

Postgraduate Certificate Assistive Technology (PGCAT)

Course Handbook

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# Introduction to your Award Handbook

This handbook provides an overview of the Postgraduate Certificate Assistive Technology (PGCAT). Participants will need to refer to this handbook throughout course.

This handbook aims to:

* Describe the aim and learning outcomes for the course
* Provide participants with information about the course and on the approach taken for learning, teaching and assessment
* Inform participants of the course timetable, organisation and the mechanisms for ensuring quality
* Inform participants about how we will support their professional development planning and provide individual academic support
* Give initial information about how learning will be assessed as participants proceed through the course
* Outline the assessment schedule, marking and feedback mechanisms;
* Provide brief introductory information for each unit. More detailed information can be found in the unit handbooks

It is important that this handbook is read in conjunction with each Unit Handbook and the Manchester Metropolitan University (MMU) ‘*Assessment Regulations for Taught Postgraduate Programmes of Study’* available from the Centre for Academic Standards and Quality Enhancement (CASQE):

<http://www.mmu.ac.uk/academic/casqe/regulations/assessment-regulations.php>

# Course fees

The fees for participants commencing their study in 2017 is £2000 payable to Ace Centre North.

For fees information contact ACE Centre: training@acecentre.org.uk

# Admission Requirements

Applicants should have a first degree or other qualification at an equivalent level.

A lower level qualification together with appropriate experience (from which you have developed the skills, aptitude and knowledge to succeed at Masters Level on a course) or exceptionally, substantial appropriate experience alone may be acceptable.

In addition applicants must be able to:

1. Provide evidence of suitability / capability to work in an educational setting and the potential to achieve the academic requirement of the programme
2. Have the written agreement of their current employer / line manager / placement setting to include:
   1. employment (or placement) of at least 5 hours per week throughout the duration of the programme
   2. permission to undertake work based activities within the setting as required by the programme
   3. the allocation of a named workplace mentor who will facilitate workplace based learning

# Evidence of Entry Requirements

1. Applicants should provide photocopies of relevant qualifications
2. A written personal statement is required in support of an application to the course. This will evidence the applicant’s written communication abilities and should explain the applicant’s current role and reason to apply for the course.
3. The applicant’s employer should sign the application form as written agreement that the applicant can attend and participate in the course.

Please note that satisfying the minimum or typical entry requirements for a course is not a guarantee of a place. This course may be suitable for you if you would like to pursue a Postgraduate Award and together we are confident that you can succeed at Masters Level study.

# Course Team

PGCAT is delivered by ACE Centre at their North office at Hollinwood Business Centre, Albert Street, Oldham OL8 3QL.

**Tel:** 0161 358 0151

**Email:** training@acecentre.org.uk

**Website:** www.acecentre.org.uk

This award is validated by Manchester Metropolitan University.

The table below provides a list of the core team members and their contact information.

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Contact** |
| Fees and payment | Ann Rushton | [arushton@acecentre.org.uk](mailto:arushton@acecentre.org.uk)  Ext 202 |
| Lead tutor | Sara Dale | [sdale@acecentre.org.uk](mailto:sdale@acecentre.org.uk)  Ext 203 |
| Unit tutor | Suzanne Martin | [smartin@acecentre.org.uk](mailto:smartin@acecentre.org.uk)  Ext 209 |
| Unit tutor | Will Wade | [wwade@acecentre.org.uk](mailto:wwade@acecentre.org.uk)  Ext 207 |
| MMU IT Helpline |  | 0161 247 4646 |

# Communication Strategy

## Individual Academic Issues

For issues regarding your coursework, please contact your unit tutor. For all other unit related enquiries, please contact the unit leader. Your unit leader will be available to discuss and advise with regard to any personal or academic issues affecting academic performance on the programme.

## Technical Issues

Please contact the University’s IT Helpline for any queries related to registration processes and log in issues.

## Week-to-Week Course Information and Assessment Results for assessments submitted via Moodle

This information will normally be distributed using announcements via Moodle not via email, so please get into the habit of routinely checking the VLE for new messages. These will include:

* + Information related to study tasks and resources.
  + Assessment information (excluding exam board letters).

