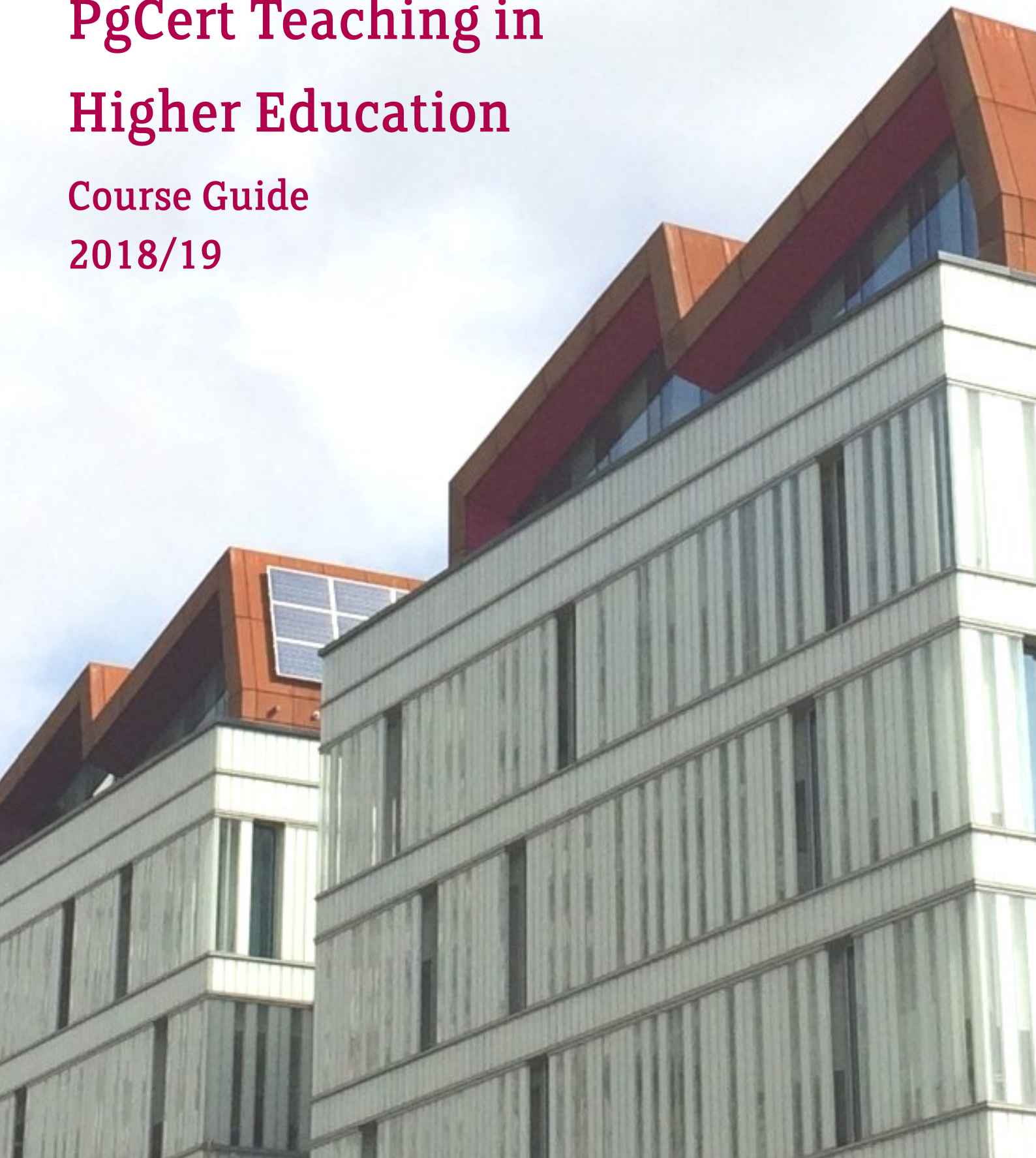
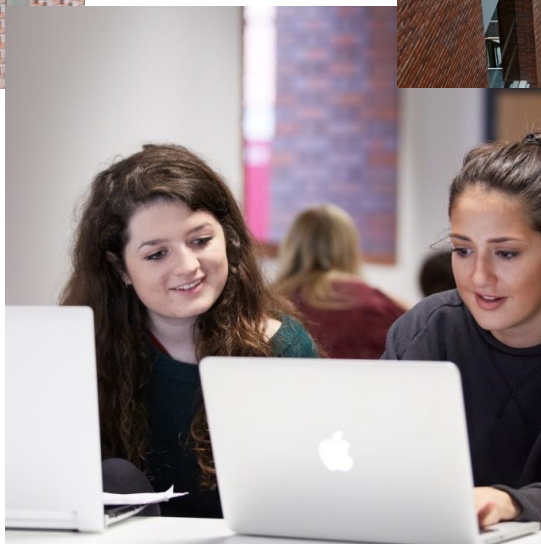
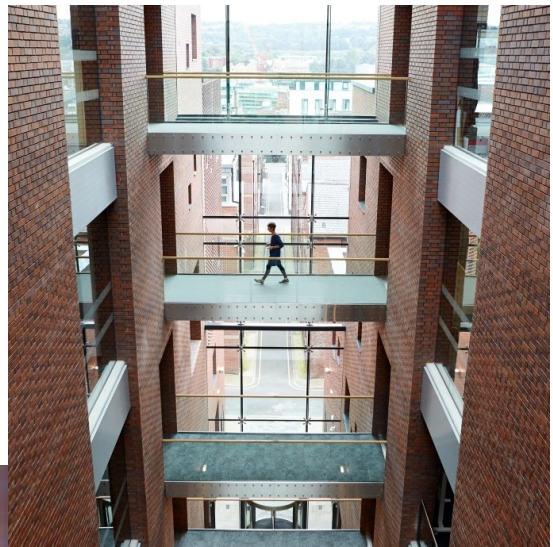
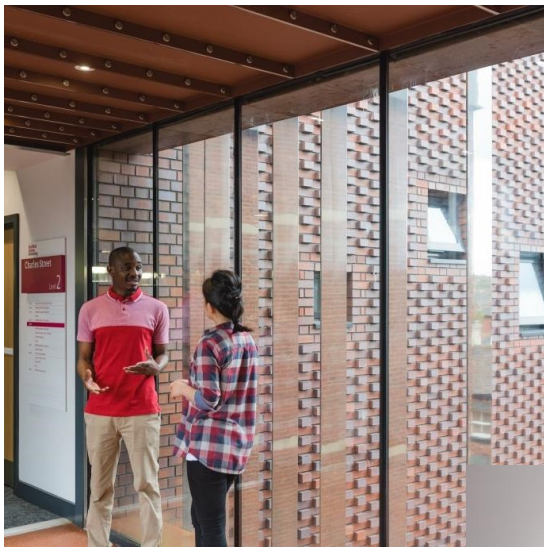


