UNIT SPECIFICATION

Unit title	Technology enhanced learning: creativity in design			
Level	Level 7	**Credit value**	20 (10 ECTS)	
Is this a common unit?		No	**Expected contact hours for unit**	30

Pre and co-requisites
None

Aims
Technology enhanced learning (TEL) used to be seen as an optional add-on for teaching and learning but we are now at the stage where TEL is an essential teaching aid that students expect to see embedded in their learning materials. Teachers, tutors and lecturers can be faced with a bewildering array of applications, tools and approaches, all promising to help students learn. But how do you make informed decisions on the TEL that is appropriate for your students?

This unit aims to fill that gap by enabling participants to gain a critical understanding of how and why TEL can be selected and implemented to enhance education practice. Applicable to schools, Further Education and Higher Education, the unit does not focus on any discipline or subject but aims to allow participants to contextualise the unit material to their own environments and requirements. The unit investigates TEL tools in the context of learning pedagogies and focuses attention on the intended outcomes of deploying TEL tools on those involved in their use.

Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:

1. Demonstrate a critical understanding of TEL within education practice.
2. Critically appraise the linkages between TEL tools and learning pedagogies and their effect on the student learning experience and other stakeholders.
3. Develop successful strategies for the effective identification, testing, implementation and evaluation of TEL Tools within their work and discipline contexts.
4. Plan an innovative TEL tool, including an evaluation approach, which will enhance the student learning experience.

Learning and teaching methods
The unit will be delivered wholly online using a combination of individual activities, discussions and collaborative group activities supported by the virtual learning environment and other tools such as Facebook and Twitter. Extensive use will be made of online resources from a wide variety of sources. Participants are encouraged to identify personal developments needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

Assessment

Formative assessment/feedback
Students will participate in presentations and in-class and online activities. Feedback will be continual from tutors and peers.

Summative assessment	Indicative assessment
ILOs 1- 4 will be assessed by course work.	Skills

ILOs 1-2: Group work. Participation and contribution to the online activities. 30% of the unit mark. ILO 3: Group work in the form of a wiki, patchwork text or e-portfolio that will be partially peer assessed. 40% of the unit mark. ILO 4: individual 2,000 word essay on the evaluation of an innovative TEL tool within your own context. 30% of the unit mark.	- Understanding pedagogy. Method – multiple choice and presentation. Assessed by – peers and tutors. When assessed – continual. Weighting – essential. Judgement – numeric score, peer and tutor judgement. - Understanding TEL tools. Method – multiple choice and presentation. Assessed by – peers and tutors. When assessed – continual. Weighting – essential. Judgement – numeric score, peer and tutor judgement. Knowledge - Applying TEL. Method – presentation and written. Assessed by – peers and tutors. When assessed – continual. Weighting – essential. Judgement – peer and tutor judgement.

Indicative unit content
- What is TEL, who are the stakeholders and how is it being used?
- Future directions for TEL
- Pedagogy and TEL. How students learn
- Blended learning
- Engagement
- Assessment and feedback/feedforward
- Collaboration
- Critical assessment of an institution's TEL Toolkit
- Assessing and evaluating TEL
- Making the business case for TEL
- Budgeting and resourcing TEL
- Sustaining stakeholder engagement

Indicative learning resources
All unit resources are available on line.

2014 Survey of Technology Enhanced Learning for higher education in the UK.
http://www.ucisa.ac.uk/tel
NMC New Horizons (Future Scanning).
http://www.nmc.org/publication/nmc-horizon-report-2015-higher-education-edition/
House of Lords, Make or break – the UK's digital future
http://www.publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/111.pdf
Nesta Young Digital makers.
http://www.nesta.org.uk/sites/default/files/youngdigmakers.pdf
What students entering HE want
https://www.jisc.ac.uk/blog/what-do-students-entering-he-expect-from-digital-technologies-01-sep-2014
EU report – 2050 –scoping digital futures.
https://ec.europa.eu/digital-agenda/en/blog/journey-2050-visions-and-policy-challenges-digital-futures-takes-its-final-bow
Secretary of State Jo Johnson original TEF policy speech.
https://www.gov.uk/government/speeches/teaching-at-the-heart-of-the-system
Green paper.
https://www.gov.uk/government/consultations/higher-education-teaching-excellence-social-mobility-and-student-choice
Association of National Teaching Fellows response to the TEF.
http://ntf-association.com/
Demos report, 2011
<http://www.demos.co.uk/files/Truth_-_web.pdf>

Anonymised data from Bournemouth University's Students Union, staff surveys and student evaluations.