**We strongly advise that all participants place an automatic forward from their student email account to their preferred email address as all Moodle announcements are automatically sent to the student email address. Forwarding mail will ensure that announcements are not missed.**

## How to automatically forward Moodle emails to your preferred email address

Log into [Outlook Web App](https://wiscmail.wisc.edu/) student account.

Click **Settings** > **Options** > **Account** > **Connected accounts**.

In the **Forwarding** section, in **Forward my email to**, type the email address you want to forward your Outlook Web App email to.

# Course Approach

The course team value the contribution of each participant in PGCAT, and would like to take this opportunity to acknowledge the wealth of experience and expertise that is brought to the course.

PGCAT is designed to support the development of the skills and expertise required by those working with individuals with complex communication, physical and learning disabilities, and to provide participants with the opportunity to explore and develop a reflective and evidence based understanding of the key principles that govern the identification, implementation and support of resources and strategies to support and develop communication and learning.

The diversity of staff completing this Award is recognised and respected. Materials used on the course are evidence-informed and aim to support the professional development of all participants.

# Aim and Learning Outcomes

## Course Aim

The aim of the Postgraduate Certificate Assistive Technology is:

*To develop reflective and skilled practitioners in the field of Assistive Technology and Augmentative & Alternative Communication, able to adopt an evidence-informed approach to best meet the needs of individuals with complex communication, physical and learning difficulties.*

## Course Learning Outcomes

On successful completion of the PGCAT, participants will be able to:

* Apply effective assessment strategies to the identification, implementation and support of AT/AAC resources to support communication and learning
* Critically apply inclusive and evidence based practice to the support of individuals with complex communication, physical and learning disabilities
* Critically engage with national policy, practice, and the quality agenda within the fields of Assistive Technology and Augmentative & Alternative Communication
* Demonstrate a commitment to continual professional development as critical, reflective practitioners.

# Course Design and Organisation

On successful completion of each of the core units, participants gain 30 master’s level credits. The exit award is a Postgraduate Certificate Assistive Technology.

### Teaching and Learning Strategy

The course team use a variety of methods and activities to facilitate participants’ learning. The teaching and learning methods vary within individual units, but within all the approach to teaching and student learning recognises the diversity of participants’ work contexts, and is designed to develop the participants’ skills, capabilities, knowledge and ability to reflect critically on their practice in order to enhance teaching, learning, student support and the student experience.

Participants are encouraged to relate the content of each unit to their current professional practice and their future career aspirations and to seek related opportunities for development.

All units use a blended model of delivery incorporating a range of approaches that utilises a variety of face-to-face teaching methods and online guided learning to deliver the curriculum and provide a vehicle for individual and peer learning. Each unit has a Moodle area and through Moodle, students will have access to materials, videos, podcasts and other resources to support their learning. It is important that participants maintain engagement with Moodle in order to promote and support their own learning.

All units have a handbook available online in the unit Moodle area, which provides information about face-to-face sessions, online and other resources, the assessment and feedback strategy for the unit, together with contact information for tutors.

The course team has a strong commitment to inclusive practice and to the University’s Equality and Diversity policy. Resources and teaching sessions are planned so that they are accessible and participants are encouraged to make any individual needs known to the tutors.

# Course Structure

The PGCAT consists of two units.

|  |  |  |
| --- | --- | --- |
| **Year 1** | Assistive Technology to support communication and learning | 30 Credits |
| **Year 2** | Augmentative and Alternative Communication | 30 Credits |

# Course Delivery and Teaching & Learning Strategies

The delivery uses a blended approach and units are based around a number of face-to-face classroom sessions, supported by online activities and a range of materials specifically designed to facilitate independent study and enable the development of participants as autonomous learners and reflective practitioners. A range of technologies to support learning is integrated into the course delivery to facilitate the blended approach. Participants need to ensure that they engage regularly with the online activities in order to be able to participate effectively with the face-to-face sessions.

A range of approaches will be used in the delivery of the curriculum. The blended learning approach with study materials being provided within the online environment enables participants to plan study time around personal schedules. Face-to-face sessions will use a variety of approaches including lectures, presentations and small group work including experiential and collaborative learning.