Department of Education, Childhood & Inclusion

# PgCert Teaching in Higher Education

Course Guide  
2018/19







# How this guide works

This course guide provides you with all the key information you need about your course - although you will also receive **Module Guides** which will give you details of the individual modules you take. This guide can also be found online on your module Blackboard sites in PDF format that you can download to your phone / tablet. Alternative formats may be requested e.g. large print,.



# Welcome



## A message from your Course Team

Welcome to the Post Graduate Certificate for Teaching in Higher Education. We are looking forward to working with you and we hope that this course will support you in making your own contribution to the all-round educational well-being of the next generation of higher education entrants and graduates and to learning, teaching and assessment practice in higher education.



The course is built on and operates to the principles of 'critical interdisciplinarity' - that of learning from each other, across disciplines, in order to create and capitalise on opportunities for ideas to enhance what we do from outside our usual areas of operation. For course participants, this aspect of the course is incredibly valuable.



You will be conducting your training in a political climate which has created unprecedented interest in the quality of teaching and learning in the higher education sector. Excellence in teaching is now regarded as an essential skill for new lecturers in higher education, and one which can bring with it career development opportunities as well as reward and recognition. The course is built around the UK Professional Standards Framework for teaching and supporting learning in higher education (the UKPSF), which you will use to reflect on your progress and achievements both on the course and outside of it (see page 10).

Joining the course means that you are now a student as well as being a member of academic staff at a higher education institution. As a course team we don't claim to be able to model perfect practice. Indeed we will spend much of the course arguing that there is no such thing! What we will do is to invite you to observe our practice and to evaluate both this and your own teaching. We hope this will give you ideas on how to enhance your practice and structure your professional development in learning, teaching and assessment. Make a start by looking at this course guide and reflecting on how useful it is to you as a student on this particular course. In the light of this critique, consider how well your own course guides work for your students.

**Dr Rebecca Hodgson SFHEA, Course Leader**  
**Rachel Stone SFHEA, Module 1 leader**  
**Dr Helen Donaghue FHEA, Module 2 leader**



## Welcome from the Head of Department

Welcome to the Postgraduate Certificate in Teaching in Higher Education.

I am the Head of Department, and I have worked in higher education for 25 years. I am a psychologist by academic background and I research in areas related to how we learn and what may form barriers to our learning. My research and expertise serves me well in leading and developing the Department and the innovative, challenging and engaging courses of study we design.

During this course you will be challenged to think about differently about education, teaching and higher education pedagogy. You'll hear from experts from across the university and be encouraged to discuss issues and ideas with peers from across the disciplines. You'll be reminded what it is to be a student, while learning to be a better tutor.

I look forward to meeting you on the course.

**Dr Iain Garner, FHEA**

Head of Department for Education, Childhood & Inclusion



## A message from your Students' Union Education Officer

My name is Sheriff Muhammed and I am your Education Officer for the 2018/19 academic year. My role is to represent you and your views in all matters involving your education by working closely with course and departmental representatives. We will endeavour to achieve the best possible outcome for you! My ultimate aim is to improve the academic experience of every student in Sheffield Hallam University and support them to achieve their potential. I am based in the Students Union (Hubs) but you can also contact me via email ([uuseducation@shu.ac.uk](mailto:uuseducation@shu.ac.uk)), Twitter and on Facebook (@hallameducation). Our sabbatical officers will work hard in alliance to offer you the best possible student experience Sheffield Hallam University has to offer. I look forward to meeting you and addressing the challenges that lie ahead.