Higher Education Academy (HEA) https://www.heacademy.ac.uk/

Quality Assurance Agency (QAA) website – http://www.qaa.ac.uk

JISC - https://www.jisc.ac.uk/			
Unit number	FMC CPD1	**Version number**	2

UNIT SPECIFICATION				
Unit title	Employability/ work based learning for higher education: implementing best practice			
Level	Level 7	**Credit value**	20 (10 ECTS)	
Is this a common unit?		No	**Expected contact hours for unit**	30

Pre and co-requisites
None

Aims
Employability is a key driver in further and higher education in the UK and internationally; the majority of students want to be employable at the end of their degree programmes in order to move seamlessly into the productive world of work. The aim of this unit is to identify best practice in relation to work based learning in the curriculum, analysing the impact of a variety of innovative pedagogical tools and techniques that support the development of employability, and enhancing the skills of integrating these into innovative programmes of learning. In particular, the unit attempts to merge theory with practice and knowledge with experience.

Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:

1. Demonstrate critical engagement with contemporary research and debates surrounding the concepts of employability and work-based learning

2. Critically analyse the value of several initiatives including peer assisted learning (PAL), work placements, Student Development Award and professional portfolio development in supporting student learning and the contribution to employment prospects and professional development

3. Develop successful strategies for the effective identification, testing, implementation and evaluation of practices designed to support students preparing for work placements, including a range of techniques used by employers to assess potential talent and performance

4. Plan an innovative employability tool, including an evaluation approach, which will enhance the student learning experience

Learning and teaching methods
The unit will be delivered using blended learning, underpinned by face to face or online master classes. Students are expected to work collaboratively with other learners in developing ideas, engage in peer feedback and reflect on their learning using a reflective learning framework. Participants are encouraged to identify personal developments needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

Assessment

Formative assessment/feedback
A presentation/video of assignment development plans to enable feedback and guidance to be provided by peers and tutors

Summative assessment	**Indicative assessment**
ILOs 1- 4 will be assessed by two pieces of course work. A 20 minute presentation/video of a proposed employability/professional development unit/module incorporating a variety of tools, and must include suggested rubrics for assessing students' work (60% of unit mark) A critical reflective account on the knowledge and insights gained through the process of creating the proposed employability/professional development unit/module. 1500 words (40% of unit mark)	The Global landscape of employability and work-based learning Innovative approaches to developing student employability prospects Workplace preparation and assessment strategies that add value to students and employers

Indicative unit content
- Deconstructing job and person specifications and developing placement search strategies
- Communication, teamwork and leadership through PAL
- Personal values, beliefs and understandings, metacognition, CPD
- Using e-portfolios to record and evidence skill development
- Critical reflection on experience

Indicative learning resources
Baruch, Y., 2004, *Managing Careers: Theory and Practice,* 1st Ed. Harlow:FT Prentice Hall
Eden, S., 2014, *Out of the comfort zone: enhancing work-based learning about employability through student reflection on work placements,* Journal of Geography in Higher Education, 38, (2), 266-276
HEA, 2015, *Framework for embedding employability in Higher Education.* Available from:https://www.heacademy.ac.uk/sites/default/files/downloads/embedding-employability-in-he.pdf
Pegg, A., Waldock, J., Hendy-Isaac, W., Lawton, R., 2012, *Pedagogy for Employability* update, HEA. 1-58
Raelin, J. A., 2000, *Work-based learning: the new frontier of management development,* New Jersey, Prentice-Hall
Raelin, J. A., 2008, *Work-Based Learning: Bridging Knowledge and Action in the Workplace,* Wiley **(eBook)**
Zacharopoulou, A., Giles, M., Condell, J., 2015, *Enhancing PASS leaders' employability skills through reflection*, Journal of Learning Development in Higher Education, Special Edition: Academic Peer Learning, November 2015