## Online Materials

Programme materials will be provided online via Moodle, and the face-to-face sessions will be supported with pre-reading and independent learning tasks, additional materials and follow-up activities. There is an expectation that participants will access current academic journals.

## Reading Lists

Core textbooks and/or readings are recommended for each unit. A number of key chapters of these textbooks are also available in a digitised format via the Virtual Learning Environment (VLE).

## Participant’s Workplace

A participant’s manager and department should support his/her work through the course, as it provides benefits to both the individual and the workplace. The work carried out on the course will develop the participants’ knowledge and skills and enable them to improve the experience of individuals with complex communication, physical and learning difficulties supported by their service.

## Time to complete the course

In order to successfully complete the course units participants will need to commit time to complete the constituent study and attend the face-to-face sessions.

Participants should agree enrolment and registration with their line manager and endeavour to negotiate recognition within work allocation of time for both independent study and the face-to-face sessions.

Thirty units of credit represents approximately three hundred hour’s worth of study time.

# Synopsis of Units

### Core Unit - ATU:

|  |  |  |
| --- | --- | --- |
| **Unit Title** | **Credits** | **Notes** |
| **Assistive Technology to Support Communication and Learning (ATU)**  Lead Tutor:  Sara Dale | 30 | This unit introduces students to the common terminology and definitions used in the field of Assistive Technology (AT) for communication and learning, and explores the range of hardware and software solutions available to support alternative access, augmentative and alternative communication, reading and writing. Consideration will be given to the key parameters involved in the decision making process to identify resources for an individual. The unit will explore methods of accessing information and other resources to maintain professional development, and develop critical thinking and evaluation skills drawing on case studies. **Summative assessment:**  The completion of a written case study based on at least one individual with complex communication, physical and learning disabilities to be negotiated and determined in consultation and discussion between the participant and the tutor to allow the student to full demonstrate the unit learning outcomes. The case study must include an evaluation of the implementation of AT, recommendations for future progression, and reflection on your own role and that of the wider professional team. (5000 words) |

### Core Unit – AAC Unit:

|  |  |  |
| --- | --- | --- |
| **Unit Title** | **Credits** | **Notes** |
| **Augmentative & Alternative Communication (AAC Unit)**  Lead Tutor:  Sara Dale | 30 | AAC Unit details the terminology and definitions used in the field of AAC and explore the range of communication systems, strategies and resources available. Consideration will be given to the key parameters involved in the decision making process to identify resources for an individual. The unit will explore how vocabulary is selected, organised and retrieved within a communication system and the differences between communication software packages. Consideration will also be given to issues surrounding access to AAC.  **Summative assessment:**  Students are required to create and critically evaluate a communication resource for an individual, a group of individuals, or a service. Negotiated and determined in consultation and discussion between the participant and the tutor to allow the student to full demonstrate the learning outcomes of the unit, this communication resource may be:   * A communication book created with symbols, images and/or text that is used to enable someone with little or no speech to communicate expressively * An AAC policy for your school/setting that ensures consistent principles of good AAC practice are implemented * An AAC referral pathway for your local area   They are required to produce a written assignment that describes why the resource is needed, who it is suitable for, describes the rationale for design and details the supporting evidence of this. (5000 words) |

# Assessment

## Assessment Strategies

Detailed assessment briefings are available in each of the unit handbooks and in the unit Moodle areas.

The assessments on this course are designed so that the process and product of assessment are integral to your work context. They are directly linked to the unit learning outcomes. All assessments require you to engage with theoretical concepts and relate them to your current practice.

## Formative assessment

Development of summative assignments are supported formatively, with both guidance and critical debate from peers and tutors and more formal written feedback. Each unit has at least one ‘formal’ formative assessment opportunity where developmental feedback will prepare you for the summative assessment. These assessments are carried out in a supportive manner and are aimed at allowing participants to directly either prepare for the final assessment or collect materials and resources that will support it.

## Summative assessment

The summative assessment strategy for each unit is clearly aligned so that it will enable the participant to demonstrate achievement of the unit learning outcomes. They will also provide a learning opportunity in their own right.

