

Postgraduate Certificate for Teaching in Higher Education

**Module 1: Introduction to**

**Higher Education Practice**

**Module Guide**

**30 Credits, Level 7**

**Module Code: 77-706448**



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*This guide is available in large print on request*

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SHU Attendance Statement

The University is committed to supporting student achievement and facilitating full student engagement with their studies. The University's approach to learning places high value on **the active engagement of all students** with their peers, teaching staff and other external/professional experts. The University recognises that a high level of attendance contributes significantly to academic achievement, retention, progression, and the successful completion of the course. It also contributes to the enhancement of the quality of the learning experience and the development of core skills such as teamwork and professional communication and behaviour.

**It is therefore essential that all students take responsibility for their learning by engaging fully with their course** and that as a minimum students should:

1. attend punctually all scheduled and timetabled learning and teaching activities and sessions unless unable to do so for reasons of illness or other extenuating circumstances
2. engage with and participate in all learning activities
3. submit all assessments by scheduled hand-in dates
4. attend all scheduled assessments (for example, in class tests or presentations)
5. reflect on and act on feedback on assessed work
6. undertake independent learning in support of teaching delivery as directed by academic staff.

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*If you have a circumstance which means your* ***attendance is being adversely affected,*** *please discuss this with your module tutor and/or the Student Support Team (via the Helpdesk in Charles Street). More support information is also available on Blackboard and/or from staff at Helpdesk. As a member of staff who is studying, we are aware of the competing pressures you face and we will do our best to ensure you get the support you need to attend the course.*

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# Outline of the Module

How the module forms an integral part of your course

## Welcome to Module 1: Introduction to higher education practice

This module intends to introduce you to teaching, learning and assessment in the UK higher education context, build your understanding of key pedagogical theories and ideas, and develop you as a reflective practitioner.

You have joined this module as the first part of the Post Graduate Certificate in Teaching in Higher Education (PGC THE). There are two modules in the PGC THE - these can be used as credit towards the MA in Education. The course typically runs over a full academic year, and this module runs over one semester.

The course is structured around a 3‑hour time slot each week (with two full study block days at the start). Although the detail of individual sessions will vary, each week typically includes a 2¼ hour 'lead session', and then a further 45 minutes which is set aside for group work time and tutorials as needed. Please see the programme plan in this module guide for more details.

This module, and the course more generally, aims to do several things, some as part of the core module outcomes (the content) and some as a result of the approach to teaching and learning (the process). These broader aims are to:

* establish a supportive peer network and community of practice
* raise awareness and understanding of key issues in higher education
* direct you to key resources and literature
* model a process approach to learning, teaching and curriculum
* provide some useful and practical advice on designing and facilitating teaching
* make links to theory and pedagogical literature to use as 'tools for reflection'
* support you to relate the course content to your own subject and context
* enable you to reflect critically on your own practice and on the wider context
* value and respect individual contributions and experiences
* respond to your questions, concerns, ideas and suggestions

This module guide contains detailed information regarding the assessment tasks for the module, and the formal module descriptor along with the link to the online reading list. It also makes clear how the work you do for the assessment tasks will contribute to your achievement of academic credit for the module as well as enabling you to generate evidence to meet Descriptor 1 of the UKPSF (see over the page).

The UK Professional Standards Framework (UKPSF) for teaching and supporting learning in Higher Education



The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

The UKPSF is structured against four Descriptors, relating to individual role and / or career stage. D1 relates to recognition for Associate Fellowship, D2 Fellowship, D3 Senior Fellowship and D4 Principal Fellowship.

The course sits within the Higher Education Academy (HEA)[[1]](#footnote-1) accredited TALENT framework. Completion of this module (Module 1) leads to Associate Fellowship of the HEA (AFHEA), equating to ‘Descriptor 1’ within the UKPSF. This is nationally recognised within Higher Education (completion of the whole course leads to Fellowship of the HEA and equates to Descriptor 2; more information in this can be found in the appendix D and the course handbook).

The Areas of Activity, Core Knowledge and Professional Values are together described as ***the dimensions*** of the UKPSF. See the Dimensions of Practice in Appendix D.

Please also see Summative Checklists for assessment in Appendix E.

## UKPSF Descriptor 1:

In completing this module, you will be able to demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. You should be able to provide evidence of:

I. Successful engagement with at least two of the five Areas of Activity

II. Successful engagement in appropriate teaching and practices related to these Areas of Activity

III. Appropriate Core Knowledge and understanding of at least K1 and K2

IV. A commitment to appropriate Professional Values in facilitating others’ learning

V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

The assessment criteria for the assessment tasks explicitly ask you to look at connections with the UK Professional Standards Framework (see Appendix D), and how what you are doing evidences your achievement against D1. As such, you need to keep the Professional Standards Framework in mind when undertaking your work – for example, think about how the activity you are undertaking relates to your core knowledge, or the Professional Values identified within the Framework.

For each task, the UKPSF ‘Dimensions of Practice’ most relevant to that task have been identified within the task brief, and in feedback reports, you will get feedback on the evidence you have demonstrated against Descriptor 1.

# Module Learning Outcomes

What you will learn and how you will develop your employability / career skills by engaging with this module.

*By engaging successfully with this module you will learn how to:*

|  |
| --- |
| Learning Outcomes |
| 1. Evaluate theories and models to inform approaches to own practice in higher education
 |
|  |
| 1. Demonstrate a critical understanding of learner needs
 |
|  |
| 1. Design, plan and facilitate effective and inclusive practice in higher education
 |
|  |
| 1. Engage with professional standards in order to inform practice and development
 |
|  |
| 1. Critically reflect on and evaluate own practice in order to set targets for professional development
 |
|  |

*Embedded in these outcomes are the Sheffield Hallam University graduate attributes:*

|  |  |
| --- | --- |
| 1. *Knowledge application*
2. *Motivation and engagement*
3. *Social responsibility*
4. *Creative and critical thinking*
 | 1. *Integrity and professionalism*
2. *Research and enquiry*
3. *Digital literacy*
4. *Communication*
 |

# Learning and Teaching on the Module

How the learning and teaching activities across the module are designed to support your learning.

How effective engagement with the module will support your learning.

The module consists of a two-day study block and 12 weekly sessions. The sessions are usually divided into 2¼ hours of 'taught' time (tutor input, class based active learning, discussion and debate), and 45 minutes of group work time, for you to focus on your group assessment and / or other assignment tasks.

During this time you will explore key questions, knowledge and skills relevant to your professional role in higher education. Specific attention is given to areas such as the design and facilitation of teaching and learning, assessment, working with students and educational theories and issues. Inclusive practice is the cornerstone of all aspects of the course and we will be examining what this means in the HE context and in terms of teaching and learning within your own subject disciplines.

Our approach on the course is underpinned by sociocultural theories of learning. This means that social interaction is at the heart of our teaching and students play an active role in their learning (Vygotsky, 1978). We also believe that knowledge is constructed through communities of practice (CoPs), where a 'CoP' is a committed and supportive group of practitioners who 'share a concern or a passion about a topic, and who deepen their knowledge and expertise in the area by interacting on an ongoing basis' (Wenger et al, 2004:4). This means that sessions are characterised by a mix of teaching and learning activities, including student or tutor-led presentations, small and whole group discussions and individual and shared tasks. We use a range of equipment and resources including tablets, phones and laptops, so we advise you to bring your own internet-enabled device to sessions.