**Sheriff Muhammed,**

***Education Officer, Sheffield Hallam Students' Union***

# Your Student Services Team....



**Jo Stafford**

Department Manager

0114 225 2687

[j.t.stafford@shu.ac.uk](mailto:j.t.stafford@shu.ac.uk)



**Gill King**

Student Support Officer

0114 225 5521

[g.king@shu.ac.uk](mailto:g.king@shu.ac.uk)



**Annika Sorby**

Course Administrator (Mon, Tues, Weds AM)

0114 225 3325

[a.sorby@shu.ac.uk](mailto:a.sorby@shu.ac.uk)



**Rachael Truswell**

Course Administrator

0114 225 2684

[r.e.truswell@shu.ac.uk](mailto:r.e.truswell@shu.ac.uk)

# Your Student Services Helpdesk



## Your Helpdesk can support you with:

- Assignment submission and return
- Exceptional Extension Request forms
- General guidance and information
- Letter requests

## What your Helpdesk do:

- Induction and orientation
- BlackBoard
- Results and progression
- Regulations advice
- Attendance
- Support if you are struggling
- Maximising your potential

## Your Helpdesk also gives you access to Student Services and your course team

### Location

Your helpdesk is located on floor 1 in the  
Charles Street Building  
Charles Street  
Sheffield, S1 2NH

### Opening Hours

Mon-Thurs: 8:45am-5:15pm  
Friday: 8:45am-4:45pm

### Contact Details

0114 225 3636

[deci@shu.ac.uk](mailto:deci@shu.ac.uk)



# Our Student Charter

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

A copy of the current University Student Charter can be found at

<http://www.shu.ac.uk/university/overview/governance/studentcharter/index.html>

## You can expect

1. an environment that fosters an inclusive, supportive and collaborative University community
2. to be treated with respect, professionalism and courtesy
3. your personal information to be safeguarded and to learn in a safe environment
4. advice on student financial information, and information about tuition fees, scholarships and bursaries
5. to be able to find information about all relevant regulations and codes
6. practice or work placements
7. make sure you seek out and use the support services, information and advice available as your needs arise
8. regularly check your University email, timetable and virtual learning environment
9. read and abide by the University's regulations and codes, those governing your course and the law
- 10.

## We expect you to

1. have respect for the dignity of others and be considerate and courteous towards the University's diverse community
2. respect the property of others, and make proper use of the University's facilities and resources
3. behave in a manner that ensures your own health and safety, and that of others
4. be honest and have regard for the good name of the University
5. show consideration for, and behave appropriately within, the local community and when representing the University
6. take advantage of the learning resources and facilities available to you
7. tell us about any circumstances, needs or restrictions which might affect your participation in learning, professional

## Your teaching, learning and course

### You can expect

1. high standards of teaching, support, advice and guidance
2. appropriately qualified staff to support your learning
3. a course with relevant and applied content
4. an induction to help you get to know your learning environment, introduce you to fellow students and key staff, and provide an introduction to your studies and learning resources
5. to receive accurate and timely information about your studies
6. to have a regular dialogue with a personal adviser, or in the case of research students, your supervisor
7. your work to be assessed in appropriate and fair ways
8. useful feedback on your coursework, within a defined timeframe



9. up-to-date facilities and resources to support your learning and research, including learning centres, library resources, IT services and facilities
10. a student support service which includes study support, disabled student support, wellbeing and international student support, and information and advice on other issues that may affect you
11. a careers advice and guidance service and a student employment service

### **We expect you to**

1. make every effort to work collegially with your fellow students and tutors, and make a positive contribution to the creation of a supportive learning community
2. actively participate in your organised activities
3. take responsibility for managing and progressing your learning
4. give time and effort to your studies, including reading and researching your study topics, preparing for classes and assessed work
5. make every effort to meet your assessment and attendance requirements, as outlined in the attendance statement, and let us know if you can't
6. have a regular dialogue with a personal adviser, or in the case of research students, your supervisor
7. reflect on your learning and the feedback you are given and use this reflection to help your future development
8. keep up to date with information related to your course or programme of research

### **Your representation and opinions**

#### **You can expect**

1. student representation on a range of committees and groups at all levels within the University
2. your views to be sought on aspects of your student experience and your

feedback welcomed, considered and used to shape future developments

3. the University to work in partnership with Hallam Union to enhance the student experience
4. every effort to be made to resolve a complaint or an appeal informally, and formal complaints or appeals to be dealt with in a timely and fair manner

### **Your Students' Union**

#### **Hallam Union represents and supports you**

1. through its elected representatives within Hallam Union
2. by working to ensure representation at all levels within the University
3. by working in partnership with the University to enhance the student experience
4. by working to ensure representation in your community
5. by providing national representation
6. by providing free, independent advice
7. by helping students to make positive changes to the student experience

#### **Hallam Union provides experiences, services and facilities that give you**

1. opportunities to interact and socialise with other students
2. the opportunity to participate in a range of student-led activities
3. opportunities to develop skills for the future

#### **It encourages you to**

1. ask for our advice and support when you need it
2. share your voice and experiences with us
3. get involved with our representative and democratic activities
4. seek out and take part in the opportunities and experiences provided

# Higher Education Academy Fellowship

## supporting individual professional development

The UK Professional Standards Framework:

- ◆ Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
- ◆ Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- ◆ Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
- ◆ Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
- ◆ Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

The UKPSF is structured against four Descriptors, relating to individual role and / or career stage. D1 relates to recognition for Associate Fellowship, D2 Fellowship, D3 Senior Fellowship and D4 Principal Fellowship.

The course sits within the Higher Education Academy (HEA) accredited TALENT framework. Completion of Module 1 leads to Associate Fellowship of the HEA (AFHEA), equating to 'Descriptor 1' within the UKPSF. Completion of the whole course leads to Fellowship of the HEA (FHEA) and equates to 'Descriptor 2' within the UKPSF. These are nationally recognised within Higher Education. The course content, activities and assessments are mapped to the UKPSF and you will receive feedback on your achievement of the relevant descriptor. See Module Guides for more detailed information.