# Submission of Assessed Work

Written assignments are all submitted electronically via Moodle (any exceptions to this will be identified in the unit handbook). Submissions will be enabled via a link within the assessment section of the unit Moodle area. Clear instructions will be provided within the drop box to assist submission. In most cases work will be assessed and returned online via Grademark within Moodle.

##### Participants must follow the submission guidelines stated below:

All assignments should be submitted as a Word document. **Assignments must NOT be submitted in PDF IMAGE format, as the Turnitin plagiarism database is unable to read these.**

A single front page should precede assignments and should include;

1. Your Student Identification Number (**not your name or Staff ID**)
2. The unit title
3. The assignment title
4. The word count

All assignment drop boxes are directly linked to the Turnitin plagiarism database. Once an assignment is submitted, participants will receive an originality report. The drop box will then allow time to amend and re-submit the assignment, as long as this is prior to the submission deadline. There must be at least a 24 hour gap between first and subsequent submission. In order to have the opportunity to re-submit initial submission should be at least 48 hours prior to the deadline.

Assignments will be marked electronically using the Grademark tool within Moodle. Feedback and Marks will be confidentially distributed to students from Grademark through Moodle.

Assignment dropboxes automatically close at 21.00 on the date of submission. Assignments can be submitted after this deadline but will be deemed late and the mark capped according to MMU assessment regulations.

## Late Submission

Details of penalties for late submission can be found in the MMU University Regulations Handbook: <http://bit.ly/QH2Cky>. Please contact the course and unit leader as soon as you are aware that you will not be able to meet a submission date. This should normally be in advance of the date of submission.

# Exceptional Factors Affecting Performance

If circumstances arise that make it impossible for a participant to submit an assessment by the deadline they should seek advice from the Course Leader at the earliest opportunity. Procedures are in place for participants to disclose to the Board of Examiners exceptional factors affecting their performance during assessment. Please see the ‘Procedures for the Submission and Consideration of Exceptional Factors Affecting Students’ Assessment available at: <http://www.mmu.ac.uk/sas/studentservices/guidance/>

Participants who feel that unexpected circumstances (exceptional factors) have occurred during the programme that may affect their performance in an assessment should make their Unit Tutor and Course Leader aware of these circumstances as soon as possible. These circumstances can take different forms and can include, for example, family or personal circumstances or health issues. Pressure of work is normally not accepted as an exceptional factor unless this is the result of additional, unexpected and exceptional, duties which the participant was not aware of at the commencement of the Course. The Course Leader and Administrator are available to advise participants on the process of applying for exceptional factors.

Third party written evidence must be produced in all cases of exceptional factors and be submitted within 72 hours of the application. This evidence should provide sufficient information about the circumstance including their nature and duration. Participants may ask course tutors to add comments of support to the application to supplement but not replace this evidence. Exceptional factors should be submitted prior to the submission deadline and cannot normally be submitted retrospectively.

The application for exceptional factors will then be discussed at the next scheduled CELT Exceptional Factors Panel. Participants are reminded that in some cases the timing of this committee may not coincide with the course timetable. Participants are therefore strongly advised not to wait for this decision and to submit the outstanding assignment at the earliest opportunity.

An electronic version of the Exceptional Factors form is available at: 2 and a checklist can be downloaded from here:3

## Participants with Special Needs

Participants with special needs are strongly recommended to disclose their requirements to a member of the course team at their earliest possible opportunity. It is recommended that the participant discuss the implications of disclosure as a PGCLTHE student and as a member of staff with the Course Leader. Staff with disabilities will be encouraged, if they have not already done so, to disclose their disability to either their Head of Department and/or the Human Resources Department. This may enable them to gain financial support that would normally be provided through the Disabled Students Allowance. This disclosure may also enable them to obtain additional support for their day-to-day role. However, participants are entitled to limit the disclosure to their activities as a student and this information will always remain confidential within appropriate members of the course team.

Once disclosure occurs, it will be recommended that the participant approaches the Learner Development Service. They will formulate a Personal Learning Plan to support the participant’s needs. This will then only be distributed confidentially to the appropriate members of the course team. Please contact the Learner Development Manager, Nahida Shabbir: [n.shabbir@mmu.ac.uk](mailto:n.shabbir@mmu.ac.uk)

The Course Team will then make any reasonable adjustments necessary to support the progression of participants. As the delivery of this Programme is designed to reflect best practice in teaching and support for learning, sessions are delivered in compliance with Equality Act requirements.