Our Virtual Learning Environment, 'Blackboard', will be used throughout the module in various ways, for instance, in order to allow electronic access to all workshop materials and to engage you with further learning materials and pre or post-session tasks. You will find a shared space here for small-group work. These should be utilised by all students on the module, as they will be used to work on your group assessment task. The module leader will monitor this. More information about this will be given during the module sessions.

Vygotsky, L. & Cole, M (ed). (1978) Mind in society: The development of higher psychological processes. Cambridge, Massachusetts: Harvard University Press

Wenger, E., McDermott, R., Snyder, W. (2002) Cultivating Communities of Practice: A Guide to Managing Knowledge. Boston, Mass and London: Harvard Business School, OUP McGraw-Hill

**Expectations**

*In relation to this module tutors have a responsibility to:*

* use relevant, high quality teaching and learning materials
* facilitate purposeful discussion, debate, analysis and exploration of ideas
* provide formative feedback and support and guidance on practical and written work that will enable students to understand how to improve and develop their skills
* make summative feedback available to students in line with Faculty feedback policy

*In relation to this module students have a responsibility to:*

* engage with the required reading and/or preparation prior to each week’s workshop
* engage with and complete assessment tasks
* work appropriately as a team in the group assessment
* actively participate in sessions and demonstrate respect and consideration to other course members
* check submission arrangements (available on the Assessment Diary and in the Assessment Brief) and submit accordingly
* participate in module evaluation activities

# Module Sessions

How the module is organised and what the focus of each timetabled session is.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *No* | Wk | Date | *Room* | Time | Topic |
| *1* | 7 | 14.09 | *12.6.06**5.01, 5.12**& 6.13* | 10-4.30 | **Study block - day 1**Introductions, reflective practice, micro-teaching, enrolment (3.30) |
| *2* | 8 | 21.09 | *12.6.06**3.17, 4.12**& 4.18* | 10-4.30 | **Study block - day 2**UKPSF, student reps (KD+AW), planning teaching and learning, micro-teaching |
| *3* | 9 | 28.09 | *12.6.06* | 10-1 | **Who are the students?**The UK schools system, expectations |
| *4* | 10 | 05.10 | *12.6.06* | 10-1 | **How we learn**Learning theories, debunking 'learning styles', analysing practices |
| *5* | 11 | 12.10 | *12.6.06* | 10-1 | **Designing teaching and learning**Planning sessions, differentiating,principles of universal design |
| *6* | 12 | 19.10 | *Cantor 9003* | 10-1 | **Working with small groups**Icebreaker activities, theory &techniques, troubleshooting |
| *7* | 13 | 26.10 | *12.6.06* | 10-1 | **Assessing learning**Assessment for learning, giving feedback on assignments |
| *8* | 14 | 02.11 | *12.6.06* | 10-1 | **The 'normal' student**'Normal' as a social construction. 'Traditional' as a political construction. |
| *9* | 15 | 09.11 | *12.6.06* | 10-1 | **Revising module content** for the Reflective Analysis assignmentUKPSF, mid-module evaluation  |
| *10* | 16 | 16.11 | *12.6.06* | 10-1 | **Student behaviours**Managing behaviour for learning |
| *11* | 17 | 23.11 | *12.6.06* | 10-1 | **Who are universities failing & why?**Differential outcomes, sociocultural perspectives, inclusive practice |
| *12* | 18 | 30.11 | *Norfolk 210* | 10-1 | **Working with large groups**The Lecture (*groupwork submission date*) |
| *13* | 19 | 07.12 | *12.6.06* | 10-1 | **Group Tasks 1**Assessed coursework |
| *14* | 20 | 14.12 | *12.6.06* | 10-1 | **Group Tasks 2**Assessed coursework Evaluation of the module |

Observation completed by 21.12.18. Reflective Analysis final submission by 10.01.19

# Independent Learning

How you can prepare for taught sessions to benefit fully.

How you can study independently to gain the knowledge and skills needed to learn effectively on the module and beyond.

Most weeks you will be expected to complete some directed study work in your own time. This is outlined in the “Learning Materials” section of the Blackboard site, in order for you to better plan your study schedules. We will often be discussing related topics in class so please bring to the session any set readings (either on paper or electronically) and your thoughts/answers/ideas. Other directed study work may be assigned as the module progresses in response to the directions taken in class discussions. As always, as the module progresses you are also expected to engage in self-directed study, such as ‘reading around your subject’ when you begin to focus in on the specific topics related your assignment task and working on your assignments.

You can access the core Reading List in the 'Module Documents' section on Blackboard. Extra resources - including subject specialist / discipline specific pedagogical resources - are in the 'Extra Resources' section on Blackboard. The direct link to the RLO is [here](https://shu.rl.talis.com/lists/0D460A40-A0C0-68A1-216F-211675B0016B.html)

# Support Details

How you can access support outside scheduled teaching hours.

My contact details are on the front cover of this module guide. At any point in the module, if you have a query relating to course the best thing to do is to approach me at the end of a session. Other sources you should make use of include:

1. this **Module Guide** including the **Assessment Brief**.
2. the **Course Guide** you received at the start of the course
3. the **Frequently Asked Questions discussion forum** on the Blackboard site
4. **Blackboard**: the module site, and rest of Blackboard, isfull of useful information on referencing, critical writing, reading materials, etc.
5. your **Assessment Diary** for deadline dates and assignment information
6. the **Library -** online via the Gateway or in person
7. **The Bridge** for face to face and online academic skills support
8. **Charles Street** **Helpdesk** (Level 1 of the Charles St building) can help with course, module and submission queries. Contact them on 0114 225 3636 or DECI@shu.ac.uk

Appendices

How your learning will be assessed.

How your work will be marked.

How the process of marking will be managed to ensure it is fair and equitable.

Appendices A, B and C together make up the Assessment Brief for this module. Appendix D contains the relevant information from the UK Professional Standards Framework against which the assignments are mapped. You can also find all this information on the module's Blackboard site in the 'Assessment' section.

Appendix A: Assessment on the Module

Assessment on this module is unusual in that you are not only ‘being’ assessed (assessment 'of' learning), but you are also learning about assessment; assessment 'as' learning. As such, the range of assessment experiences are designed to help you learn about some different forms of assessment and reflect on the forms of assessment and feedback you may use with your own students.

This course has **exemptions** from the standard assessment regulations, which means that all tasks must be passed to pass the modules. This is due the need for you to evidence your achievement against the UKPSF and so compensation is not permitted. The observation of practice task is pass/fail (not percentage marked) due to its professional nature, and as such capping does not apply. Other tasks are percentage graded against standard Masters grade bands (pass, merit, distinction). Assessment briefs, rubrics and deadlines can be accessed via the Blackboard module sites (please also see pages 21-41 of this guide).