Unit number	FMC CPD2	**Version number**	2

UNIT SPECIFICATION

Unit title	Innovations in assessment and feedback		
Level	Level 7	**Credit value**	20 (10 ECTS)
Is this a common unit?	No	**Expected contact hours for unit**	30

Pre and co-requisites
Those undertaking this unit should have responsibility for delivering learning and assessment in a further education (FE) or higher education (HE) setting.

Aims
The aim of this unit is to develop in-depth knowledge and skills in assessment and feedback in FE and HE settings and develop innovative approaches to the practice of assessment and feedback. Learners will explore current research and practice in designing assignments that promote learning and will extend their knowledge and skills of assessment *for* learning and techniques for feed*back* and feed*forward* in the context of student-centred learning.

Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:
1. Demonstrate a critical understanding of the current context of education policy and practice and its potential impact on their assessment and feedback practices
2. Critically analyse the factors that promote effective student learning
3. Design innovative assessment and feedback strategies to support student-centred learning
4. Critically reflect on the effectiveness of assessment and feedback practices for student learning

Learning and teaching methods
The unit will be delivered using blended learning, underpinned by face to face or online master classes. Students are expected to work collaboratively with other learners in developing ideas, engage in peer feedback and reflect on their learning using a reflective learning framework. Participants are encouraged to identify personal development needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

Assessment

Formative assessment/feedback
Students will participate in peer and tutor feedback activities on the preparation of portfolio items 1, 2 and 3.
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Summative assessment	**Indicative assessment**
ILOs 1-4 will be assessed by coursework consisting of a portfolio containing *A critical commentary* of the education policy and practices in relation to the student's own education context (HE or FE) and the potential impact on their assessment and feedback practices (ILO 1) 750 words (25%) *A poster* containing detailed design for an assessment and feedback strategy which includes; formative and summative assessment, feedback and feed-forward and	Click here to enter text.

which includes an analysis of the factors that promote effective student learning. (ILOs 2 and 3) 1500 words equivalent (50%)

Critical reflection on the potential or actual impact of delivering the assessment and feedback strategy (ILO4) 750 words (25%)

Indicative unit content

The contemporary context of student-centred learning

Innovative and transformative pedagogies

The principles and practices of assessment *for* learning

Co-creation, collaboration and peer assessment

Principles and practices of feedback and feedforward, including working with large cohorts

Indicative learning resources

Ball, S. et al., 2012 *A Marked Improvement: Transforming Assessment in Higher Education*
http://www.heacademy.ac.uk/assets/documents/assessment/A_Marked_Improvement.pdf

Boud D 2000. Sustainable assessment; rethinking assessment for the learning society. *Studies in Continuing Education.* 22 (2) p150-167

Duncan, N., Prowse, S., Wakeman, C., Harrison, R., 2004. "Feed-forward": improving students' use of tutor's comments. University of Wolverhampton, Learning and Teaching Projects 2003/4: pp127-132
http://wlv.openrepository.com/wlv/bitstream/2436/3778/1/Feed-forward%20pgs%20127-132.pdf (accessed 03/02/15)

Ferrell, G. 2013 Supporting assessment and feedback practice with technology: from tinkering to transformation. JISC http://repository.jisc.ac.uk/5450/

Gibbs, G. & Dunbar-Goddet, H. 2007,*The effects of programme assessment environments on student learning* ,http://www.heacademy.ac.uk/projects/detail/projectfinder/projects/pf2656lr

Hounsell, D., 2008. The trouble with feedback: new challenges, emerging strategies. *Interchange* 2, pp. 1-10
www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_teaching/Resources/Interchange/spring2008.pdf