### **Descriptor 1 –Module 1**

In completing this module, you will be able to demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. You should be able to provide evidence of:

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

## Descriptor 2—Module 2

In completing the course, you will demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. You should be able to provide evidence of:

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

The areas of activity, Core Knowledge and Professional Values listed below are together described as *the dimensions* of the UKPSF.

### Areas of activity

- A1** Design and plan learning activities and/or programmes of study
- A2** Teach and/or support student learning
- A3** Assess and give feedback to learners
- A4** Develop effective 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 and learning 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



# Higher Education Academy - professional recognition

For more information on the UKPSF go to <https://blogs.shu.ac.uk/talent/> - you'll be able to continue your professional development after the course finishes by engaging with the range of professional development training and opportunities. This CPD will underpin your career in teaching / supporting learning beyond your initial Fellowship award. For more information on the HEA and valuable resources for the course and beyond go to the Higher Education Academy\* website [www.heacademy.ac.uk](http://www.heacademy.ac.uk) (\*now part of Advance HE - <https://www.advance-he.ac.uk/>)

## **How HEA Fellowship is awarded if you are employed by Sheffield Hallam University or a collaborative partner institution:**

- ◆ Each piece of assessment contributes to your evidence for Fellowship at AFHEA or FHEA. When your tutors assess your work they will consider whether your work provides sufficient evidence to demonstrate that you are meeting Descriptor 1 (module 1) or Descriptor 2 (Module 2).
- ◆ The Assessment Board for your course will consider whether you have met the required criteria for an award of Fellowship. This will be recorded on the Assessment Board report which summarises your Fellowship evidence for each assessment. A decision will be made to recommend the award of AFHEA or FHEA, which goes forward to the TALENT Board for formal approval. You will receive a provisional outcome at this stage.
- ◆ If you have not met the criteria for Fellowship at this point you will be given feedback indicating where you require further evidence. You may begin to prepare this evidence as soon as practicable.
- ◆ The TALENT Board will receive reports from the external examiners for your course as well as the recommendations from your Assessment Board along with the Assessment Board report which summarises your evidence against the assessments. This Board will ensure that decisions about HEA Fellowship have been made fairly, consistently and in line with all other HEA fellowship awards for AFHEA and FHEA. Following the Board you will be formally notified of the outcome.
- ◆ If you have not been successful you may submit the required evidence through the normal course resubmission processes, and you will be considered at the next available TALENT Board.
- ◆ If you have been successful the University will confirm this with the HEA and you will receive an email confirming your fellowship under the TALENT scheme.

**If you are external to the University** you may need to pay a fee to claim your fellowship, unless your employer is willing to do this for you. Discounted fees are available for employees of subscribing institutions. See the HEA webpage for current information and processes:

[www.heacademy.ac.uk/individuals/fellowship/fellow](http://www.heacademy.ac.uk/individuals/fellowship/fellow)

Typical timeline: September starters normally complete in June, and FHEA would usually be awarded by the end of September. January starters normally complete in January, and FHEA would usually be awarded by the end of April.

## Accreditation of prior accredited or experiential learning (APCL / APEL)

The table below outlines the different potential situations where an applicant may wish to investigate the possibility of APCL / APEL for the course. In all cases the course leader will review the application and work with the University Quality team to determine the outcome.

Situation	Outcome
Have D1 / AFHEA but no / inappropriate credit	No APL
Have appropriate credit (30 at level 7) but not D1 accreditation	No APL
Have appropriate credit (30 at level 7) and D1 accreditation	APL for module 1

## Assessment on the PGCTHE

This course has **exemptions** from the standard assessment regulations, which means that all tasks must be passed to pass the modules. This is due the need for you to evidence your achievement against the UKPSF and so compensation is not permitted. The observation of practice task is pass/fail (not percentage marked) due to its professional nature, and as such capping does not apply. Other tasks are percentage graded against standard Masters grade bands (pass, merit, distinction). Assessment briefs, rubrics and deadlines can be accessed via the Blackboard module sites.

Group work (Task 2 in both modules) is used on the course in line with the principles of 'assessment as learning'. Feedback from course participants over the years has indicated this to be an extremely valuable learning experience both in terms of understanding the experiences of participants own students and also in embedding and expanding peer networks. However, Task 2 does not contribute directly to an individual participant's achievement of the professional standards. Evidence for the standards is generated in the achievement of Task 1 and Task 3.

*NB we normally expect that course members working towards AFHEA will demonstrate evidence of 'Areas of Activity' A1 and A2 in their assessed work, but if you believe that a different combination of 'Areas of Activity' will provide a better match for your role, then you need to discuss with the course team which particular 'Areas of Activity' will form the focus of your assessment tasks. All candidates for AFHEA are expected to engage with A5 as part of their professional practice.*

## Progression Routes

On successful completion of the course, you will probably want to explore the HEA senior fellowship route - we encourage you to look at Descriptor 3 while you are on the course to as you may well be developing / demonstrating your leadership in teaching and learning as a result of undertaking the course. You may also wish to use your 60 credits as part of your progression to a full Masters in Education (of which the PgCert THE would comprise one third). For more information contact your course tutor.

# Course Information

The PgC THE course runs over two semesters and there are currently two intakes a year – January and September. The formal validated course aims and outcomes are below.

The course aims to:

- ♦ Create professional and personal development opportunities for those concerned with both the practice and experience of higher education, and their potential impact in diverse societies.
- ♦ Empower students through informed critical reflection and practitioner enquiry to develop, influence and lead higher education practice and policy in their current and/or future contexts.
- ♦ Support students to establish an authoritative voice founded on a broad and deep knowledge base that draws on theoretical and research literatures, policy and policy critiques, practice guidance, professional standards and practitioner networks in higher education.
- ♦ Enable students to challenge their own and others' values and assumptions in order to promote socially just policy, and effective inclusive and ethical practice in higher education.