Group work (Task 2) is used on the course in line with the principles of 'assessment as learning'. Feedback from course participants over the years has indicated this to be an extremely valuable learning experience both in terms of understanding the experiences of participants own students and also in embedding and expanding peer networks. However, Task 2 does not contribute directly to an individual participant's achievement of the professional standards. Evidence for the standards is generated in the achievement of Task 1 and Task 3.

*NB course members working towards AFHEA will demonstrate often evidence of ‘Areas of Activity’ A1 and A2 in their assessed work, but if you believe that a different combination of ‘Areas of Activity’ will provide a better match for your role, then please discuss with the course team which particular ‘Areas of Activity’ will form the focus of your assessment tasks. All candidates for AFHEA are expected to engage with A5 as part of their professional practice.*

###### **A note on word counts**

Most participants who have undertaken the assessment tasks for this module have found them a useful learning activity. We do not wish to restrict the learning and professional benefits which you might gain from any task by artificially limiting the word count **but we would urge you to respect the word counts in the same way you would expect your students to do** - both in terms of academic rigour and workload for you and the marker. If you write more than 10% over the word count, you should edit the work (if you wish you can move the extra into an appendix).

Summary of assessment tasks

We aim to offer a variety of different types of assessment activities in order to cater for the range of particular preferences, experiences and approaches of all course members. As part of our commitment to inclusion and diversity, we are happy for you to discuss with the course team whether it is possible to negotiate (preferably as early as possible) alternative approaches to meeting the assessment criteria. This table shows how the assessment tasks provide opportunities to produce evidence for Descriptor 2 of the UKPSF.

|  |  |  |
| --- | --- | --- |
| **Assessment Task\*** | **Submission Timeframe\*\*** | **UKPSF – D1\*** |
| **Task 1** | **Observation of practice***requires the following elements to have been successfully completed:* |  |
| (a) observation documentation - observation focus sheet and session plan | 48 hours before agreed observation date | D1 (I, II) |
| (b) practical observation of teaching | Negotiated with observing tutor | D1 (I, II, III, IV) |
| **Task 2** | **Group Task** | Materials and plan submitted to Blackboard in week 12, delivery assessed in weeks 13 and 14 of the module | D1 (III, IV, V, VI) |
| **Task 3** | **Reflective Analysis**  | Draft submission within 3 weeks of observation.Final submission after the end of the module | D1 (III, IV, V) |

*\*Descriptor 1:*

*I. Successful engagement with at least two of the five Areas of Activity*

*II. Successful engagement in appropriate teaching and practices related to these Areas of Activity*

*III. Appropriate Core Knowledge and understanding of at least K1 and K2*

*IV. A commitment to appropriate Professional Values in facilitating others’ learning*

*V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities*

*VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities*

*\*\*See Blackboard for submission deadlines*

Appendix B: Assessment Descriptors

## Assessment Brief – Task 1 Observation of practice

This assessment task provides evidence for learning outcome three:

* **Design, plan and facilitate effective and inclusive practice in higher education**

It also enables you to demonstrate your engagement with at least two of the five Areas of Activity, your subject knowledge, and your commitment to appropriate Professional Values in facilitating others’ learning.

The task is an observation of you teaching a session to a group of your learners.

The teaching observation is normally carried out at a convenient point in the core teaching weeks of the semester. The purpose of the observation is to carry out an assessment of your practical teaching, including how you respond to learner needs both in the design and the facilitation of teaching and learning.

The observation will normally last about an hour, followed by debrief and discussion. The observer will complete a written report on the session (see p17).

Planning and preparation is assessed by documentation. The focus sheet and session plan must be with your observer at least two full days before the observation. More information on this is given further on in this document.

The flowchart on the next page outlines the main steps in this process.

|  |
| --- |
| **Summary of observation process** ECDBADiscuss with mentor / colleagues. Choose sessions which allow you to meet the assessment criteria (see assessment report). Offer ***at least*** 3 possible dates by the deadline identified in the module programme.Hand all required documents to observer at start of the sessionEmail documentation to observer 48 hours before the sessionUse Outlook to ensure that the date is in both your diariesNegotiate date and details of the observation (and time of debrief)Identify a range of suitable sessions for observation***Cancellation****: If you or the observer needs to cancel the session for unavoidable reasons, then we will try to rearrange the observation. We will do what we can to be flexible in rearranging it but may have to carry it over into the following semester.*Do not leave this to the last minute. Discuss your ideas for the session with your named observer if you have any doubts about whether what you have in mind will be suitable.**A draft reflective analysis should be submitted within three weeks of receiving your observation** **report**. The final submission will take place after the end of the module.Normally around half an hour; ideally this will be immediately or soon after the session. Be prepared to discuss what went well, and what you might improve / develop further. Plan a suitable location for the observer (often in a corner of the room), and expect to introduce the observer to the class (as observing you, not the class!). In a longer session, the observer may arrive or leave part-way through, and you may need to identify a suitable point for this.***Use an Outlook meeting request***: It is your responsibility to make sure the date and time are accurately in the observer’s diary and yours. (If you are not a member of SHU staff, discuss with the observer how to do this.)IRecord your reflections on the observed sessionObserver sends you assessment reportHGThis will be sent within three weeks of the observation – please contact the observer if anything in the assessment report is not clear.DebriefF**Carry out observed session**This ***is*** ***required*** for the observation to go ahead. * Session plan (see template on pages 19/20)
* Resources used and module guide
* Completed observation focus sheet

This also confirms the observation and ***is*** ***required*** for the observation to go ahead. It is your responsibility to make sure the observer has received your email; we recommend using Outlook to request a ‘Receipt’ for your email. |

## Opportunities for addressing Descriptor 1 of the UKSPF in Task 1

|  |
| --- |
| This assessment task contributes to your achievement of the following aspects of Descriptor 1:*I. Successful engagement with at least two of the five Areas of Activity**II. Successful engagement in appropriate teaching and practices related to these Areas of Activity**III. Appropriate Core Knowledge and understanding of at least K1 and K2**IV. A commitment to appropriate Professional Values in facilitating others’ learning* In particular, the following Dimensions of practice:* *A1 Design and plan learning activities and/or programmes of study*
* *A2 Teach and/or support learning*

and may give you scope to demonstrate aspects of:* *A3 Assess and give feedback to learners*
* *A4 Develop effective learning environments and approaches to student support and guidance*

Even if your role only offers you limited scope to control the design and planning of the learning activities and/or programmes of study that you are involved in, we still expect you to engage with this element of design and planning ***as if you were in a position to influence them.***In common with all assessment tasks on this course, you will also need to approach the activity in a way which reflects your engagement with* *A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.*

This task should also provide evidence of:* *K1 The subject material*
* *K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme*
* *K4 The use and value of appropriate learning technologies*
* *V1 Respect individual learners and diverse learning communities*
* *V2 Promote participation in HE and equality of opportunity for all learners*
 |

## Assessment Task 1 - Supporting information

There are two pieces of supporting information that you need to supply in relation to your observation.

|  |
| --- |
| Supporting documentation for the observation |
| **Document** | **Submission** |
| 1. **Observation focus sheet**

*(approx 800 words)* | 48 hours before agreed observation date |
| 1. **Session plan**
 | 48 hours before agreed observation date |