JISC 2010 Case Study 1 Putting assessment at the heart of learning.
www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx

Koen, M., Bitzer, E.M and Beets, P.A.D., 2012. Feedback or Feed-forward? A Case Study on One Higher Education Classroom. *Journal of Social Science* 32(2): 231-242

Mazur E. 2015. How assessment kills imagination and creativity. Colloquium at the Brown University in Providence, RI

Murtagh, L and Baker, N., 2009. Feedback and Feed forward: student response to tutor's written comments on assignments. *Practitioner Research in Higher Education* 3(1): 20-28

Newstead, S. 2002 'Examining the examiners: why are we so bad at assessing students?', *Psychology Learning and Teaching*, vol. 2, no. 2, pp. 70-75.

Nicol, D and MacFarlane, D., 2006. Formative assessment and self regulated learning: A model and seven principles of good feedback practice *Studies in Higher Education* 32(2): 199-218
http://www.hefce.ac.uk/news/newsarchive/2014/news87934.html

| Unit number | FMC CPD3 | Version number | 2 |

UNIT SPECIFICATION				
Unit title Reflection on Leadership in Higher Education: Developing high quality staff to deliver high quality learning opportunities				
Level	Level 7	**Credit value**	20 (10 ECTS) -	
Is this a common unit?		No	**Expected contact hours for unit**	30

Pre and co-requisites
None

Aims
The UK government increasingly expects academics to offer excellent learning opportunities to students and is planning a Teaching Excellence Framework (TEF) that will measure quality and impact. Leadership is a key element to successful curriculum development, adoption of appropriate and innovative pedagogic approaches and, therefore, a consistently high quality learning experience. The aim of this unit is to offer experienced academics an opportunity to reflect on their skills as leaders and to develop these further as role models and motivators for others to follow, creating a culture of creativity and continuous improvement.

Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:
5. Critically review the external policy context in HE, determining priorities for implementing change that will enhance student learning opportunities within own sphere of influence
6. Refresh the ability to lead the development of high quality student- centred curricula/ learning activities
7. Identify personal leadership style and analysed personal effectiveness in the work place through the production of reflective case studies
8. Developed a more extensive repertoire of leadership skills, considering how best to use these in role modelling for positive change

Learning and teaching methods
The unit will be delivered through blended learning with a combination of master classes, high quality online learning resources, group action learning activity and personal reflection.
Extensive use will be made of online resources from a wide variety of sources. Participants are encouraged to identify personal developments needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

Assessment

Formative assessment/feedback
Students will participate in group discussions and in individual tutorials where formative feedback will be provided on case study development
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Summative assessment	**Indicative assessment**
ILOs 1- 4 will be assessed by course work. The output will be a set of four 1500 word reflective case studies of experience to date; these will be suitable to be used to achieve HEA Senior Fellowship (80%). In addition, there will be a focussed and succinct action plan identifying	Click here to enter text.

personal priorities to improve the skills as a leader in ensuring a consistently high quality student experience in the sphere of influence (20%).	

Indicative unit content
- Policy drivers nationally and internationally in higher education
- Implications for the development of student- centred curricula
- HEA and UKPSF
- Reflection in action: how does it make one more effective?
- Leadership styles
- Leading teams to excellence

Indicative learning resources
BU Development Leadership and Management Toolkit

Buller JL 2015 *Change Leadership in Higher Education: A Practical Guide to Academic Transformation* Jossey Boss

Garwe EC 2014 The Effect of Institutional leadership on Quality of Higher Education Provision *Research in Higher Education Journal* v22

Higher Education Academy (HEA) https://www.heacademy.ac.uk/

JISC - https://www.jisc.ac.uk/

Parrish D 2011 *Developing Emotionally Intelligent Leadership in Higher Education* Peter Bern

Quality Assurance Agency (QAA) website – http://www.qaa.ac.uk

Stefani L 2015 Stepping up to Leadership in Higher Education *The All Ireland Journal of Teaching and Learning in Higher Education* 7:1; 2161-21618