## Course Learning Outcomes

The course provides you with opportunities to develop and demonstrate a high level of knowledge, understanding and skills in the areas listed below.

### **Knowledge and understanding: By the end of the course you will be able to**

- ♦ demonstrate knowledge and understanding of theories, values, policies and current issues in a higher education setting which are complex, conceptually challenging and are at or are informed by the forefront of higher education practice,
- ♦ critically evaluate literature to demonstrate conceptual understanding of theoretical, research, ethical, inclusive, policy and practice issues in higher education,
- ♦ critically discuss the role of educational policy and practice in achieving the objectives of your subject area in higher education within the wider local/national and /or international context,

### **Intellectual/Subject/Professional/Key skills: by the end of the course you will be able to**

- ♦ reflect critically on personal and / or professional learning and practice examining the underpinning values and beliefs and any other ethical implications of learning and teaching in higher education,
- ♦ examine practice in complex, uncertain and ambiguous situations to achieve improvements in your practice and that of others within your higher education setting,
- ♦ communicate findings of new insights and their impact on professional / personal thinking and practice through effective presentation (written and / or oral) to a professional/academic audience using relevant academic conventions.



The course tries to do several things, some as part of the formal outcomes (the content) and some as a result of the approach to teaching and learning (the process). These broader aims are to:

- ♦ help you establish a peer network
- ♦ raise your awareness and understanding of some key issues in higher education today, and direct you to some key resources and literature
- ♦ model a process approach to learning and teaching
- ♦ help you to develop your academic practice and identity
- ♦ challenge you and make you think
- ♦ give you some useful and practical advice, 'hints and tips'
- ♦ encourage you to make links to theory and pedagogical literature and use as 'tools for reflection'
- ♦ think about how the approaches to teaching, learning and assessment you see and read about relate to your own subject and context
- ♦ introduce you to some key contacts across SHU
- ♦ encourage you to consider ideas outside of your comfort zone
- ♦ give you space to think about and reflect on learning and teaching
- ♦ be supportive - as your tutors and your colleagues
- ♦ value each of you as an individual
- ♦ be responsive to your questions, concerns, ideas and suggestions

## Module Structure

There are two modules, each carrying 30 credits at level 7 and students usually complete one module in one semester. The aims and learning outcomes of the modules are as follows:

### **Module one - Introduction to Higher Education Practice**

**Aims:** To explore pedagogical theory and practice in order to develop knowledge and understanding of higher education practice, and identify areas for professional development in relation to professional standards.

### **Learning outcomes**

1. Evaluate theories and models to inform approaches to own practice in higher education
2. Demonstrate a critical understanding of learner needs
3. Design, plan and facilitate effective and inclusive practice in higher education
4. Engage with professional standards in order to inform practice and development
5. Critically reflect on and evaluate own practice in order to set targets for professional development

## Module two - Developing as an academic practitioner

**Aims:** To develop understanding of the wider higher education context, reflect on professional values, foster innovation and research in relation to teaching and assessment, and identify areas for professional and strategic development in relation to professional standards.

### Learning outcomes

1. Identify and critically appraise professional values
2. Demonstrate a critical understanding of the wider higher education context, current issues and debates
3. Design, plan and facilitate innovative and inclusive practice in higher education
4. Engage with research in order to inform practice and development
5. Critically evaluate own practice and set targets for professional and strategic development in relation to professional standards

## Course timetable

The course follows the Postgraduate Academic Calendar and currently runs every Friday (morning or afternoon), usually in the Charles Street building. The structure for 18-19 is below:




- ♦ The **September 2018** course take place on **Friday from 10am-1pm**. It starts with two consecutive **full days** (the study block) from **10-4** on Friday 14 and Friday 21 September 2018 (module 1 finishes on Friday 14 December 2018). Module 2 starts on Friday 25 January 2019 and finishes on Friday 12 April 2019 (an early finish due to where Easter falls). .
- ♦ The **January 2019** course will take place on **Friday from 1-4pm**. It starts with two consecutive **full days** (the study block) from **10-4** on Friday 11 and Friday 18 January 2019 (module 1 finishes on Friday 12 April 2019). Module 2 starts on Friday 27 September 2019 and finishes Friday 13 December. 2019

Details of session content, reading, and related tasks are in the Module Guides. (available hard copy and via Blackboard). Access to your online [Resource List](#) (RLO) is via the Blackboard module sites, which we encourage you to explore fully to benefit from all the online resources.

You can access your definitive online timetable if you log in using your student username and password. - <https://timetable.shu.ac.uk/timetable/student/mytimetable.asp>

# Course calendar

The course is currently delivered broadly in line with the [academic calendar](#) for post-graduate study, following the delivery and assessment pattern for semester one and two. Please see individual module guides for details of session dates, times and content.