These are described in more detail on the following pages

## Assessment Task 1: Observation of Practice Focus Sheet

To be completed prior to the visit - please delete the italicised prompts **but not the section titles** prior to submission. Guidelines: approx 800 words total)

|  |
| --- |
| Name of Course Member:  |

**Details of Observed Session**

|  |  |  |
| --- | --- | --- |
| Programme Title: | Module title: | Academic Level: |
| Session Title/Topic: | Room number, date, and time: | Expected number of students: |

|  |
| --- |
| **Context** *Identify the context e.g. level of study, mode of study, subject area, nature of award. You should also include any other aspects of the context (e.g. constraints of timetabling, location and setting, the subject itself). How do these factors influence the decisions you have made about learning, teaching and assessment in this session?* |
| **Learner group***Identify the nature and range of students that you work with - large or small group, mature, younger, or mixed, full time or part-time, commuter or campus-based, international, prior knowledge and experiences of learning, needs, goals and interests, cultural backgrounds… and so on. How do these factors influence the decisions you have made about learning, teaching and assessment in this session? For example, how have you addressed the support needs of students with learning contracts and also of those without?* |

(continued on next page)

|  |
| --- |
| **Additional factors***What about factors relating to you - your background, skills and values? Do you have to consider other tutors teaching on the module? Also, you could discuss the culture and approaches that may exist within your subject area, and how this impacts if so.* |
| **Creating an 'inclusive' or 'enabling' learning environment***How have you designed the learning environment to ensure that everyone is able to engage with and benefit from the session? E.g. How will you assess learning and understanding? How have you built in flexibility so that you can adjust the pace as necessary? How will you provide opportunities for active learning, and for self-assessment? How have you ensured that your resources are accessible and that case studies or examples reflect diversity?* |
| **Feedback focus***In addition to any general feedback that the tutor might give you, what specific aspects of the session, the innovation or your performance would you like the tutor to focus on to help you more usefully to reflect on and learn from this experience?* |
| **Bibliography***Include at least one reference to a published text on learning and teaching within your own - or a related - subject discipline, and two generic texts on LTHE.* |

*Please note that you can use the content from this document as part of your reflective analysis after the session.*

Example Session Plan template

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:**  |  | **Time:** |  | **Duration:** |  |
| **Room:** |  | **Level:** |  | **No. Of Students:** |  |
| **Programme(s):**  |  |
| **Module:** |  |
| **Topic:** |  |
| **Session aims:** (*The main purpose(s) of the lesson*) |
| **Specific learning outcomes:** (*At the end of the session, students will be able to…*) | **Assessment method(s)**: *how each learning outcome will be assessed during the session* |
|  | 1. 2.3.  |
| **Previous knowledge assumed:**  |
| **Resources**: (with reference to technology-enhanced learning where applicable) |
| **Notes re: differentiation, learning environment, learning contracts** |
| **Study skills development:*****Soft skills,*** *e.g. confidence, team working* | ***Hard skills,****e.g. Literacy; communication; ICT* |
| **Health & Safety** |
| **Evaluation (how the session will be evaluated by students, how feedback is managed):** |
| **Prior action needed / other staff involved:** |

continued overleaf

| **Time**  | **Content/Topic** | **Student Activity** | **Teacher Activity** | **Link to learning outcomes**  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |

 Assessment Task 1: Observation of practice - assessment report

|  |  |
| --- | --- |
| Course Member | Observing tutor |
| Signature of Tutor | Recommendation to Assessment Board***PASS / REFER*** |

|  |  |  |
| --- | --- | --- |
| Course Title | Module title | Academic Level |
| Session Title/Topic | Date, time, location: | Expected no. of students: Actual no. of students:  |

**Learning Outcome 3: Design, plan and facilitate effective and inclusive practice in higher education**

**A1** Design and plan learning activities and/or programmes of study

**K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**K5** Methods for evaluating the effectiveness of teaching

**V2** Promote participation in higher education and equality of opportunity for learners

|  |  |
| --- | --- |
| ***Areas of practice*** | ***Tutor comment*** |
| Focus sheet and session plan have been provided, in sufficient detail |  |
| Learning outcomes are constructed and a variety of timed teaching and learning approaches are evident |
| Opportunities for assessment and feedback have been planned in relation to learning outcomes |
| Methods for evaluating the effectiveness of teaching have been included |
| Evidence of understanding the implications of quality processes for teaching  |
| Health and Safety considerations, where appropriate, have been taken into account |
| Learning is set in the context of what has gone before, where appropriate  |
| Issues relating to individual learning needs, diversity, differentiation and learning context have been considered |
| Learning materials are clearly structured for all students’ needs and context, and are of a professional standard |

**Learning Outcome 3: Design, plan and facilitate effective and inclusive practice in higher education**

**A2** Teach and/or support student learning

**A3** Assess and give feedback to learners

**A4** Develop effective environments and approaches to student support and guidance

**K1** The subject material

**K2** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

**K3** How students learn, both generally and within their subject/disciplinary area(s)

**K4** The use and value of appropriate learning technologies

**V1** Respect individual learners and diverse learning communities

|  |  |
| --- | --- |
| ***Areas of practice*** | ***Tutor comments*** |
| Clear, accurate information is provided about learning outcomes |  |
| Students are provided with clear and sufficient guidance on any formative assessment activity |
| Tutor seeks evidence of learning achievement for the range of different types of student |
| Formative assessment activities are managed in a positive and encouraging manner |
| Teaching and learning approach(es) are appropriate to the range of students and to the subject area |
| Learner diversity is actively supported and issues of equality are addressed |
| Information/instructions are clear, at an appropriate pace, manner and level |
| Sound knowledge and understanding of subject area is evident |
| Content is sequenced appropriately |
| The session shows clear development and momentum |
| The interest of students is engaged and sustained |
| Students are treated appropriately; positive working relationships are developed and maintained |
| Group is managed effectively; facilitating skills are used appropriately  |
| Technologies are used as appropriate |

|  |
| --- |
| **Other Tutor Comments***Include any specific comments on requested observation focus***:***Is there evidence of:** *Successful engagement with at least two of the five Areas of Activity?*
* *Successful engagement in appropriate teaching and practices related to these Areas of Activity?*
* *A commitment to appropriate Professional Values in facilitating others’ learning?*
 |
| ***Strengths*** |
| ***Key areas for action / consideration*** *Include areas of practice / ideas / challenges to take forward into the next observation* |

Assessment Brief – Task 2: Group Task

**Task Brief**

 This task is deigned to enable to address learning outcomes three and four:

**Group Task**

In a small group you are to plan and facilitate a micro-teaching session on a given topic, equivalent in total length to 5 minutes for each group member.

This assessment will be undertaken in small groups. This assessment task requires you to plan and facilitate (towards the end of the module) a **group-led micro-teaching session** on a given aspect of higher education. It is intended to be equivalent to 1500 words per group member. This activity offers you an opportunity to:

* investigate a relevant topic in some depth
* consider implications for professional practice in your subject discipline
* plan and facilitate a micro-teaching session for your peers on this topic

It will allow you also to explore issues associated with group assessment activities.