## Plagiarism

The PGCAT adheres to the ’Procedure for addressing cheating and other forms of academic misconduct incorporating the scheme and tariff for dealing with cases of plagiarism or collusion’ (Appendix 5: MMU Regulations)6. These regulations define plagiarism as a form of academic misconduct; “the representation of another person’s work, without acknowledgement of the source, as one’s own”; and/or “the unacknowledged incorporation in a student’s work of materials derived from the work (published or otherwise) of another.” In addition it is considered to be academic misconduct if a candidate submits work as entirely his/her own work where work was done in collaboration with another person(s).

Participants must take every step possible to ensure that where use is made of the work of others that it is correctly attributed (citation and reference).

Where plagiarism is deemed to have occurred the university will apply penalties for students on a taught postgraduate programme according to the following schedule:

#### The unit in which plagiarism is established to have occurred will be given zero marks. The element(s) in which plagiarism occurred must be resubmitted and passed but in any event both the element and unit marks shall be capped at 50%.

#### Irrespective of the element/unit in which it occurs, a student found to have plagiarised a second time shall be deemed to have failed the programme.4

The MMU tariff for plagiarism whilst completing a Masters award is one of zero tolerance and any proven plagiarism will generally result in an automatic award of zero for that element of assessment and the overall unit mark being capped at 50. There is no accepted level of plagiarism at Masters Level.

If plagiarism is suspected, a thorough investigation will be carried out by the assignment marker and the designated moderator and a formal disciplinary process instigated if necessary.

# Participant Attendance and Absence

Attendance at all sessions is monitored with the expectation of full attendance at all face-to- face sessions within the Programme.

# The Board of Examiners and External Examiners

## The Board of Examiners

Please refer to the MMU Assessment Regulations for Postgraduate Taught Programmes regarding membership and functions of examinations boards.

Quality oversight of the course lies within the Faculty of Education, Post Graduate Professional Development Programme (PDP) Board of Examiners.

Examination Boards are held currently twice per academic year in November and June.

# Marking Procedures and Internal Moderation Processes

The University’s Regulations for Taught Postgraduate Programmes of Study apply: <http://bit.ly/QH2Cky>

The following general principles also apply:

* Coursework assignment tasks are released at the start of the unit;
* Provisional marks and individual feedback are released two working weeks after submission.

## Specific Procedure

* A small team of tutors marks each assignment;
* Each marker is provided with:

The deadline for marking; marking criteria and feedback sheets and a copy of the assignment specifications;

* Marking is performed with reference to the relevant unit marking criteria. These criteria are based on the university generic, programme specific marking criteria, and are linked directly to the unit learning outcomes. Specific criteria can be found in the appropriate unit handbook;
* Moderation is undertaken by the Programme Team and sample sizes are determined by the team in relation to the assignment and the experience of the markers. Moderation reports are completed for each iteration of a Unit.
* The usual University penalties for late submission apply. <http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_1_coursework.pdf>
  + Each assignment brief (normally contained within the Unit handbook) will contain a feedback plan. Normally, written, audio, video and practical assignment tasks are returned to participants with a written feedback sheet. Written assignments are generally returned with annotations made on the submission. Procedure for feedback on assessed work.

<http://www.mmu.ac.uk/academic/casqe/regulations/docs/feedback.pdf>

The course marking processes aligns with the Institutional Code of Practice for the Assessment of Students:

<http://www.mmu.ac.uk/academic/casqe/regulations/docs/assessment_icp.pdf>

## Course specific assessment descriptors

Unit specific marking criteria are based on the MMU standard descriptors and are clearly aligned with unit learning outcomes (and the MMU PSF requirements where these apply) and the University’s generic assessment descriptors. (See Appendix 2)

Assignment criteria are produced using the following process;

1. Select the descriptors suitable for the task
2. Interpret the generic wording in the descriptors to indicate the specific context and range of the task
3. Produce a marking grid and feedback sheet

