

Relevance to the UKPSF

These assessment tasks ask you to explore many, if not most, of the dimensions of the UKPSF (see pages 7-8 above). They are of particular relevance to the following dimensions:

Presentation: A1-5;   K1-5;   V1 & 3

Problem-solving case study: A2, 3 & 4;   K3;   V1 &2

Assessment marking criteria

MODULE CPS302: Student Learning				
Learning Outcome	Fail	Pass	Pass with Merit	Pass with Distinction
Demonstrate the skills necessary to design and deliver programmes that are research driven, distinctive, challenging and supportive. **[presentation]**	No/limited evidence of preparation of a teaching session. Delivery fails to encourage learning.	Clear evidence of preparation of a teaching session with identifiable learning outcomes. Some aspects of delivery could be developed to better encourage student learning.	Clear evidence of preparation of a teaching session with identifiable learning outcomes. Delivery is well conceived and well executed. The presentation is clearly research driven, distinctive, challenging and supportive of student learning.	Clear evidence of preparation of a teaching session with identifiable learning outcomes. Delivery is well conceived and well executed. The presentation is clearly research driven, distinctive, challenging and supportive of student learning. Clear evidence of a theoretical underpinning.
Demonstrate understanding of the relationship between research and teaching. [**presentation**]	No/limited evidence of understanding of the relationship between research and teaching.	Clear awareness of the relationship between research and teaching evidenced by practice.	Clear and comprehensive awareness of the relationship between research and teaching that is evidenced by practice and a theoretical underpinning.	Clear and comprehensive understanding of the relationship between research and teaching that is evidenced by practice and substantial theoretical underpinning.
Show awareness of the range of issues that influence academic advising or supervision within a teaching and/or research context. [**case study**]	No/limited awareness of the key academic advising/supervisory issues and how these may impact on the student learning and/or research experience.	Clear awareness of the key academic advising/ supervisory issues and how these may impact on the student learning and/or research experience. Proposed solutions are based on a sound analysis of practice	Clear and comprehensive awareness of the key academic advising/supervisory issues and how these may impact on the student learning and/or research experience. Proposed solutions are based on a sound analysis of both theory and practice	Clear and comprehensive understanding of the key academic advising/supervisory issues and how these may impact on the student learning and/or research experience. Proposed solutions are innovative, based on a sound analysis of both theory and practice, and supported by the literature

CPS303 – Quality Evaluation and Enhancement

Aims

- To promote a range of strategies that lead to the enhancement of learning and teaching in higher education, including evaluation, reflective practice and engagement with colleagues
- To introduce key mechanisms that promote and support excellence in academic practice
- To generate awareness of, and engagement with, the UK Professional Standards Framework

Module learning outcomes

Participants completing the module successfully should be able to:

A. Critique current evaluation practice and suggest appropriate alternative approaches, with reference to an evaluation model.
B. Demonstrate how they have been able to enhance their professional practice as a teacher in higher education and plan for future development.

Related workshops

It is highly recommended that you attend all the compulsory (C) workshops before submitting the assessments. The following workshops are of particular relevance:

- Theory and Practice in Learning and Teaching (C)
- Quality Frameworks for Learning and Teaching (C)
- Evaluation of Learning and Teaching Practice in Higher Education (C)
- Principles and Practices in Assessment (C)
- Learning from Reflection (C)

Assessment

A. Co-production of **critical reflection on the evaluation of learning and teaching practice**, **via a discussion [professional dialogue] with CPS tutors**, based on evidence collated by the participant. The discussion will be recorded for moderation purposes. The recording will be treated as confidential.

45-50 minutes

OR

A **written critique** of the model of the evaluation of learning and teaching practice used in the participant's programme/module.

2000-3000 words
[70% weighting]

B. Provision of an **action plan for future development** in your teaching role suggesting possible alternative approaches to practice. You are encouraged to discuss this with your mentor or another senior colleague.

500-1000 words
[30% weighting]

The professional dialogue OR written critique

The dialogue represents a conversation between professionals, seeking to co-construct a body of insight or reflection related to the practice of the CPS participant. The discussion should be characterised by an appreciative rather than confrontational stance, in that the aim is to open up areas for fruitful discussion and analysis. Both the assessor and the candidate are involved in raising areas for discussion rather than the conversation being solely directed by the assessor, with the CPS participant responding to this agenda. The professional dialogue will be recorded [in digital format] for moderation purposes.

