

## PROGRAMME SPECIFICATION

This document describes the **Programme in Skills of Teaching to Inspire Learning (inSTIL)**. This specification is valid for new entrants from **Autumn 2016**.

The aims of this Programme are:

To provide research students, Non-Established Teachers and technicians, who are undertaking teaching duties at Royal Holloway with:

- the skills necessary to promote effective student learning
- the confidence required for effective teaching
- a basis for their future academic career development.

The Programme is delivered over three academic terms. Participants begin in October and complete in June.

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This document provides a summary of the main features of the Programme, and of the outcomes which a student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information is contained in the College prospectus, the College Regulations and in various documents issued to participants throughout the Programme. Whilst Royal Holloway keeps all its information for participants under review, programmes and the availability of individual courses are necessarily subject to change at any time. Royal Holloway will inform participants as soon as is practicable of any substantial changes which might affect their studies.

### Learning outcomes

Participants who have successfully completed inSTIL will be able to:

#### *Knowledge and understanding*

- independently plan and deliver effective teaching sessions employing a variety of strategies appropriate to their role in College, and give constructive feedback\* on the progress of other learners;
- demonstrate an appreciation of how student diversity, and individual needs, can be accommodated in your teaching strategies to promote equality of opportunity\*, student engagement in learning, and 'ownership' of the learning process by your students;
- critically appraise published research\* into teaching and learning, and apply such scholarship\* to inform your own teaching approaches;

#### *Skills and other attributes*

- participate constructively in a community\* of learners, and demonstrate how their own teaching practices could foster active participation and collaboration among learners;
- continually use a variety of sources of evidence to evaluate the experiences of learners, critically reflect on their impact\*, and thereby plan for improvements\* in their teaching practice.

\* transferable skills

## Teaching, learning and assessment

Tuition is through presentations and interactive workshops, professional practice, peer observation and self-reflection. The emphasis is on active engagement in the learning process and making connections between theory and teaching practice. Students are required to undertake independent reading.

Assessment will be based on a portfolio of work containing an evaluation of teaching activities and record and reflection on the teaching observation process, a wiki task and a mapping document. Further details can be obtained from the programme's [website](#).

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## Details of the programme structure(s)

Participants attend an introductory day, to prepare them for their first teaching activities. They attend 4 required workshop sessions, attend conditioned electives as necessary and then can choose from elective sessions on offer each year. It is necessary that participants have sufficient teaching responsibilities to prepare and conduct a range of teaching sessions, and to be observed teaching, as required by the assessment.

*Workshop Topics:*

### Required Workshop Sessions (attendance at all is required)

- How do Students Learn?
- Micro-Teaching: planning and presentation skills
- Evaluating your Teaching
- Teaching to Student Diversity

### Conditioned electives

- Assessment, marking and feedback (if part of your role)
- Lecturing and/or Small group teaching (depending on your role)

### Elective Workshop sessions

May include:

- Technology Enhanced Activity Design
- The role of self-regulation and metacognition in learning
- Drama activities for group cohesion
- Curriculum Design

**Please note:** this specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities that are provided. More detailed information on the content for individual sessions and the teaching, learning and assessment methods can be found in the Programme Handbook and session materials.

## Award requirements

In order to pass the Programme, students must fulfil the Programme attendance requirements, including participating in the peer observation of teaching programme, and gain a pass for their portfolio. Specific assessment criteria are set out in the Programme handbook.

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## Student support and guidance

- Teaching staff are available for consultation by appointment

- The Programme creates a network of peers for participants, overcoming some of the isolation often experienced by research students
- A Programme handbook is supplied to students at the introductory meeting for the course
- Extensive support materials and learning resources are available in the College Library and within Moodle.
- There is access to all College and University support services, including Student Counselling Services, Health Centre, Careers Service and Disability and Dyslexia Services (ESO).

### **Admission requirements**

*Any postgraduate student who is employed by the College in a lead teaching role (i.e. conducting teaching sessions entirely on their own) is required to register for the Programme in the first term that they undertake teaching in the College.*

For postgraduates who are employed to teach as part of a team (e.g. a demonstrator who is teaching alongside an academic staff member), completion of the Programme is strongly recommended.

Non-established teachers and other (e.g. technical) staff with teaching responsibility are also eligible for the Programme, depending on the nature of their role (i.e. whether they have sufficient teaching to complete the Programme requirements; this should be established in discussion with the Programme co-coordinator).

Participants *must* be employed to do some teaching in the College over the period that they are registered for this Programme. This is because the planned activities and assessment can only be completed if they are currently teaching. A minimum of two hours' teaching is required for observation purposes.

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### **Further learning and career opportunities**

This Programme prepares and supports participants for teaching duties at Royal Holloway. Higher Education Academy accreditation of the Programme also enables participants to gain Associate Membership of the [Higher Education Academy](#), a direct benefit to those who wish to make careers in the university sector in the UK and abroad. For further details please refer to the [Careers Service](#).

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### **Indicators of quality and standards**

Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Excellence Framework (REF 2014) conducted by the Higher Education Funding Council (HEFCE). The scoring system for the REF 2014 measures research quality in four categories, with the top score of 4\* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour and 3\* indicating research that is internationally excellent. 81% of the College's research profile was deemed to be within the 4\* or 3\* categories, an increase of over 20% since 2008. This results for the quality of our research outputs placed Royal Holloway 15<sup>th</sup> in the UK based on an overall Grade Point Average (GPA) score and 20<sup>th</sup> in the UK for 4\* and 3\* research.

The Educational Development Centre was identified for praise in the College's QAA Report in both 2002 and 2005 for its work providing professional development for staff and postgraduates who teach.

The case studies from academics and graduate teaching assistants on new Teaching and Learning Space showcases the innovative range of teaching practices being used across the College.

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### **List of programmes**

The Programme in Skills of Teaching to Inspire Learning (inSTIL) is taught by staff at Royal Holloway, University of London, and leads to the award of 15 credits at Masters level.

- Programme in Skills of Teaching to Inspire Learning (inSTIL): Accredited by the Higher Education Academy.

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