Typical topics set for this task in the past have included:

|  |  |
| --- | --- |
| * Learning contracts
 | * Multimodal and multisensory learning
 |
| * Supporting academic skills
 | * Peer-mentoring for students
 |
| * Student wellbeing
 | * Creating the curriculum with students
 |
| * Evaluating teaching & learning
 | * Emotion, embodiment and learning
 |

**FAQs**

***What is a micro-teaching session?***

A 'micro-teaching' session is a mini teaching and learning session. It is similar to the micro-teach that you would have carried out individually at the start of the module.

The difference is that this time:

* You will co-facilitate the micro-teaching session as part of a small group
* This will be summatively assessed
* The topic will be assigned to you and will be on an aspect of learning and teaching in higher education.

The micro-teaching session must be self-contained rather than an ‘extract’ from a longer session. SMART learning outcomes should be stated at the start and achieved within the time-frame of the session. This means you need to realistic about how much content you can include and very specific about what you want the participants to be able to do by the end of the session.

You will also need to design some sort of assessment activity into the session so that you and your participants are clear about their achievement of the learning outcomes. This could be very simple: e.g. returning to the LOs at the end and asking participants to take a brief moment to self-assess their progress against them, or more complex e.g. asking participants to write a 1-minute paper about what they have learned.

You will need to avoid turning your micro-teaching session into a 20-minute ‘lecture’. The purpose is not simply to transmit information but to enable learning. There therefore needs to be an interactive element to the session to support participants to process the content and achieve the learning outcomes. This activity could form part of your assessment of participant learning (see above).

The key point to remember is to keep your micro-teaching session content manageable so that your LOs are achievable within the timeframe given.

***Who will the participants be?***

The participants in your micro-teaching session will be the rest of the people in your Module 1 cohort – that is, around 24-28 people, plus 2 assessors. You will be responsible for copying/printing/producing sufficient resources for this group.

You must therefore pitch your micro-teaching content at Level 7 participants (that is, include a critical perspective) but avoid making assumptions about prior knowledge of the topic of your micro-teaching session.

If there are specific needs within the participant group, and individuals are willing to disclose these, they will be shared with your group at the earliest possible opportunity.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***How should the micro-teaching session be structured?***Approximately 50% of the teaching time should be given to whole class presentation (although some audience interaction should be included during these slots). The remaining 50% should be allocated to an interactive learning task for participants to engage in, assessment and feedback from that task, and the opportunity for participant questions and discussion.A typical structure for an assessed micro-teaching session facilitated by a group of 4 members could be as follows:

|  |  |  |
| --- | --- | --- |
| Time | Activity | Lead facilitator |
| 5 mins | Presentation - introduction to the topic | Group member A |
| 5 mins | Paired discussion task for participants plus feedback | Group member C |
| 5 mins | Further questions from participants | Group member D |
| 5 mins | Presentation - summary of main points and further points to think about | Group member B |

 Or, alternatively:

|  |  |  |
| --- | --- | --- |
| Time | Activity | Lead facilitator |
| 5 mins | Initial quiz for participants plus feedback | Group member C |
| 5 mins | Presentation about the topic | Group member A |
| 5 mins | Further presentation, picking up on 1 or 2 points in more depth | Group member B |
| 5 mins | Time for questions from the participants | Group member D |

Or you may wish to design your own session structure within the given parameters. |

***I don't know anything about the topic my group has been given! Where do we start? When will we have time to do this?***

Don't panic! Your group will be given:

* A list of suggested reading material related to your given topic
* A face to face session with an assigned mentor who is an expert in your given topic and who can advise you on the content of your micro-teaching session.
* 45 minutes of class time per week for the remainder of the module up to and including session 12, for you to plan in your groups
* Module leader support and tutorials to help plan your micro-teaching session
* A private virtual space for the sole use of your group on the module Blackboard site, with options to share materials and use a wiki, blog and discussion forum (you may use an alternative platform, but the module leader will need to have access to this)
* Planning tools to help you organise and manage your time and resources

***What paperwork do we need to produce and by when?***

Your group will need to submit the following, via Blackboard, by session 12 of the module (the micro-teaching sessions will take place in sessions 13 and 14):

* A micro-teaching session plan (template below)
* A copy of any slides used in the micro-teaching session
* 2 hand-outs, one long (2 pages A4) and one short (1-page A4)
* Copies of any other materials used (e.g. quiz questions, cards, answer sheets), or links to electronic materials (e.g. quiz software, online discussion forums)
* A brief account of each group member’s contribution to the task (this could be listed on the back of the session plan)

The hand-outs may be used for any combination of the following (or you may determine your own purpose and content):

1. *To share the aims and learning outcomes of the micro-teaching session*
2. *To summarise the content of the micro-teaching session*
3. *To add more depth to the presenter’s input, for interested participants*
4. *To signpost the participant to further reading*
5. *To identify further issues or questions following on from the micro-teaching session*
6. *To hold QR codes or web links to further materials or sources*
7. *To present a diagram or image that will enable participants to progress towards the session learning outcomes*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***How do we decide who does what?*** Each member of the group should make a positive and equitable contribution in the completion of the assessment task. The following roles have been designed for each member of each group and should be agreed within the group:

|  |  |
| --- | --- |
| **Group member A** | * 1st presenter – responsible for preparing and facilitating initial presentation content and slides (content agreed with the rest of the group and aligned with micro-teaching session learning outcomes)
 |
| **Group member B** | * 2nd presenter – responsible for preparing and facilitating further presentation content and slides (content agreed with the rest of the group and aligned with the micro-teaching session learning outcomes)
 |
| **Group member C** | * Activity facilitator – responsible for designing, preparing and facilitating a participant activity to assess and consolidate learning (format/content agreed with the rest of the group and aligned with the micro-teaching session learning outcomes)
* Creator of short hand-out (1-page A4) – *see suggestions above*
 |
| **Group member D** | * Questions/discussion facilitator – responsible for facilitating questions or discussion points from participants, including using prompts if needed, answering questions (or inviting the most appropriate group member to), timing, generating and chairing whole-group discussion.
* Creator of long hand-out (2 pages A4) *– see suggestions above*
 |

Note that you do not have to facilitate the micro-teaching session in the order: member A, B, C then D. You can choose any order you want if it is by group consensus and it aligns to the learning outcomes for the micro-teaching session.If your group has more than or less than 4 members, please speak to the module leader about how to structure the micro-teaching session and allocate roles. |

***When will the micro-teaching session be assessed, and who by?***

Your group micro-teaching session will take place on one of the dates identified on the programme plan (session 13 and 14) and will involve peer-assessment, intra-group assessment and tutor assessment.

**Peer assessment** – you will be assessing other groups’ micro–teaching sessions, so it is very important that you attend for all micro-teaching dates identified in the module timeline. If you expect to have any difficulty attending one or more of the scheduled sessions, then you must discuss the implications of this with the module leader as early as possible.

**Intra-group assessment** - you will be asked to assess the ‘contribution’ made by your group members (including yourself) to the assessment task. Therefore, it is in the interests of individuals to review their levels of contribution to group efforts throughout this assessment activity and to discuss and decide what records or information individuals and/or the group should keep as supporting evidence to substantiate individual effectiveness of course members within the group.