WEEK No.	WEEK BEGINNING (MONDAY)	TEACHING AND ASSESSMENT ACTIVITIES		NOTES
6	03-Sep			Standard teaching year starts Monday 3 September 2018.
7	10-Sep			
8	17-Sep			
9	24-Sep	Study week	Enrolment/ induction	Confirmed results available to students by Friday 28 September 2018
10	01-Oct	<div style="text-align: center;">  <p>Trimester 1 Teaching</p> </div>		
11	08-Oct			Final date for enrolment Friday 12 October
12	15-Oct			Confirmed results available to students by Friday 19 October 2018
13	22-Oct			
14	29-Oct			
15	05-Nov			
16	12-Nov			Graduation ceremonies
17	19-Nov			
18	26-Nov			
19	03-Dec			
20	10-Dec			
21	17-Dec			
22	24-Dec	Student Vacation		
23	31-Dec			
24	07-Jan	Study weeks	Study week	Trimester 1 and mid-year exams
25	14-Jan		Enrolment/ induction	
26	21-Jan	<div style="text-align: center;">  <p>Trimester 2 Teaching</p> </div>		
27	28-Jan			
28	04-Feb			
29	11-Feb			
30	18-Feb			
31	25-Feb			
32	04-Mar			Confirmed results available to students by 8 March 2019
33	11-Mar			
34	18-Mar			
35	25-Mar			
36	01-Apr			
37	08-Apr			
38	15-Apr	Student Vacation		
39	22-Apr			
40	29-Apr	Study week		
41	06-May	Study week		
42	13-May	Study week		
43	20-May	Trimester 1 and mid-year referral/deferral, and Trimester 2 and year long exams		
44	27-May			
45	03-Jun	<div style="text-align: center;">  <p>Trimester 3 Teaching/Supervision</p> </div>		
46	10-Jun			
47	17-Jun			
48	24-Jun			Standard teaching year ends Wednesday 26 June 2019
49	01-Jul			Confirmed results available to students by Friday 28 June 2019
50	08-Jul			
51	15-Jul			
52	22-Jul			
1	29-Jul			
2	05-Aug			
3	12-Aug			
4	19-Aug			
5	26-Aug	Trimester 2 referral/deferral and Trimester 3 exams		
6	02-Sep			Standard teaching year starts Monday 2 September 2019



# Our Equality and Diversity Statement

The University acknowledges the following basic rights for all members and prospective members of its community:

- ♦ To be treated with respect and dignity
- ♦ To be treated fairly with regard to all procedures, assessments and choices
- ♦ To receive encouragement to reach their full potential
- ♦ To be provided with a safe, supportive and welcoming environment - for staff, for students and for visitors.

## How the team support and implement this policy

During your time on the course we would like you to feel confident that anything which makes you uncomfortable, distressed or disturbed will be taken seriously. Examples of what we would consider to be unacceptable behaviour and material include:

name calling, insults, sexist, racist or faith jokes; bringing books or leaflets into the University which contain offensive material; making comments which can be taken as an insult on the grounds of race, gender, sexual orientation, religious or political beliefs, physical characteristics, age, background or ability in the course of informal conversation or a session. If you feel you have been made to feel uncomfortable and have been unable to resolve the issue yourself, you should arrange to meet with your tutor to discuss the next step.

Your tutor will work with you to decide the way forward, and this will be managed in line with the University Code of Practice. This could involve the support of the Course Leader, Head of Area, or members of the wider University. Any resulting action plan will be regularly monitored and reviewed.

You will have an opportunity on the course to look at the theory and practice of inclusion.

# How to get the most out of your course

We recognise that as a part time student on this course you will have many competing pressures on your time. However, the time you have on the course is precious and will pass quickly, and so we encourage you to make the most of it. In order to participate fully in the course, you should attend all sessions to take advantage of the opportunity to learn from your tutors and especially your peers, and to make your own contribution to their learning. You are expected to participate in classes in a way that helps foster a constructive learning environment. This includes engaging in the same way that you would expect your own students to in the learning that you provide for them.

**We aim to develop a professional and supportive community on the course, it is a confidential 'safe space' to explore the many challenges and rewards of our academic roles. We actively seek your feedback and engage you in ongoing dialogue regarding your experiences, using both formal and informal mechanisms. If you need any additional support to ensure that you have been given the development time you need get the most out of the course, please talk to us.**

## What previous students say...

In recent years we have responded to student feedback about the level of assessment on the course to reduce and streamline the assessment package across the course, whilst still aiming to provide a range of activities that provide both assessment **as learning** and **of learning**. We have also streamlined our handbooks and Blackboard sites and included more subject specialist / discipline specific pedagogical resources online as well as including a focus on subject specific pedagogy on the course, again as direct responses to student feedback. Colleagues joining the course from STEM subjects have fed back that it can be difficult to adapt to study a social science based discipline. We're very aware of this and work hard to try and help those with very different disciplinary norms to adapt to - or at least gain an understanding of - our ways of understanding the world!

Those who have studied the course previously have the following advice for you:

- ◆ *Allow the sessions to build one on the other, do not expect to walk away from each session with a definite 'now I know this' - it all builds over time to change the way you look at your practice.*
- ◆ *Start working on assessments early, get advice on the assessment tasks from the beginning*
- ◆ *Make sure you engage with the other participants on the course as it is great to reflect with them about your experiences, they are a useful and valuable resource*
- ◆ *Be prepared to be open and reflective, even if it feels uncomfortable at times*
- ◆ *Ensure you receive the time you need to undertake the course, when other people try to give you things to do in your Department, say no!*
- ◆ *Turn up!*
- ◆ *Do the additional reading, it really helps.*

