

# Seeking professional recognition:

## applying the case study of the development of the Board of Examiners online course

Academic Quality led a project to develop an online approach to the delivery of mandatory training for staff involved in supporting examination boards at Edinburgh Napier University. The project formed the basis of key case studies used in applications to seek professional recognition from both the Higher Education Academy (AFHEA) and the Association of University Administrators (AUA) and the Association of University Administrators **Katrina Swanton, AAUA, AFHEA, Academic Quality Advisor (k.swanton@napier.ac.uk)**

### Developing an online course for Clerks and Convenors of Boards of Examiners Project Overview:

The University Regulations require all Clerks and Convenors of examination boards to undertake training provided by Academic Quality. The course had traditionally been delivered annually applying the LTA approaches of a lecture followed by practical group-work.

#### Aims of the project:

- To make the course more accessible – staff should access the course at their own convenience and complete it at their own pace
- To better acknowledge and address the diversity of experience, knowledge and expertise, and meet the needs of those required to undertake the training
- To address the University's strategic aim of incorporating technology into our LTA approaches and to develop an example of good practice in online professional development courses at the University

#### Scope of the project:

To deliver similar content as included in the face-to-face course, but applying an online LTA approach

#### Project outcome:

The course was designed in Moodle in two parts:

- A mandatory section intended for all participants - incorporating a video resource (replicating the lecture); a multiple choice quiz on exam board scenarios and discussion forum (replicating the practical workshop sessions)
- An additional resources section, aimed at providing more detailed information for less experienced staff (addressing the diversity in learner-need)



To seek Associate Fellowship of the Higher Education Academy, you are required to demonstrate understanding of specific aspects of effective teaching, learning support methods, student learning and:

- Successfully engage with at least two Areas of Activity
- Successfully engage in appropriate teaching and practices related to these Areas of Activity
- Possess Core Knowledge and understanding of at least K1 and K2
- Demonstrate commitment to Professional Values in facilitating others' learning
- Demonstrate relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- Engage in professional development activity related to teaching, learning and assessment responsibilities

To seek Accredited Membership of the Association of University Administrators, you are required to submit a statement demonstrating how the continuous professional development you have completed relates to at least three of the nine AUA professional behaviours, for example:

**Using resources**

Expert advice was sought to agree the platform to be used to develop an online delivery method enabling the quality of the training to be retained (Moodle)

Considered how embedded videos could be used to capture and convey information and instructions

Reflected on how the quiz function in Moodle could be effectively utilised to deliver the exam board scenarios

**Developing self and others**

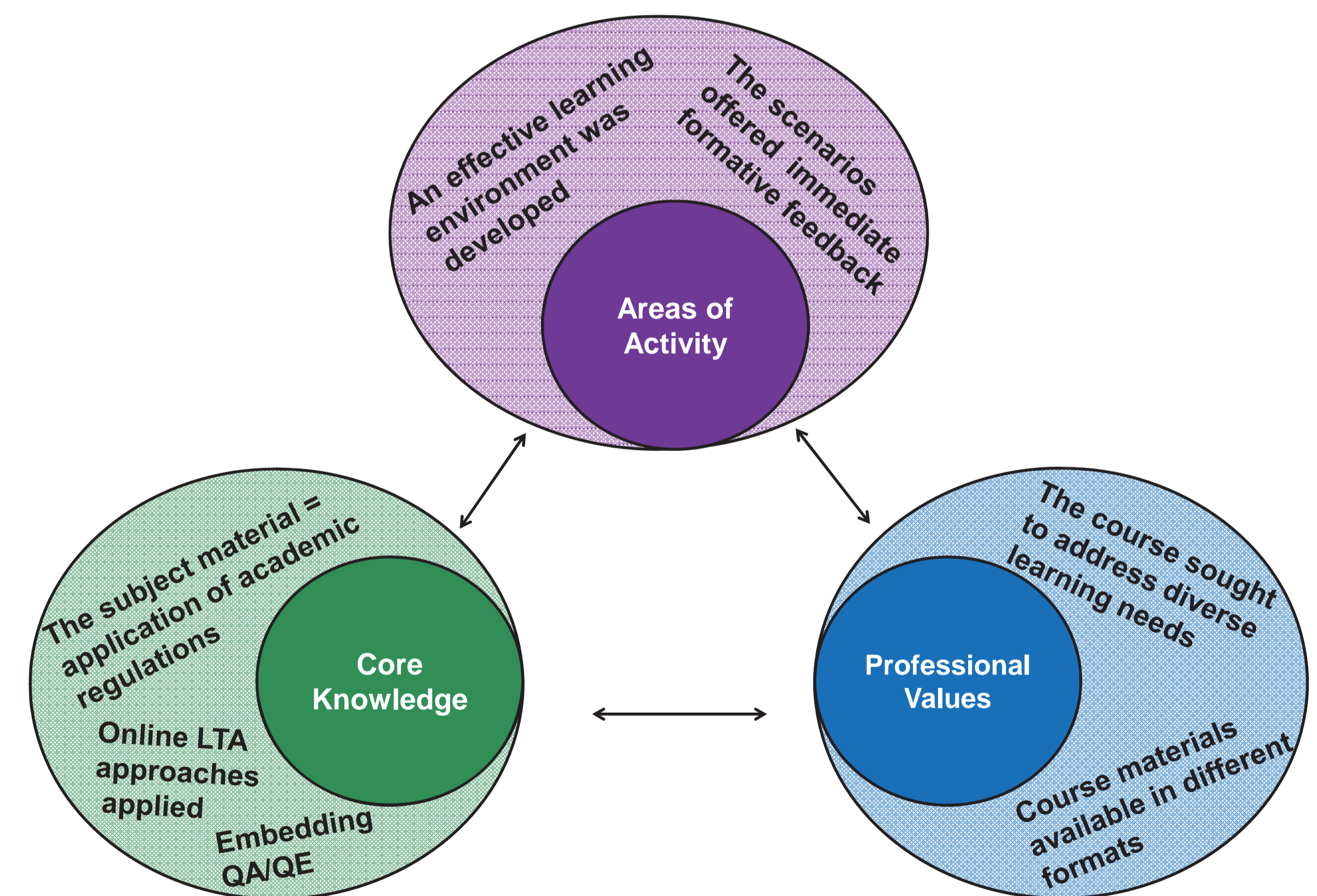
Moodle skills were quickly developed and it was important that the course utilised exemplary approaches which could be adopted by academic colleagues taking the course within their own VLE courses

The course content developed participants' understanding of the application of the academic regulations

**Achieving results**

The project was delivered on time and was positively received : 72% of participants who had undertaken the course previously indicated their preference for the online delivery method (just 12% disagreed)

The course was enhanced for 2013/14 and 90% of respondents agreed that the training prepared them well for the forthcoming boards



Clauses I- IV were demonstrated within the case study on the development of the online course