## Internal Moderation Processes

The PGCAT adheres to MMU’s policy for the Internal Moderation of Summative Assessments [http://www.mmu.ac.uk/academic/casqe/regulations/docs/verification\_marking\_moderation.p](http://www.mmu.ac.uk/academic/casqe/regulations/docs/verification_marking_moderation.pdf)  [df](http://www.mmu.ac.uk/academic/casqe/regulations/docs/verification_marking_moderation.pdf)

## Written Assignments

1. The role of the moderator during the moderation process is to verify the appropriateness of the marks given and to ensure that:
   1. assignments are appropriately graded
   2. assignment grades are appropriately ranked
   3. criteria have been appropriately interpreted
   4. feedback is:
      * consistent
      * objective
      * developmental
      * aligned with marking criteria for the grade assigned
      * aligned with assignment learning outcomes
      * used to evidence the mark awarded.
2. The internal moderator must not amend marks on individual scripts within the sample.
3. The internal moderator should provide general written feedback on the marking process and this will be made available to the external examiner.

# Academic Appeals and Student Complaints Procedures

## Academic Appeals

The review (appeals) procedure is documented in the Assessment Regulations for Postgraduate Taught Programmes and guidance can be found at: [http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix\_8\_appeals](http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_8_appeals.pdf)

[.pdf](http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_8_appeals.pdf)

## Student Complaints Procedure

Information about the University Students Complaints Procedure can be found in the online student’s handbook at: <http://bit.ly/Nh0PNW>.

# Course Management and Resources

## Course management and administration

## Roles and Responsibilities of the Programme Leader / Course Leader

The co-ordination, smooth administration and effective day-to-day operation of the course within the policies of the Programme Committee and Faculty of Education;

* The welfare and support of students registered on the Programme;
* The maintenance of the academic quality and good standing of each Programme;
* The implementation of appropriate internal and external quality control procedures;
* Ensuring student representation and participation in the running of the Programmes.

## Role of the Unit Leader

Each unit is co-ordinated by a Unit Leader, who is responsible for unit management, delivery, assessment and evaluation. The Unit Leaders’ contact details will be clearly indicated in the unit handbooks. The Unit Leader should be the first point of contact for issues specifically related to a unit.

## Course Participant Representatives

The active involvement of course participants in quality assurance and enhancement processes is an essential and valuable component in maintaining and improving the quality of the learning opportunities on the PGCAT.

Termly Staff student forums are normally held. **All participants** on Academic CPD Courses are invited to these meetings. These will provide:

* Provide a forum for the exchange of views between staff and participants
* Consider the services and facilities which support participants and the delivery of the programme
* Make recommendations to the Programme Committee as appropriate.

Two Programme Committee meetings are held each year. Participant Representatives are also invited to attend the Programme Committee. A standing agenda item at Programme Committee meetings is student business, where student representatives are invited to raise any issues they wish. These are discussed in the meeting and suitable actions decided. Results of actions and/or consequent developments are fed back to student representatives and reported in subsequent Committee meetings’ under Matters Arising.

All participants are encouraged to complete unit and programme evaluation questionnaires based on an adaptation of the University’s proforma.

Informal feedback is attained via the regular evaluation of individual workshops and sessions, discussions with Course and Unit Leaders and via emails, comments to personal tutors and discussion boards.

## The Programme Committee

The Programme Committee meets twice a year as a forum to consider matters of internal importance.

### Membership

The Programme Committee will consist of the following members:

* + Academic Practice Development Lead (Chair)
  + Head of Centre for Excellence in Learning and Teaching (ex officio)
  + Registrar (Student and Academic Services) (ex officio)
  + Dean of Faculty of Education (ex officio)
  + Course Leaders
  + Members of full-time and part-time staff teaching on the Programme
  + An MMU NMC accredited tutor
  + Elected Student Representatives
  + A representative of the University Library
  + Co-opted members as necessary.