**Tutor assessment** – all micro-teaching sessions will be assessed by the module leader and a second assessor and filmed for moderation purposes.

**Deadlines** - all materials must be submitted by 3pm on the date identified on the programme plan. This date is before the first micro-teaching session to offer some equity between groups facilitating on different dates. The assessed micro-teaching sessions will take place in sessions 13 and 14 on the programme plan. It is not generally possible to offer extensions for this submission date or for the micro-teaching sessions.

Attendance at both group micro-teaching sessions is mandatory.

A submission counts as ‘completed’ when:

* All required materials have been submitted to Blackboard by the required date
* A micro-teaching session has been undertaken by the group and assessed by the module leader and one other member of staff
* The group members have participated in peer-assessing other groups’ micro-teaching sessions
* All group members have submitted an intra-group assessment

|  |
| --- |
| ***What are the assessment criteria and how is it graded?***The assessment rubric for this task is included towards the end of this section. Please make sure you read it carefully and that you understand what is being asked.Although the focus is on the planning and facilitation of the micro-teaching session, the content will also be considered (since it is, for this exercise, the ‘subject-knowledge’ of the facilitators). This includes the choice of focus, critical perspective(s) adopted, clarity of communication and relevance to the participants.Each group will receive an overall 'grade' for the micro-teaching session as a whole, and each member will receive an individual mark for their contribution (individual marks will be released via Blackboard and will not be visible to the others). The individual mark is weighted as 30% of the overall module mark. |

## Opportunities for addressing Descriptor 1 of the UKSPF in Task 2

|  |
| --- |
| This assessment task contributes to your achievement of the following aspects of Descriptor 1:*III. Appropriate Core Knowledge and understanding of at least K1 and K2**IV. A commitment to appropriate Professional Values in facilitating others’ learning**V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities**VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities*In particular, the assessment task enables you to evidence development in the following dimensions of practice:**Areas of Activity*****A1*** *Design and plan learning activities and/or programmes of study****A2*** *Teach and/or support student learning****A3*** *Assess and give feedback to learners***Core Knowledge*****K1*** *The subject material****K2*** *Appropriate methods for teaching and learning in the subject area and at the level of the academic programme****K4*** *The use and value of appropriate learning technologies***Professional Values*****V1*** *Respect individual learners and diverse learning communities* ***V2*** *Promote participation in higher education and equality of opportunity for learners****V4*** *Acknowledge the wider context in which higher education operates recognising the implications for professional practice* |

##

**Sheffield Hallam University**

**Postgraduate Certificate in Teaching in Higher Education**

Module 1 - Assessment Task 2: Group Task Summative Assessment Tutor Report

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic/Title of Micro-Teaching Session** | **Cohort** | **Date** | **UKPSF Dimensions of practice:** **A1, A3, A3, K1, K2, K4, V1, V2, V4** |
| **Course Members and Group ID** | **Group Grade****Refer/Pass/Merit/Distinction** | **Assessing Tutor** |
| *Learning Outcomes* | **Refer (0-49%)** | **Pass (50-59%)** | **Merit (60-69%)** | **Distinction (70%)** |
| **Design, plan and facilitate effective and inclusive practice in higher education** | Plan is non-existent or poorly designed with little reference to inclusive or effective practiceThere is insufficient evidence of the effective use of teaching and learning approachesThere is little or no evidence that learning has taken place in the micro-teaching session | Plan provides some evidence of an approach to session design based on principles of effective and inclusive practiceAppropriate teaching and learning approaches are used to support participants to achieve the LOsThere is some evidence that learning has taken place in the micro-teaching session | Plan provides detailed evidence of an approach to session design based on principles of effective and inclusive practiceAppropriate teaching and learning approaches are used with some effect to support participants to achieve the LOsThere is robust evidence that learning has taken place | Plan provides evidence of creative/innovative session design based on principles of effective and inclusive practiceA suitable range of teaching and learning approaches is used successfully to support participants to achieve appropriately challenging LOsThere is considerable evidence that learning and critical reflection have occurred in the session |
| **Demonstrate a critical understanding of learner needs** | There is little or no identification or response to participant or group needs in the planning or facilitation of the micro-teaching sessionSession content is not made relevant to participants | There is some attempt to ensure that micro-teaching session content and activities are designed, pitched and paced as appropriate for the level and prior knowledge of the groupSession content is relevant to the participants’ context | Micro-teaching session content and activities are thoughtfully designed and differentiated as appropriate for individual needs within and collective needs of the groupSession content is relevant to the participants’ own contexts | Micro-teaching session content and activities are thoughtfully designed and differentiated as appropriate for individual needs within and collective needs of the group and reflect a diversity of sources and examplesSession content is relevant to the participants’ own contexts & interests |
| **General Comments, including*** **Quality of group micro-teaching session**
* **Effectiveness of group collaboration**
* **Session plan**
* **Hand-outs**
 |  |
| **Contribution of group member 1** |  |
| **Contribution of group member 2** |  |
| **Contribution of group member 3** |  |
| **Contribution of group member 4** |  |
| **Contribution of group member 5** |  |
| **Summary** |  |

**Module 1 – Assessment Task 2: Group Task**
**Micro-teaching Session Plan**

|  |  |  |
| --- | --- | --- |
| Session Title |  | Group no: |
| Tutors |  | Date: Time: |
| Session Aim  |  |
| Learning outcomes |  |
| **Differentiation strategies** |  |
| **Time** | **Who** | **Topic** | **Tutor activity** | **Participant activity** | **Resources** | **LO** | **Assessment**  | **Notes** |
|  |  |  |  |  |  |  |  |  |
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**Module 1 – Assessment Task 2: Group Task**

Peer Assessment Report

|  |  |  |
| --- | --- | --- |
| Group Presenting: | Topic: | Name of peer-assessor: |
| ***Learning Outcomes**** **Design, plan and facilitate effective and inclusive practice in higher education**
* **Demonstrate a critical understanding of learner needs**
 |
| **Comments** |
| What did you like about the micro-teaching session? Please write down at least 3 examples. |  |
| Name one thing that could be improved. |  |
| Name one thing that you learned from the micro-teaching session. |  |
| To what extent did the group meet the group task learning outcomes as listed above? |  |

Do not print this out. Copies will either be given out on the days of the micro-teaching sessions or the questions will be administered as an online survey.