The Dialogue timeslots can be booked via a link on the CPS ICE site during the two assessment periods. A notification will be sent once the appointment booking link is open for the relevant assessment period. Once this link has been sent, the availability of timeslots is on a first come-first serve basis.

The action plan

It is recommended that you prepare your action plan in collaboration with your mentor, if you have one, or a senior colleague.

Relevance to the UKPSF

These assessment tasks ask you to explore many, if not most, of the dimensions of the UKPSF (see pages 7-8 above). They are of particular relevance to the following dimensions:

Critical reflection (dialogue or written critique: A5;   K5 & 6;   V3 & 4

Action plan: A5;   K5;   V3

Assessment marking criteria

MODULE CPS303: Evaluation and Enhancement				
Learning Outcome	Fail	Pass	Pass with Merit	Pass with Distinction
Critique current evaluation practice and suggest appropriate alternative approaches, with reference to an evaluation model. [**dialogue/essay**]	Minimal attempt to critique or discuss the concept of evaluation or its role in improving practice. No real attempt to suggest alternative strategies for evaluation	Some critique and discussion of evaluation and its role in improving practice. Some reference to current departmental evaluation practice. Alternative strategies for evaluation suggested. Some discussion of underpinning rationale.	Sound critique and discussion of the concepts and role of evaluation in enhancing learning, supported by evidence from departmental practice. Well-developed alternative strategies suggested. Reference made to a model of evaluation derived from the literature	Extensive critique and discussion of the concepts and role of evaluation in enhancing learning, supported by evidence from departmental practice and underpinning literature. A range of well-developed alternative strategies proposed. Extensive use of references to models of evaluation derived from the literature
Demonstrate how they have been able to enhance their professional practice as a teacher/researcher in higher education and plan for future development [**action plan**]	Plan for future development is incomplete and makes little reference to learning on the CPS.	A brief plan for future development is provided, with some reference to learning on the CPS.	The plan provided is thoughtful and shows evidence of applying learning from the CPS programme	The plan provided demonstrates insight into a range of developmental needs and opportunities, and clearly relates to learning on the CPS, and/or the literature on teaching in HE

Compulsory workshops	Optional workshops (choice of 5)* (Subject to change and development)	
Theory and Practice in Learning and Teaching	Feedback to Students	Supervising Research Students [PGR]
Principles and Practices in Assessment	Designing Out Plagiarism	Module Design: an introduction
Learning from Reflection	Transnational Education (TNE)	Programme Design: the importance of learning outcomes
Quality Frameworks for Learning and Teaching	Small Group Teaching	Peer Reviewer Training
Student Support for Inclusion and Diversity in Higher Education	The Academic Advisor	Learning Styles and Teaching Strategies
Research Led Teaching	Introduction to Technology Enhanced Learning	Active Learning and Student Engagement
Evaluation of Learning and Teaching Practice in Higher Education	Cultures of learning and the implications for XJTLU	Innovative teaching in large groups
	Using a VLE for online assessment	Self-assessment, Peer assessment and Assessing Group work
	Writing effective essay questions	+ other workshops to be developed subject to a staff needs analysis.

*The optional workshops may change due to the needs of the academic staff studying on the CPS programme.

Compulsory Workshops

Title	Details
Theory and Practice in Learning and Teaching	This workshop will consider a range of theories and models of learning and reflect upon the application of theoretical principles in your teaching practice.
Principles and Practices in Assessment	This session will look at general principles for good practice in assessment and examine how these are reflected in the University's Code of Practice on Assessment. The session will also review a range of assessment methods and provide participants with the opportunity to reflect on their own assessment practices.
Learning from Reflection	This workshop will examine models and stages in reflection, identify ways to apply models to your own teaching context, consider how to evidence reflection in writing and discuss briefly issues in assessing reflection.
Quality Frameworks for Learning and Teaching	This workshop will explore the various ways in which the quality of teaching, assessment, and programme / module design are managed, maintained and developed. The session will also investigate how this impacts on your work here as a member of teaching staff.
Student Support for Inclusion and Diversity in Higher Education	The university provides a range of services to support the needs of all students and those with disabilities and from different ethnic and cultural backgrounds in particular. This session will introduce you to the range of assistance available and explore ways of working with students to enhance the student learning experience.