## Responsibilities

The Programme Committee will meet twice a year or more frequently if necessary. It is responsible for:

1. the maintenance and enhancement of the academic and professional standards of the course
   * the monitoring and evaluation of the course and in particular evaluating its operation, its delivery and standards, its teaching methods, its curriculum aims and participants' needs
   * ensuring the course operates in accordance with the approved course scheme
   * ensuring the course operates in accordance with the UK Professional Standards Framework and NMC regulations
   * agreeing recommendations for changes to the course (content and structure) and any matter affecting the operation of the course
   * considering and implementing at course level such policies as may be determined by the Academic Board in relation to:
     + programmes, teaching and learning, the content of the curriculum
     + the assessment and examination of participants (in conjunction with Board of Examiners)
     + criteria for the admission of students
     + research, scholarship and Programme-related staff development
     + the nomination of internal and external examiner
     + the retention, support and progression of students.
2. advising as appropriate the University Programme Board or the Academic Board on such matters as above
3. ensuring the academic development of the course
4. advising the Head of CELT on the resources needed to support the course
5. contributing to the formulation of institutional academic policy and considering such other matters as may be appropriate to the operation of the course or as may be referred to the committee by the University Programme or Academic Board.

# Participant Support

The Course Team provides participants with guidance to fulfil both personal and professional requirements for the course and will also provide participants with opportunities to discuss their progress and ongoing professional development.

Peer support is fostered through collaborative and collegial approaches to learning and teaching and the establishment of cross-disciplinary learning sets, incorporating face-to-face and on-line discussion groups.

All tutors are experienced in the area of academic practice development and are familiar with the MMU (and UK) PSF and how the course aligns to it. Regular course updates and notices reach all students via the VLE or staff email. There are also opportunities for online discussion and feedback through the VLE.

## Personal Support System

Participants will be able to access Unit Leader for personal support.

## Peer Mentor

It is recommended that support for learning is also provided through peer mentoring within a participant’s workplace. Participants may already have a working relationship with a peer mentor, but if not they are advised to identify a colleague who will agree to work with them during time on the course. The mentor should ideally be an experienced colleague who has the advantage of discipline or subject-specific expertise. Peer Mentors will provide support for participants learning and professional development and have close involvement as they progress through the course. If participants do not currently have a Peer Mentor and are struggling to identify a suitable colleague they should bring this to the attention of a course tutor.

**Appendix 1: Unit Learning Outcomes ATU and AAC Unit**

## ATU

##### On successful completion of this unit students will be able to:

1. Evaluate a range of practical approaches to teaching, learning and assessment, set within the context of learning theories.
2. Apply appropriate theories to the design and teaching of an episode of inclusive learning.
3. Evaluate and critically reflect on personal teaching and the themes of the unit to identify and prioritise ongoing Continuing Professional Development.

## AAC Unit

##### On successful completion of this unit students will be able to:

1. Critically apply appropriate theories to the design and teaching of an episode of inclusive learning.
2. Design and teach constructively aligned sessions to a diverse student community.
3. Engage with key institutional and national strategic drivers appropriate to their professional practice
4. Critically analyse and reflect on observations of practice (including assessment), using an appropriate model of reflection, in order to enhance personal professional development.