Module 1 – Assessment Task 2: Group Task

Self- and Peer Assessment of intra-group collaboration

Your name and the number of the group ………………………………………………… Signed ……………………………………..

|  |  |  |
| --- | --- | --- |
| Names of the other group members**(Alphabetically by given name)** | Member A ………………………………………  | Member D ……………………………………… |
| Member B ……………………………………… | Member E ……………………………………… |
| Member C ……………………………………… |  |
| Consider the contribution that you and the other group members made to group effectiveness.Give each person in your group (including yourself) a score for each of the criteria below. You should award a score of "3" for a group contribution which was above the average for the group, a "1" for a contribution below the average and a "2" for a contribution which was about the same as other group members. | Assessment criteria | Me | Member A | Member B | Member C | Member D | Member E | **Note:** You should aim to distinguish particularly high or low contributions within the group for each area. If you give everyone a ‘3’ for an area, this will be ‘normalised’ so that everyone will receive the ‘average’ mark of ‘2’. A high contribution will only be recognised if it stands out against the others |
| Leadership of meetings and (conference) discussions.  |  |  |  |  |  |  |
| Keeping us to time on project. |  |  |  |  |  |  |
| Organising the group's work.  |  |  |  |  |  |  |
| Providing ideas and influencing decisions |  |  |  |  |  |  |
| Providing support and encouragement |  |  |  |  |  |  |
| Doing her/his/their share. |  |  |  |  |  |  |
| Doing her/his/their share on time.  |  |  |  |  |  |  |
| Researching the topic |  |  |  |  |  |  |
| Preparing resources |  |  |  |  |  |  |
| Presenting the presentation. |  |  |  |  |  |  |
| TOTAL SCORE |  |  |  |  |  |  |

## Assessment Brief - Task 3: Reflective analysis

Write a critically reflective account of the session where you were observed teaching.

Your reflection should include the following:



This assessment activity is a usually a written assignment, equivalent to around 3000 words, made up of a ***Reflective Analysis***. This is an opportunity for you to critically explore, in some depth, your thinking and practice in learning, teaching and assessment in higher education. You should concentrate on the ***quality*** of your critical reflection, rather than quantity.

Both parts – the Reflective Analysis and the resulting Action Plan – are required to meet the learning outcomes and pass the task. As part of the dissemination process, we encourage you to write your Action Plan (and possibly other parts of this activity) in a way that can be shared with colleagues. For example, your Action Plan may feed into your workplace appraisal processes.

**Format of submitted work**

We are happy to accept a variety of formats for this assignment, including those that allow to you develop your technological skills, for example, utilising the interactive elements of MS Word, using PebblePad, screen casting, video, or another form of multi-media. Please note, in all non-standard submission types, you are still expected to adhere to appropriate academic convention regarding referencing and citation, the word count (or equivalent) must be adhered to and the work still needs to be critically analytical appropriate to level 7, so you will need to consider how you address this effectively.

You may structure your work however you wish as long as the structure is clear and easy to follow. Please avoid a detailed chronological narrative of the session - the danger of this approach is that you focus on description rather than analysis. In fact, whatever structure, format or media you choose to present your work, it's a good idea to highlight all the content that is purely descriptive and all the content that is analytical or critically reflective. The latter should vastly outweigh the latter!

|  |
| --- |
| We recommend you read the following chapters to support you with your reflective analysis assignment:* Chapter 3: "Reflection: how can we develop the quality of our teaching?"

Reflective teaching in higher education by Paul Ashwin (2015). * Chapter 1: "What is critically reflective teaching?"

Becoming a critically reflective teacher by Stephen Brookfield (2nd edition, 2017)Both books are on the module reading list online and there is an online version of each, accessible via the SHU library gateway. |

***Critical engagement with the literature and theory is appropriate and essential.***

To help you to develop this piece of work, where you are thinking about learning, teaching and assessment activities in relation to a particular specialist teaching subject, then you might wish to consult the Higher Education Academy support pages for your discipline via <http://www.heacademy.ac.uk/disciplines>

**The action plan**

You should draw up an action plan related to your reflective analysis. Typically this will be in the form of a table which gives a mapping to the UKPSF (detailed in appendix D), the topic and issues to be addressed, the actions required, the evidence which will show these actions have been achieved, the impact this will have on student learning and, crucially, a realistic date by which these actions will be completed.

Your SMART action plan ***should*** ***focus particularly on improving your skills in carrying out your academic role in learning, teaching and assessment.*** You should draw on all assessment tasks within this module to help you think through and construct your action plan.

**A suggested template for the action plan is available on Blackboard.**

We strongly recommend that you think about this Action Plan in terms of how you will take the actions and insights forward into your own work environment – you may, for example, use it as a basis for future management appraisal meetings or link it into your ongoing continuing professional development (CPD).

The course team would like to use submitted work as learning resources in the module and publish examples of work on the module Blackboard sites. Thus when writing your assignment please assume your work may be shared as a peer learning resource. You should be mindful of this when completing assessment tasks e.g. do not include the real names of your students and colleagues and the names of other institutions in your work.

## Opportunities for addressing Descriptor 1 of the UKSPF in Task 3

|  |
| --- |
| This assessment task contributes to your achievement of the following aspects of Descriptor 1:*III. Appropriate Core Knowledge and understanding of at least K1 and K2**IV. A commitment to appropriate Professional Values in facilitating others’ learning**V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities* |
| You will need to demonstrate that you are engaging with appropriate Dimensions of Practice identified in the UKPSF, particularly* *K1 The subject material*
* *K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme*
* *V1 Respect individual learners and diverse learning communities*
* *V2 Promote participation in higher education and equality of opportunity for learners*
* *V3 Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development*

and potentially:* *K5 Methods for evaluating the effectiveness of teaching*
* *K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching*

You should also include reference to at least two of the Areas of Activity in your refection, and to A5:* *A1 Design and plan learning activities and/or programmes of study*
* *A2 Teach and/or support learning*
* *A3 Assess and give feedback to learners*
* *A4 Develop effective learning environments and approaches to student support and guidance*
* *A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.*
 |

**Sheffield Hallam University**

**Postgraduate Certificate in Teaching in Higher Education**

Module 1 Task 3 – Reflective Analysis Assessment Report

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Member** | **Date Submitted** | **Cohort** | **Date Marked** |
| **Signature of Tutor** | **Mark: %** |
| **Learning Outcome** | **Refer (0-49%)** | **Pass (50-59%)** | **Merit (60-69%)** | **Distinctive (70+%)** |
| **Evaluate theories and models to inform approaches to own practice in higher education** | Pedagogical theory and/or research is not used to inform or justify practice in own professional contexts. | Teaching and learning practices within own professional contexts are evaluated with reference to relevant theory. | Teaching and learning practices within own professional contexts are analysed critically in relation to relevant pedagogical theory. | Practices, values and principles within own subject areas and professional contexts are synthesised into a comprehensive evaluation, supported by credible theory. |
| **Demonstrate a critical understanding of learner needs** | Insufficient understanding of learner needs is identified. | Some relevant or related understanding of learner needs is identified in relation to own professional practice. | A critical understanding of learner needs is analysed in relation to own professional practice, using relevant literature. | A critical understanding of learner needs is synthesised with own professional practice and context, using relevant and current literature. |
| **Engage with professional standards in order to inform practice and development** | No evidence of engagement with professional standards and / or No evidence generated to meet UKPSF D1 | Satisfactory evidence of engagement with professional standards Sufficient evidence generated to meet UKPSF D1 | Evidence of thoughtful engagement with professional standards Clear evidence generated to meet UKPSF D1 | Evidence of thoughtful engagement with professional standards, informing development Clear and comprehensive evidence generated to meet UKPSF D1 |
| **Critically reflect on and evaluate own practice in order to set targets for professional development** | No learning points are identifiedNo appropriate SMART actions are identified No credible judgements are made about own skills and knowledge | Some key learning points are clearly identifiedActions identified are designed to impact positively on practice and articulated in a (SMART) planCredible judgements are made about own skills and knowledge | The learning gained is clearly identified and informed by the reflective analysis, leading to a well-articulated SMART action plan. Well-reasoned judgements are made about own skills and knowledge | Learning gained from the reflective analysis is synthesised into a clear strategy for curriculum and professional development, leading to an insightful SMART action plan. Judgements about own skills and knowledge are set in the context of current theory and practice |

|  |  |  |
| --- | --- | --- |
| **Specific focus on UKPSF Areas of Activity:** only complete if an individual exiting with AFHEA needs to negotiate a different set of Areas of Activity within D1 | Default:A1+A2 | or other negotiated combination: |
| **Comments****Areas for development** ('feedforward', to be carried over to module 2) |