Research Led Teaching	This session offers an overview of the main ways in which learning and teaching may be led by research: Participants will have an opportunity to plan and discuss together one or more ways to extend the reach of research-led teaching and learning within their own practice.
Evaluation of Learning and Teaching Practice in Higher Education	Teaching staff are required to apply particular evaluation methods but these may be supplemented by different approaches for specific purposes. The session aims to cover a range of techniques and to discuss their strengths and limitations and the purposes for which they are most suitable.

Optional Workshops

Optional workshops (choice of 5)	Details
Module Design: an introduction	This workshop will take participants through the module design process and demonstrate how educational, legislative and Liverpool / XJTLU requirements can be incorporated into curriculum design.
Programme Design: the importance of learning outcomes	This workshop is designed to provide Programme Directors and DLTC Chairs with explanations, guidance, advice and recommendations concerning the expression of programme-level learning outcomes for each of the exit awards
Transnational Education (TNE)	This workshop will explore and endeavour to define transnational education (TNE), and categorise the varieties of TNE modes in existence. It will evaluate the challenges and benefits of TNE for students, teaching staff, and Universities and reflect on these challenges and benefits in relation to your own teaching at XJTLU, and in possible future TNE employment contexts.
Active Learning and Student Engagement	One way of supporting/enhancing student learning is through the use of 'Active Learning'. This workshop will look at practical ideas for improving active learning in lectures and tutorials. The workshop will include the opportunity for participants to assess how these ideas might be applied in their own teaching context.
Introduction to Technology Enhanced Learning	This session will introduce fundamental concepts and ideas relating to the use of technology to support and enhance learning and teaching, as well as detail a range of ways XJTLU's ICE virtual learning environment and other relevant technologies can be incorporated into your practice. If you are already an experienced user of ICE, please contact the CPS programme director to arrange for an alternative provision that may be more suitable for your level of knowledge and skills.
Learning Styles and Teaching Strategies	How people learn varies widely, as does individual preference for receiving and processing information. Knowing something about learning styles in general and your own learning styles in particular can help you to plan assignments and activities that reach students with as many different learning styles as possible.

Feedback to Students	Feedback is acknowledged to be one of the key factors in learning but it is also one of the most time-consuming aspects of the lecturer's role. This session will look at practices aimed at increasing student engagement with feedback without a corresponding increase (possibly even a decrease) in staff time and energy.
Self-assessment Peer assessment Assessing group work	This workshop will introduce the dynamics of student group work, explore processes and procedures for learning through group work, and examine the complexities of assessing groups and provide some options to deal with these complexities.
Writing effective essay questions	This workshop will examine issues around writing suitable exam essay questions at a level congruent to learners' language abilities and through suitable examples, critically evaluate basic errors in design from a teacher and student perspective.
Designing Out Plagiarism	Plagiarism is recognised as an increasing problem in universities. This session will clarify the University's policy and guidelines, consider ways to reduce the likelihood of plagiarism and illustrate the use of plagiarism detection tools by lecturers who face a huge number of assignments to check and assess.
Using a VLE for online assessment	This workshop will provide an opportunity to learn more about the range of tools available in the new version of ICE that support assessment activities. Primarily "hands-on" in focus, participants will be able to trial some of the advanced features of the Assignment, Quiz and Realtime Response modules, as well as, receive guidance relating to how the use of such tools can be incorporated into their teaching.
The Academic Advisor	This session will examine and practise the role and skills of the Academic Advisor and highlight the resources that are there to support both them and their advisees.
Peer Reviewer Training	This session will look at the features of the Peer Review Policy and process, and the value of effective feedback to colleagues, and will then provide opportunities to practice your feedback skills through some generic scenarios.
Small Group Teaching	Tutorials, seminars and other forms of small group work are important components of most learning systems. They are often the forums where students can ask and answer questions and process their understanding of information received in other settings. This session will look at ways to organise learning in small groups.

Innovative Teaching in Large Groups.	This session will offer practical advice on aspects of lecture preparation and delivery, as well as online delivery. Topics covered will include: the role of the lecture in learning; organising lecture content; strategies for gaining and keeping students' attention; active learning in lectures; dealing with common concerns and worries such as disruptive student behaviour.
Academic Identities and Communities of Practice	This workshop presents a theory of learning that starts with the assumption that engagement in social practice is the fundamental process by which we get to know what we know and by which we become who we are. The primary unit of analysis of this process is neither the individual nor social institutions, but the informal 'communities of practice' that people form as they pursue shared enterprises over time.
Cultures of Learning and the Implications for XJTLU	Cultures of learning, as a concept, suggests that learning is cultural. Members of different cultural communities may have different preferences, expectations, interpretations, values and beliefs about how to learn or how to teach. This workshop will help participants to think about learning from different angles in a multicultural XJTLU context.
Flipping the Classroom	Flipping the classroom is a "pedagogy-first" approach to teaching. In this approach in-class time is "re-purposed" for inquiry, application and assessment in order to better meet the needs of the individual learners, who have familiarised themselves with the subject materials in advance. This workshop will itself be 'flipped' and provide an example of how flipped classrooms can work in reality and examine its pros and cons.