## The Students' Union and Representative System

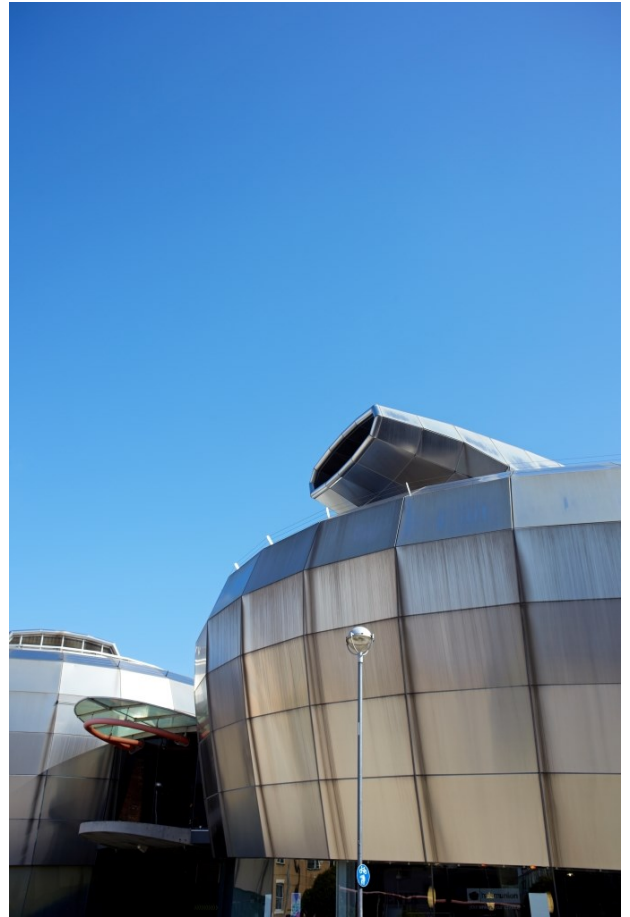
**The following sections are written for 'ordinary' students! However, you might find the information useful when thinking about interactions with your own students.**

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.

All students of Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students of Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

As a student, you can have a voice within your course and University through the Student Representative system. A course usually has several Course Representatives (Reps) who provide valuable feedback to the course team about the course from the students' point of view. Course Reps are jointly trained and supported by your Faculty and Sheffield Hallam Students' Union and work together with the course team, Union and University to improve courses and your student experience.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk). Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact [studentreps@shu.ac.uk](mailto:studentreps@shu.ac.uk).





Current or former Course Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the student experience

For more information on Student Reps, visit: [https://www.hallamstudentsunion.com/your\\_union/youreducation/](https://www.hallamstudentsunion.com/your_union/youreducation/)

## **Additional Support:**

### **Medical and Wellbeing**

#### **SHU Medical Centre**

Registered GP service providing medical services via appointment, drop-in or phone.

Level 1, Surrey Building, City Campus

0114 225 2134

#### **Student Wellbeing**

A confidential service for students providing personal support and guidance.

Level 1, Surrey Building, City Campus

0114 225 2136

[student.wellbeing@shu.ac.uk](mailto:student.wellbeing@shu.ac.uk)

#### **Multifaith Chaplaincy**

Drawn from a wide range of religious traditions, we support students of different faiths and none.

Level 2, Owen Building, City Campus

0114 225 4577

### **Residential, Accommodation and Security**

#### **Residential Support Service**

Provides advice and guidance to University staff and students regarding incidents taking place on or off campus

0114 225 4508

[residentialsupport@shu.ac.uk](mailto:residentialsupport@shu.ac.uk)

#### **Accommodation Services**

Accommodation Services offer a free service to help you find the right place to live

38/40 Howard Street, City Campus

0300 555 7070

[accomodation@shu.ac.uk](mailto:accomodation@shu.ac.uk)

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### Accommodation Services

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38/40 Howard Street, City Campus

0114 225 4503

[accomodation@shu.ac.uk](mailto:accomodation@shu.ac.uk)

## **Security**

Responsible for all aspects of security within the University community, buildings and property

0114 225 2000

[Security@shu.ac.uk](mailto:Security@shu.ac.uk)

## **The Library and IT Support and Careers**

### **Library Services**

Adsetts Library and Collegiate Library contain all the books, DVDs and other resources that you will need for your university work, as well as study spaces to work in and PCs to use.

0114 225 3333 (option 3)

[library@shu.ac.uk](mailto:library@shu.ac.uk) [www.library.shu.ac.uk](http://www.library.shu.ac.uk)

### **The Skills Centre**

The Bridge offer workshops, one-to-one support, and online resources to support your learning and development

[blogs.shu.ac.uk/skillscentre](http://blogs.shu.ac.uk/skillscentre)



### **IT Support**

If you're in the library and need help with IT, you can use Chat for Help or ask at the library Helpdesk. There are IT Help points around the university.

0114 225 3333 (option 2)

[ithelp@shu.ac.uk](mailto:ithelp@shu.ac.uk)

### **Careers and Employability**

The Careers and Employability Service is open to all students, offering advice and guidance on a wide range of career-related issues, enabling you to make well informed decisions about your current and future plans.

0114 225 3752

[careers@shu.ac.uk](mailto:careers@shu.ac.uk)

# Academic Integrity, Assessment, Standards and Fairness

The course is designed in partnership with its students- themselves professionals in the higher education context - and key stakeholders in the wider university via its Governance Group. It is aligned with its professional body the Higher Education Academy, through which FHEA is accredited. It is mapped to the UKPSF, meets QAA and PSRB benchmarks, and promotes the success and development of academic staff in higher education. It is taught by qualified, experienced and accredited staff, and supported by a team of dedicated professional services staff in the Sheffield Institute of Education.

