

Postgraduate Certificate for Teaching in Higher Education

**Module 2: Developing as an academic practitioner**

**Module Guide**

**30 Credits, Level 7**

**Module Code: 77-706774**



Module Leader: Helen Donaghue [h.donaghue@shu.ac.uk](mailto:h.donaghue@shu.ac.uk)

*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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# Introduction to the Module

…how the module forms an integral part of your course.

## Welcome to Module 2: Developing as an academic practitioner

You have joined this module as the second part of the Post Graduate Certificate in Teaching in Higher Education (PGTHE). There are two modules in the PGCTHE, which 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. Although the detail of individual sessions will vary, each week typically includes a 2-hour 'lead session', then a further hour, which is set aside for group work time and tutorials / one to one time with the tutor, or sometimes a bonus session. See the programme plan in the 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:

* help you establish a peer network
* raise your awareness and understanding of some key issues in higher education today, and direct you to some key resources and literature
* model a process approach to learning and teaching
* challenge you and make you think
* give you some useful and practical advice, 'hints and tips'
* encourage you to make links to theory and pedagogical literature and use as 'tools for reflection'
* think about how the approaches to teaching, learning and assessment you see and read about relate to your own subject and context
* introduce you to some key contacts across SHU
* encourage you to consider ideas outside of your comfort zone
* give you space to think about and reflect on learning and teaching
* be supportive - as your tutors and your colleagues
* value each of you as an individual
* be responsive 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 reading list. It also makes clear how you will meet the UKPSF areas of activity, core knowledge and values in each of the assessment tasks, appropriate to D2.

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 2) leads to Fellowship of the HEA (FHEA), equating to ‘Descriptor 2’ within the UKPSF. This is nationally recognised within Higher Education.

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 2:

In completing this module and thus the course, you will 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:

I. Successful engagement across all five Areas of Activity

II. Appropriate knowledge and understanding across all aspects of Core Knowledge

III. A commitment to all the Professional Values

IV. Successful engagement in appropriate teaching practices related to the Areas of Activity

V. 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

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

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 D2. 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 2.

*In terms of your continued development both during and after the course, you could also consider the activities and responsibilities outlined with Descriptor 3, Senior Fellow. In relation to teaching and learning, this incorporates the organisation, leadership and/or management of specific aspects of teaching and learning provision - something that you may well begin to do during or after your participation in the course.*

**See the Dimensions of Practice in Appendix D.**

# Module Learning Outcomes

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

Aim: To develop understanding of the wider higher education context, reflect on professional values, foster innovation and research in relation to teaching and assessment, and identify areas for professional and strategic development in relation to professional standards.

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

1. Identify and critically appraise professional values
2. Demonstrate a critical understanding of the wider higher education context, current issues and debates
3. Design, plan and facilitate innovative and inclusive practice in higher education
4. Engage with research in order to inform practice and development
5. Critically evaluate own practice and set targets for professional and strategic development in relation to professional standards

**This module has been designed to enable you to develop skills in the following ways:**

* the ability to consider your professional values and consider the impact that they have on your approach to teaching, learning and your wider academic practice is built into discussion activities in the sessions and is explicitly assessed in the written assignment (Task 3);
* the ability to develop a critical understanding of the wider context (and work well as part of a team in multi-disciplinary environments) is developed through you contributing to a group task (Task 2);
* the ability to design and develop innovative teaching and consideration of learning diversity is developed through sharing of materials and activities in sessions and explicitly assessed in the observation task (Task 1) ;
* engagement in research is developed and measured through preparation for your observation (Task 1), research for the group task (Task 2) and in the written assignment (Task 3)
* being critical is developed through the module’s focus on analysing contemporary educational issues and debates, this is explicitly assessed in Task 3 and the work you do for Task 2 will inform it.

# 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 one weekly workshop, which is usually divided into approximately two hours of 'taught' time (tutor input, class based active learning, discussion and debate), and one hour 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 and concepts relevant to your professional role in higher education. Specific attention is given to areas such as contemporary educational issues and debates and policy, and innovative teaching in relation to both educational theories and ideas and issues relating to inclusive practice, equality and diversity. You will be expected to think about questions and issues, for example how does policy at the macro level impact on decisions made locally? What is the relationship between discipline and approaches to teaching and learning, and the relationship between this and your own professional values? What is innovative and effective teaching in your context and how can this reflect the needs of a diverse student cohort? How can we design assessment and feedback more effectively? We will explore the development of higher education through the 20th and 21st century to place our current academic professional roles within a wider context. You will have the opportunity to share your own experiences to bring alive the issues and the reading you will be undertaking in relation to the topics on the module.

The workshop approach (small group classes) aims to provide greater depth on topics and provides an opportunity to discuss your thoughts. Workshops are also used to provide formative feedback throughout the module, as well as preparation for and feedback on formal assessment tasks. One aim of the workshops is to ensure you are well prepared for the assessment tasks. A variety of teaching methods will be utilised in workshops, including tutor led discussion, small group activities, reading and so on. Workshop materials for the module are available on BB. Please take a look at these and complete the necessary preparation prior to your attendance.

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. You will find your group shared space here. 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 workshops.