Appendix C: Re-assessment on the Module

You may be referred in your work, either through not meeting the learning outcomes or though non-submission. If this happens then you will be required to complete referral work. The nature of this depends on the task:

**Task 1: Observation of Practice**

- if you are deemed not to have reached a pass standard in the 'design and plan' aspect of the outcome, you will need to resubmit your documentation for the observation before the published deadline for the task (usually towards the end of the taught semester).

- if you are deemed not to have reached a pass standard in the 'facilitate' aspects of the observation (facilitating teaching and learning, assessing learning) you will be required to undertake another practical teaching observation before the published deadline for the task (usually towards the end of the taught semester).

**Task 2: Group Task**

- if you are deemed not to have reached a pass standard in your work towards the group micro-teaching session, or you are unable to complete this work due to extenuating circumstances, you will be required to submit a different piece of work in the referral period addressing the requirements of the rubric. The deadline will be the next resit deadline (usually the end of the next semester).

**Task 3: Reflective analysis**

- if you are deemed not to have reached a pass standard in any learning outcome relating to the assignment submission, you will need to resubmit your work in the referral period, using the feedback obtained on your original submission to guide you. The deadline will be the next resit deadline (usually the end of the next semester).

Appendix D: UK Professional Standards Framework (2011)

The UK Professional Standards Framework:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning

2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings

3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning

4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning

5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

The areas of activity, Core Knowledge and Professional Values listed below are together described as ***the dimensions*** of the UKPSF.

**Areas of activity**

**A1** Design and plan learning activities and/or programmes of study

**A2** Teach and/or support student learning

**A3** Assess and give feedback to learners

**A4** Develop effective environments and approaches to student support and guidance

**A5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

**Core knowledge**

**K1** The subject material

**K2** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

**K3** How students learn, both generally and within their subject/disciplinary area(s)

**K4** The use and value of appropriate learning technologies

**K5** Methods for evaluating the effectiveness of teaching

**K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional values**

**V1** Respect individual learners and diverse learning communities

**V2** Promote participation in higher education and equality of opportunity for learners

**V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

**V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice

|  |
| --- |
| This module enables you to evidence your achievement against Descriptor 1 of the UKPSF, as previously outlined in this handbook.However, as you are working towards completion of both modules, and thus the full PGCTHE award and entitlement to FHEA, then you are assumed to be engaging within the realm of *Descriptor 2* of the UKPSF (see below). This defines the scope within which the assessment tasks for the l course are framed. If your role does not directly match with Descriptor 2, then you may need to discuss with the course team how you will demonstrate engagement with all of the dimensions of the UKPSF across the assessment tasks that you submit for module 2 in particular.Descriptor 2: |
| Demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. You should be able to provide evidence of:1. Successful engagement across all five Areas of Activity
2. Appropriate knowledge and understanding across all aspects of Core Knowledge
3. A commitment to all the Professional Values
4. Successful engagement in appropriate teaching practices related to the Areas of Activity
5. Successful incorporation of professional practices, subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
6. Successful engagement in continuing professional development activity in relation to teaching, learning, assessment and, where appropriate, related professional practices.
 |

In addition, we expect that you will – either now, or in the future – need to examine the scope of *Descriptor 3* of the UKPSF (see [www.heacademy.ac.uk](http://www.heacademy.ac.uk)) as a direction both for your ongoing professional development and as a focus for future directions within your professional academic practice in Higher Education (for example, if you seek promotions). This is not directly assessed within the pass criteria for this module, but we encourage you to find ways to demonstrate your engagement within the scope of Descriptor 3 – for example, by disseminating amongst your colleagues your findings from research that you have carried out towards your assessment submissions.

***Note*** *– This is a summary of those elements of the UKPSF that are directly relevant to PGCTHE course members following both modules towards entitlement to FHEA status. The full UKPSF is available via the module Blackboard site and the Advance HE website (*[*www.heacademy.ac.uk*](http://www.heacademy.ac.uk)*).*

Appendix E: AFHEA Summative Checklist

**To be completed by the Module Leader for each course participant.**

|  |  |
| --- | --- |
| **Participant name** |  |
| **Overall Decision** | **Award / Not yet awarded** |

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Met?** | **Why not met?** |
| 1. Successful engagement with at least two of the five Areas of Activity
 | **Yes / No** |  |
| 1. Successful engagement in appropriate teaching and practices related to these Areas of Activity
 | **Yes / No** |  |
| 1. Appropriate Core Knowledge and understanding of at least K1 and K2
 | **Yes / No** |  |
| 1. A commitment to the Professional Values and facilitating others' learning
 | **Yes / No** |  |
| 1. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
 | **Yes / No** |  |
| 1. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
 | **Yes / No** |  |

**Assessor: Correlate with participant's assessed tasks and check the relevant boxes. To meet D1, participants must have evidenced A5, plus two other Areas of Activity; at least K1 and K2; and have demonstrated a commitment to all the Professional Values.**

|  |  |  |
| --- | --- | --- |
| **UKPSF Dimensions of Practice** | Task 1 Observation of Practice | Task 3Reflective Analysis |
| **A1** | Design and plan learning activities and/or programmes of study |[ ] [ ]
| **A2** | Teach and/or support learning |[ ] [ ]
| **A3** | Assess and give feedback to learners |[ ] [ ]
| **A4** | Develop effective learning environments and approaches to student support and guidance |[ ] [ ]
| **A5** | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |[ ] [ ]
| **K1** | The subject material |[ ] [ ]
| **K2** | Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme |[ ] [ ]
| **K3** | How students learn, both generally and within their subject/disciplinary area(s) |[ ] [ ]
| **K4** | The use and value of appropriate learning technologies |[ ] [ ]
| **K5** | Methods for evaluating the effectiveness of teaching |[ ] [ ]
| **K6** | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |[ ] [ ]
| **V1** | Respect individual learners and diverse learning communities |[ ] [ ]
| **V2** | Promote participation in higher education and equality of opportunity for learners |[ ] [ ]
| **V3** | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |[ ] [ ]
| **V4** | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |[ ] [ ]

**Name of Assessor:** ……………………………………… **Date of assessment**: …………………………..

1. Now part of **Advance HE**: [www.heacademy.ac.uk](http://www.heacademy.ac.uk) [↑](#footnote-ref-1)