## How do we ensure all assessments are appropriate and fair for all students?

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

## Academic Conduct

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another student in the completion of an assessment to be a breach of the Code of Academic Conduct, and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to students on the university VLE under Rules and Regulations | Conduct and discipline.

## Keeping Your Course Up-to-date

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

## Extenuating Circumstances and Fitness to Study

During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as extenuating circumstances. Such circumstances could include (but are not limited to): illness (other than minor illnesses; hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances.

If you find yourself in this type of situation then you are strongly encouraged to contact your Faculty Student Services Team as soon as practical. The Students' Union Advice Centre is also able to provide independent, confidential and free advice to all Sheffield Hallam students.

The Faculty Student Services Team will discuss with you your options which may include (list not extensive): an exceptional extension request (EER) to a coursework deadline; submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through the Fitness to Study Procedure.

We are aware that some students may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of students in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University's extenuating circumstances and fitness to study policies are available on the university VLE under Rules and Regulations | Illness and Difficult Circumstances.

## Appeals, complaints and student conduct

**a) Academic appeals:** Students are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of

the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on the university VLE under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

**b) Student complaints:** The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or Faculty Student Support team. Early resolution is taken to mean the concern is addressed by agreement with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on the university VLE under Rules and Regulations | Appeals and complaints.

**c) Student conduct:** The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on the university VLE under Rules and Regulations | Conduct and discipline.

Further information and advice is available from your Faculty Student Support team. In addition, the



Students' Union Advice Centre will also provide free, confidential and independent advice and support to students.

### What happens if I submit my work late?

You will receive a schedule of coursework submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work programme and should regard coursework submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some students struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem, please talk to Faculty Student Services prior to the deadline. They will then review whether an extension to provide you more time to submit your work can be permitted.

If you submit your coursework late without an approved extension, then your mark will be reduced in line with the University's policy for late submission of coursework:

- Within one working day (i.e. 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For students studying at levels 3-6 this is 40%. For students studying at level 7, this is 50%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

**Please note:** there may be some coursework items which cannot support late submission for sound practice or operational reasons, e.g. time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

NB Remember that this course has **exemptions** from the standard assessment regulations, which means that all tasks must be passed to pass the modules. This is due to the course assessment tasks being mapped to the UKPSF. In addition, the observation of practice task is pass/fail (not percentage marked) due to its professional nature, and as such, capping does not apply to this task.

## Attendance Statement

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum students should:

- attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
- engage with and participate in all learning activities;
- submit all assessments by scheduled hand in dates;
- attend all scheduled assessments (for example, in class tests, presentations, exams);
- reflect on and act on feedback on assessed work;
- undertake independent learning in support of teaching delivery as directed by academic staff.

## University Regulations

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on The university VLE under Rules and Regulations, you should therefore read this handbook in conjunction with these Academic Regulations and Student Policies. These can be found at the foot of the page online at

<https://shuspace.shu.ac.uk/webapps/portal/frameset.jsp> under Rules and Regulations.\*

\*as previously outlined the course has **exemptions** from the standard assessment regulation.

## Disclaimer:

While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

## Frequently Asked Questions from all students

### How do I know when my assignment is due?

Your **Assessment Statement** will tell you what formal assessment tasks and activities you will need to complete throughout the academic year to pass your modules, and their submission deadlines.

Your **Assessment Calendar** will display a short-term view of both the developmental and formal assessment tasks you need to complete in order to be successful in your studies\*

Your **To-Do list** will remind you of upcoming deadlines

\* Will exclude some items i.e. those without due dates, where due dates can't be accessed from third party tools, or where summative assessments have variable dates.

### How do I get a coursework extension?

If unanticipated difficulties impact on your studies and your ability to complete assessments you need to submit a Request to Extend a Submission Deadline (RESO) at least 24 hours ahead of your deadline. Requests are submitted in My Student Record via the Extenuating Circumstances page.

More info can be found at: [students.shu.ac.uk/shuspacecontent/assessment/get-extension](https://students.shu.ac.uk/shuspacecontent/assessment/get-extension)

### How do I print off a confirmation of enrolment, a bank letter and a council tax letter?

All of the above documents are available through My Student Record. You should log on and select the document you require and print off.

[msr.shu.ac.uk/](https://msr.shu.ac.uk/)

### Can I take a break in study?

You can request a break in study under certain circumstances. You should make an appointment with your Student Support Officer to discuss this.

## **How can I request to repeat an assessment attempt (RRAA)?**

If you are experiencing difficulties which are having a significant impact on your ability to complete your assessments you may want to consider submitting a request to repeat an assessment attempt (RRAA). You must speak with your Faculty Student Services team prior to submitting your request via My Student Record.

[msr.shu.ac.uk/](https://msr.shu.ac.uk/)

## **What should I do if I have concerns about another student's behaviour?**

Concerns about the conduct of another student should be raised first with course tutors, or your Student Support Officer. The University Student Anti-Harassment Policy and Procedure can be found on Shuspace.

## **How do I make a complaint?**

Contact your Module Tutor/Leader, Course Leader, or Student Support Officer. If you are aware that other students share your concerns, you should take this feedback to your student rep. If the issue is not resolved you can make a formal complaint through the University's complaint procedure. Formal complaints forms are available on Shuspace.

## **Can I change group?**

A request to change group will only be considered for students with exceptional personal circumstances. You should speak to your Helpdesk and Course Leader.

## **I cannot see my results/ I'm having trouble with my timetable**

If you are having any trouble with your timetable or results, you should contact your Faculty Helpdesk.

## **Accuracy of information**

*While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.*