# Appendix 2: University Standard descriptors (Level 7)



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | University Standard Descriptors: Level 7 | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | 7 |
| Grade range | Apply skills of critical analysis to real world situations  within a defined range of contexts | Demonstrate a high degree of professionalism\*  eg initiative, creativity, motivation, professional  practice and self management. | Express ideas effectively and communicate information  appropriately and accurately using a range of media including ICT | Develop working relationships using teamwork  and leadership skills, recognising and respecting different perspectives | Manage their professional  development reflecting on progress and taking appropriate action | Find, evaluate, synthesise and use information from a  variety of sources | | | Articulate an awareness of the social and community  contexts within their disciplinary field |
| 86%-  100% | Novel and complex problems are evaluated thoroughly with reference to theory and practice, generating original solutions, expressed with clarity | There is evidence of the ability to work autonomously and creatively with reference to professional standards and values, reflecting critically on their own practice. | The outcomes of their work are presented creatively and persuasively to multiple audiences using a wide range of appropriately selected strategies and media | Clear and effective leadership skills are exercised in a team to manage complex multi-faceted projects. There is evidence of exemplary critical reflection on their own performance and that of others within the team | A creative and credible vision of themselves and their professional futures is meticulously presented. |  | A complex and innovative project is designed, planned and carried out meticulously to gather and synthesise useful information from a wide range of appropriate primary and secondary sources to produce original outcomes of publishable standards |  | The social and community contexts of the discipline are critically evaluated in developing action plans, articulating conclusions and making recommendations of relevance to theoretical development and/or practical application |
| 70%-  85% | Novel and complex problems are evaluated with reference to theory and practice, generating original solutions | There is evidence of the ability to work autonomously and imaginatively with reference to professional standards and values, reflecting critically on their own practice. | The outcomes of their work are presented convincingly and fluently to a defined audience using an interesting range of appropriately selected strategies and media | Clear and effective leadership skills are exercised as needed in a team to scope and complete complex multi- faceted projects. There is evidence of critical reflection on their own performance and that of others within the team | A novel and feasible vision of themselves and their professional futures is presented |  | A complex project is designed, planned and carried out thoroughly to gather useful information from a wide range of appropriate primary and secondary sources and synthesise the results to produce workable outcomes |  | The social and community contexts of the discipline are critically evaluated in developing action plans, articulating conclusions and making recommendations of relevance to theoretical development and/or practical application |
|  | | |
| 60%-  69% | Novel and complex problems are solved confidently with reference to theory and practice | There is evidence of the ability to work autonomously with reference to professional standards and values, reflecting critically on their own practice. | The outcomes of their work are presented confidently and coherently to a defined audience using a range of appropriately selected strategies and media | Works in a team as either leader or member as needed to scope and complete complex multi- faceted projects. Evidence of careful reflection on their own performance and that of others within the team. | Demonstrate a fully worked vision of themselves and their professional futures | A project is carefully planned and carried out to gather useful information from appropriate primary and secondary sources and synthesise the results | | | The social and community contexts of the discipline are analysed carefully in drawing conclusions and making recommendations |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 50%-  59% | Novel and complex problems are solved with reference to theory and practice | There is evidence of the ability to work with reference to professional standards and values, reflecting critically on their own practice. | The outcomes of their work are presented clearly and appropriately to a defined audience using a range of strategies and media | There is evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and of some reflection on their own performance and that of others within the team | Demonstrate a vision of themselves and their professional futures | A project is planned and carried out to gather information from appropriate primary and secondary sources and synthesise the results | The social and community contexts of the discipline are considered critically in drawing conclusions and making recommendations |
| 45%-  49% | Attempts to solve novel and complex problems are partial, with limited reference to theory and practice | There is evidence of a limited attempt to work as an autonomous professional who reflects on their own practice | Communication of the outcomes of their work is unclear and confused and does not consistently use appropriate strategies or media | There is limited evidence of contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little reflection critically on their own performance and that of others within the team | A limited vision of themselves and their professional futures is presented. | Partial attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources | There is partial or limited identification of the social and community contexts of the discipline in drawing conclusions and making recommendations |
| 20%-  44% | Attempts to solve novel and complex problems are inadequate, with little reference to theory and practice | There is limited evidence of any attempt to work as an autonomous professional who reflects on their own practice | Communication of work is unclear and inappropriate to a defined audience and does not consistently use appropriate strategies or media | Inadequate or little contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little or no reflection critically on their own performance and that of others within the team | There is insufficient development of a vision of themselves and their professional futures | Limited attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources | There is limited or incorrect identification of the social and community contexts of the discipline in drawing conclusions and making recommendations |
| 0%-  19% | There is little or no evidence of any attempt to solve novel and complex problems with little or no reference to theory and practice | There is little or no evidence of working as an autonomous professional who reflects on their own practice | Communication of work is unclear and inappropriate to a defined audience and does not use appropriate strategies or media | Inadequate or no contribution to a team as either leader or member as needed to scope and complete complex multi-faceted projects and little or no reflection critically on their own performance and that of others within the team | No clear vision of themselves and their professional futures is presented | Little or no attempt to plan and/or carry out projects which gather information from appropriate primary and secondary sources | There is little or no identification of the social and community contexts of the discipline in drawing conclusions and making recommendations |