Sternberg RJ, Davis E, Mason AC, Smith RV, Vitter JS, Wheatly M (editors) 2015 *Academic Leadership in Higher Education* Rowman & Littlefield

Unit number	FMC CPD4	**Version number**	2

UNIT SPECIFICATION				
Unit title		Enhancing Practice & Developing the Self: The BU Certificate in Programme Leadership		
Level	Level 7	**Credit value**	20 (10 ECTS)	
Is this a common unit?		No	**Expected contact hours for unit**	30

Pre and co-requisites

None

Aims

Programme Leadership is a critical role at BU and one which is integral to personal career development but which also comes with challenges. Programme Leadership is a key element to successful curriculum development, adoption of appropriate and innovative pedagogic approaches and, therefore, a consistently high quality learning experience and in the climate of TEF this has even more emphasis. The aim of this unit is to offer experienced academics an opportunity to reflect on their skills as Programme Leaders and to develop these further as role models and motivators for others to follow, creating a culture of creativity and continuous improvement.

Intended learning outcomes (ILOs)

Having completed this unit the student is expected to:

- Develop a more extensive repertoire of leadership skills, considering how best to use these in role modelling for positive change;
- Identify personal leadership style and analysed personal effectiveness in the work place through the production of reflective case studies;
- Refresh the ability to lead the development of high quality student-centred curricula/ learning activities;
- Critically review the external policy context in HE, determining priorities for implementing change that will enhance student learning opportunities within own sphere of influence.

Learning and teaching methods

The unit will be delivered through blended learning with a combination of master classes, high quality online learning resources, group action learning activity and personal reflection.

Extensive use will be made of online resources from a wide variety of sources. Participants are encouraged to identify personal developments needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

Assessment

Formative assessment/feedback

Formative assessment will be through verbal feedback on a one-to-one and group basis. Participants will be encouraged to peer assess each other's work over the course of the unit.

Summative assessment	Indicative assessment
ILOs 1 - 4 will be assessed by 100% course work.	The outputs will be: • Either the completion of 4x1500 word reflective case students of experience around education practice and Programme Leadership; these will align with the requirements for submission to TeachBU for recognition as a HEA Senior Fellow. • Or coursework equivalent to 5000 words. • In addition, there will be a focussed and succinct action plan identifying personal priorities to improve the skills as a leader in ensuring a consistently high quality student experience in the sphere of influence.

Indicative unit content

• Leadership styles
• Leading teams to excellence
• Reflection in action: how does it make one more effective?
• HEA and the UK Professional Standards Framework
• Implications for the development of student- centred curricula
• Policy drivers nationally and internationally in higher education.

Indicative learning resources

• BU Development Leadership and Management Toolkit.
• Buller, J. L. 2015 *Change Leadership in Higher Education: A Practical Guide to Academic Transformation.* San Francisco, CA: Jossey Boss.
• Garwe E. C., 2014. The Effect of Institutional leadership on Quality of Higher Education Provision. *Research in Higher Education Journal,* 22, 1-10.
• Higher Education Academy (HEA) https://www.heacademy.ac.uk/
• JISC - https://www.jisc.ac.uk/
• Lea, J., 2015. *Enhancing Learning and Teaching in Higher Education: Engaging with the Dimensions of Practice.* Maidenhead: McGraw-Hill.
• Parrish, D., 2011. *Developing Emotionally Intelligent Leadership in Higher Education.* Switzerland: Peter Lang Publishing Group.
• Quality Assurance Agency (QAA) website – http://www.qaa.ac.uk
• Stefani, L., 2015. Stepping up to Leadership in Higher Education. *The All Ireland Journal of Teaching and Learning in Higher Education,* 7(1), 2161-2168.
• Sternberg, R. J., Davis, E., Mason, A. C., Smith, R. V., Vitter, J. S. and Wheatly, M. (editors), 2015. *Academic Leadership in Higher Education. From the top down and the bottom up.* Lanham, MD: Rowman-Littlefield.

Unit number	FMC CPD5	Version number	1