



University of Bahrain



Post Graduate Certificate for in Academic Practice Program (PCAP) Participant Handbook 2014 - 2015



University of Bahrain
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	Semester 1		Semester 2	
	PCAP 501	PCAP 503	PCAP 502	PCAP 504
Formative Assessment	1 Journal entry (500 words)	20 minutes presentation on Proposal for Action Research to mentor group	Draft Personal Development Plan (500 words)	20 minutes presentation on progress of Action research to mentor group
Summative Assessment	2 Journal entries (1000 words: 500 words each) Reflective report on Peer Observation of teaching (2000 words)	Critique of published research paper (3000 words)	Portfolio (3500 words) + Reference from mentor	Action research report (3000 words)

Professional recognition

Assessments for the PCAP program

Rewards for PCAP Graduates

On successful fulfillment of the requirements of all the four courses in the program, the participant will be:

- Awarded a Post Graduate Certificate in Academic Practice approved by the University of Bahrain
- Entitled to the Higher Education Academy (HEA) UK fellowship.

To fulfill the requirements of the course, the participant needs to attend the intensive study days, mentor group meeting, submit all formative assessments and pass all summative assessments with a minimum of C.

Introduction:

The UoB Post graduate Certificate for Academic Practice (PCAP) program is a post graduate level program offered for academic staff at the UoB with less than three years of experience in teaching. The objective of the program is to equip the participant with the knowledge, skills and attitudes to become highly professional, creative and effective in their teaching profession, which enhances the quality of teaching and learning in their higher education institution. It also aims to support the participant perform within the international norms of academic practice and to obtain fellowship of the UK Higher education Academy (HEA).

Ethos of the Program

The UoB PCAP program is based on the philosophy of reflective practice. Recently, much attention has been given to the benefits of reflective practice in education both during teaching (reflection in-action) and as a result of teaching (reflection on-action). It has been shown to assist the academic generate new practices and think critically about current practices. The program seeks to help the participant develop this skill and make the participant more self-aware by analyzing their practice and their performance with respect to the UK PSF. Moreover, contrary to many other staff development programs, this program does not dictate the areas of investigation and research to the participant. Instead it guides the participant to investigate the areas of interest pertinent to their specific area of practice and experience. It encourages the participant to engage in continuous analysis, critical review and evaluation of their own and others teaching practices leading to improvement of practice. This will inevitably lead to establishing a culture of continuous professional development within the higher education institute.

Program Intended Learning Outcomes (PILOs)

The program has the following learning outcomes:

By the end of the program, the participant will be able to:

- 1) Critically evaluate and appraise learning, teaching and assessment strategies in order to create a learning environment appropriate to the learner's needs.
- 2) Take a pro-active and self-reflective role in the design and planning of learning activities and/or programs of study in relation to the participant's own practice.
- 3) Critically evaluate current issues in research into learning, teaching and assessment

Benefits of the Program

The benefits of the PCAP program are:

- 1) Providing the participant with the assistance required to identify and address issues pertaining to their teaching practice within the context of their higher education institute.
- 2) Fostering a reflective approach to professional practice.
- 3) Encouraging continuous professional development.
- 4) Developing cooperation and exploration of common issues related to teaching between the participant and fellow academics at their higher education institute.
- 5) Meeting the quality assurance requirements for the National Authority of Qualification and Quality Assurance in Education and Training (NAQQAET).
- 6) Allowing the participant to demonstrate their successful practice in relation to teaching and learning through recognition as a Fellow of the HEA.

Program Delivery

The program adopts a participant (student) - centered approach of delivery. It is delivered through a series of workshops and supported independent learning activities organized by lecturers and mentors. The contents delivered will be adapted to serve the participants' needs such that they are supported to construct their own learning throughout the academic year.

Courses in the program

Semester 1	Semester 2
PCAP 501: Reflective Practice (3,0,3)	PCAP 502: Personnel and Professional Development (3,0,3)
PCAP 503: Reflection and Critical Thinking in Academic Practice (3,0,3)	PCAP 504: Approaches to Learning, Teaching and Assessment in Higher Education (3,0,3)

Assessments

The participant's achievement of the above PILO's is assessed through a number of written and oral assessment tasks, which will include both formative and summative assignments as shown in the table below. These tasks include journals, reports, portfolios and presentations. All the assignments have the dual purpose of providing evidence of completion of the requirements of the PCAP program and evidencing your development and successful achievement of the UK PSF. The successful fulfillment of the requirement of professional recognition at Descriptor 2 (Fellowship) by the HEA is evidenced in a Reflective Academic Practice Portfolio (RAPP) the participant submits for summative assessment of PCAP 502.