These workshops are subject to change and development.

Resources and the CPS ICE Pages

Recommended reading

Title	Author/Editor	Publisher	Year
Highly recommended books			
A Handbook for teaching and learning in higher education: Enhancing academic practice	Fry, H., Kettridge, S., & Marshall, S	Routledge Farmer	2014
Teaching for quality learning at university	Biggs, J. & Tang, C.	Open University Press.	2011
Making learning happen	Race, P.	Sage	2014
Teaching international students: improving learning for all	Carroll, J. & Ryan, J	Routledge.	2003
Multi-dimensional transitions of international students to higher education	Jindal-Snape, D. & Rienties, B. (Eds.)	Routledge	2016
Other recommended books			
Rethinking pedagogy for a digital age: Designing for 21st century learning.	Beetham, H. & Sharpe, R.	Routledge Farmer	2013
Designing learning: from module outline to effective teaching.	Butcher, C., Davies,C. & Highton, M	Routledge.	2006
Rethinking assessment in higher education.	Boud, D. & Falchikov, N.	Routledge.	2007
Feedback in higher and professional education: Understanding it and doing it well.	Boud, D. & Molloy, E.	Routledge Farmer	2012
Facilitating reflective learning in higher education.	Brockbank, A. & McGill, I.	Open University Press	2007

Discussion as a way of teaching: tools and techniques for university teachers.	Brookfield, S.	Open University Press.	2005
Learning, teaching and assessment in higher education	Brown, S.	Palgrave	2014
Innovative assessment in higher education.	Bryan, C. & Clegg, K.	Routledge	2006
Researching cultures of learning: International perspectives on language learning and education.	Cortazzi, M. & Jin, L.	Palgrave Macmillan	2013
Researching learning in higher education.	Cousin, G.	Routledge.	2009
Giving a lecture: from presenting to teaching	Exley, K.	Routledge Farmer	2009
Improving assessment through student involvement.	Falchikov, N.	Routledge Farmer	2004
University teaching in focus: A learning-centred approach.	Hunt, L. & Chalmers, D. (Eds.)	Routledge	2012
Developing creativity in higher education: An imaginative curriculum	Jackson, N., Oliver, M., Shaw, M. & Wisdom, J	Routledge	2006
Researching Chinese learners: Skills, perceptions and intercultural adaptations.	Jin, L. & Cortazzi, M.	Routledge	2011
Developing your teaching: ideas, insight and action.	Kahn, P. & Walsh, L.	Routledge.	2006
Being a teacher in higher education.	Knight, P.	OUP	2002
The university and its disciplines: teaching and learning within and beyond disciplinary boundaries.	Kreber, C	Routledge.	2009
Teaching as a design science: Building pedagogical patterns for learning and technology	Laurillard, D.	Routledge	2012

The action learning handbook.	McGill, I. & Brockbank, A.	Routledge	2003
Action research in teaching and learning: a practical guide to conducting pedagogical research in universities.	Norton, L.	Routledge	2009
The lecturer's toolkit: A practical guide to assessment, learning and teaching.	Race, P.	Routledge	2014
E-tivities: The key to active online learning.	Salmon, G.	Routledge	2013
Facilitating problem based learning.	Savin-Baden, M.	OSCD	2003
Reconceptualising evaluation in higher education: the practice turn.	Saunders, M., Trowler, P. & Bamber, V.	Open University Press	2011
Education and technology: Key issues and debates	Selwyn, N.	Continuum	2011

The following journals relating to academic practice and educational development in Higher Education are available through the Library:

- *Innovations in Education and Teaching International* (Also available through the publisher's website)
- *Educational Developments*

Internet resources

Learning & Teaching in Higher Education Organisations

Higher Education Academy
The Higher Education Academy (HEA) is set up to support teaching and the student experience. It has a wide range of resources, including subject specific materials. It is highly recommended and an excellent resource for all manner of things to do with teaching in HE https://www.heacademy.ac.uk/Home

HEA Resources: https://www.heacademy.ac.uk/resources

[Higher Education Academy New to Teaching Toolkit](#) for staff who are starting out on, or returning to, a higher education teaching career.

HEA New to Teaching site: https://www.heacademy.ac.uk/workstreams-research/workstreams/staff-transitions/new-teaching

The UK Professional Standards Framework
https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf

Staff and Educational Development Association (SEDA)
SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in HE. It provides information on professional development, events, publications and research: http://www.seda.ac.uk

SEDA Papers: http://www.seda.ac.uk/publications.html?p=5_1

Staff and Educational Development Series:
http://www.seda.ac.uk/publications.html?p=5_3

<u>Other Universities' Learning and Teaching websites</u>

University of Liverpool
The UoL Educational Development site has a very useful 'iTeach' section, which is designed to support new teaching staff in effective approaches to learning and teaching. It also aims to support more experienced teaching staff in the ongoing development of their pedagogical practice.
http://www.liv.ac.uk/eddev/iteach/

University of Newcastle:
Quality in Learning and Teaching – resources
http://www.ncl.ac.uk/quilt/resources/teaching/theory.htm

Anglia Ruskin University
Some good resources for learning, teaching and assessment
http://www.lta.anglia.ac.uk/practice.php/LTA-Practice-1/
And a 'Good teaching toolkit'
http://www.lta.anglia.ac.uk/resources.php/Good-Teaching-Toolkit-1/

Nottingham Trent University
Academic Development and Quality: Teaching strategies and techniques
A range of resources to support teaching, including teaching sustainability in the curriculum, enhancing the relationship between research and teaching and avoiding academic misconduct.

http://ntu.ac.uk/adq/teaching/teaching_strategies_and_techniques/index.html

University of Plymouth
Teaching and learning guidance and resources:
https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources
Plymouth 7 steps series - short guides which provide knowledge and useful ideas and steps to improve your teaching and learning across a range of topics.
https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/7-step-series

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Learning and Teaching websites

53 Powerful Ideas: Graham Gibbs
Graham Gibbs' '53 Powerful Ideas All Teachers Should Know About', is a website with short texts relating to learning and teaching in Higher Education. They are intended to prompt debate about the underlying basis of our work, and are excellent (and sometime somewhat controversial) introductions to issues faced by teachers in HE.
http://www.seda.ac.uk/53-powerful-ideas

77 Things to think about teaching and learning in higher education
Eleven themes are presented as an open invitation to debate and discuss the issues they raise, either in a seminar format, or in the form of personal self-reflection. They are also an invitation to experiment with pedagogical ideas, and to engage with the broader battle of ideas about the nature and purpose of higher education.
https://www.canterbury.ac.uk/Support/learning-teaching-enhancement-unit/Documents/77thingstothinkabout.pdf

Exchange
Exchange magazine exists to stimulate the sharing of ideas, practices and news about learning and teaching in higher education.
http://www.exchange.ac.uk

Other HE organisations in the UK

Higher Education Staff Development Agency: http://www.hesda.org.uk/

The UK Quality Assurance Agency (QAA): http://www.qaa.ac.uk/en

Universities UK: http://www.universitiesuk.ac.uk/

Reports

Dearing Report (1997)

http://www.leeds.ac.uk/educol/ncihe/

Media

Times Higher Educational Supplement http://www.thes.co.uk/

What you need to do now

Register for the programme

on e-bridge

Identify your mentor and arrange to meet to discuss your CPS

Plan your attendance at the CPS workshop/sessions. Timetables will be available in advance and you can book workshops via Eventbrite using the links sent to you via email.

Familiarise yourself with the programme handbook

Review the assignment requirements for each of the CPS modules. Discuss this with the CPS team if necessary

If you have any questions or concerns about the programme contact dawn.johnson@xjtlu.edu.cn

2016 – 17 Workshop Schedule Template

This schedule template is to be completed and updated by the individual participant on the CPS programme. It can be used to discuss your progress with a member of the CPS team. The schedule of workshops offered during Semester 1 and Semester 2 is available on the CPS ICE site.

Date	Workshop	Compulsory or optional?
September 2016		
October 2016		
November 2016		

December 2016

January 2017

February 2017

March 2017

April 2017

May 2017		
June 2017		