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

* provide and deliver relevant and up-to-date teaching and learning materials
* provide direction and engagement of discussion, debate, analysis, and exploration of ideas
* provide formative feedback that will enable students to understand how to improve their performance and develop their skills
* in workshops and / or tutorials, provide students with support and guidance in the completion of their assessed work
* 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 workshops 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 activites

# Module Timetable

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

**Your classes take place on Fridays, from 10am-1pm\***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SHU week** | **Date** | **Room** | **Topic** | **UKPSF** | **Note / action** | **Links to module aims and outcomes** |
| 26 | 25 Jan | 12.6.06 | **Introduction to the module**  *+ Innovations in teaching with Stuart H* | *V4* | *Check your Blackboard access* | *These sessions develop your understanding of the history and current context of higher education, and enable reflection on your professional values* |
| 27 | 1 Feb | 12.6.06 | **Contextualising higher education** | *A5, V2, V4* | ***Poster topic agreed by now*** |
| 28 | 8 Feb | 12.6.06 | **Educational ideologies and models of curricula** | *K1,K2, K3* | ***Observation booked by now*** |
| 29 | 15 Feb | 12.6.06 | **Teaching and learning in your specialist subject** | *K4,A3, A4* | *Check Blackboard for reading* |
| 30 | 22 Feb | 12.6.06 | **Summative assessment and academic integrity** | *A1,A3, V4* | *Check Blackboard for reading* | *These sessions support innovation and research in relation to teaching and assessment to increase participation for all students* |
| 31 | 1 March | 12.6.06 | **Assessment literacies** | *A3,K5, K6* | *Check Blackboard for reading* |
| 32 | 8 March | 12.6.06 | **Internationalisation** | *V1,V2, K3, A4* | *Check Blackboard for reading* |
| 33 | 15 March | 12.6.06 | **Student engagement** | *A1,A2, A4,K3, V1* | *Check Blackboard for reading* |
| 34 | 22 March | SHEAF 4226 | **Emerging pedagogies**  *+ Social media in T&L with Sue Beckingham* | *V1,V2, V4, A4* | *Check Blackboard for reading* |
| 35 | 29 March | 12.6.06 | **Research-informed teaching** | *K5,K6, V3, V4* | *Check Blackboard for reading* |
| 36 | 5 April | 12.6.06 | **The reflexive process - assignment workshop** | *A1,A2, K2* | *Check Blackboard for reading* | *This session should help you identify areas for your development in relation to the UKPSF* |
| 37 | 12 April | 12.6.06 | **Poster session** | *A5, V4* | ***Mandatory attendance*** | *This session explores the wider context and enables engagement with peer assessment* |

See Blackboard for key reading and / or tasks for each week, as well as session resources.   
 *The final part of* ***most*** *sessions is for small group work on the poster task / tutorials.*

*+ Sometimes there's an additional bonus session scheduled after the main session, based on previous feedback.*

# 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. 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 the 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 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.

Module leader contact details are on the front cover of this module guide. At any point in the module, if you have a question/query about the module the best thing to do is to approach the module leader during a session (at the beginning, in a break or at the end). Most questions/queries can be dealt with by a five minute chat, which is far better than conversing over email. If five minutes isn’t long enough, if appropriate tutors are happy to then arrange another time to meet.

However, tutors are not your only, and sometimes not your best, source of information, advice or guidance (see below). Using such sources of information is all part of the experience of being a student (which should in turn help you in dealing with issues with your own students).

Other sources you should make use of include (in no particular order):

1. this **Module Guide** and the **Assessment Briefs**.
2. **Blackboard**: the module site, and rest of Blackboard, isfull of useful information on referencing, critical writing, reading materials, etc.
3. the **Course Guide** you received at the start of the course
4. your **Blackboard Calendar** for deadline dates and assignment information (you'll need to log in with your student ID)
5. the **Learning Centre**: a prolonged browse through the shelves or asking a member of staff can often be very useful
6. arrange a [Study Support Session](https://students.shu.ac.uk/shuspacecontent/support_for_learning/get-help-academic-work). They provide support with general study skills -effective writing, critical thinking, time management, referencing, etc.
7. **Charles Street** **Helpdesk** can help with course, module and submission queries (e.g. struggling to meet a deadline or a timetable problem). Pop in to the first floor of the Charles Street building or contact them on 0114 225 3636 or [DECI@shu.ac.uk](mailto:DECI@shu.ac.uk)

**Appendices**

…how your learning will be accessed.

…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 Briefs for this module. Appendix D contain the essential information form the UK Professional Standards Framework against which the assignments are designed. 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.

## 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).

*See your Blackboard calendar for individual submission deadlines- this information is also within submission points in Blackboard*

## Summary of assessment tasks

Assessment tasks for the module are summarised here. Different types of assessment activities may help to cater for particular preferences, experiences and approaches of 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 learning outcomes. This table shows how the assessment tasks provide opportunities to produce evidence for Descriptor 2 of the UKPSF.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task** | | **Submission Timeframe** | **UKPSF – D2\*** |
| **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 | D2 (I, II, III) |
| (b) practical observation of teaching | Negotiated with observing tutor | D2 (I, II, III, IV) |
| **Task 2** | **Group Task** | Poster submitted and assessed in session towards the end of the module - **NB Poster must also be submitted to Blackboard** | D2 (III, IV, V, VI) |
| **Task 3** | **Critical Appraisal** | Drafts can be submitted before the end of the taught module and feedback will be provided. Final submission is after the end of the taught module | D2 (II, III, IV, V) |

*\*Descriptor 2:*

*I. Successful engagement across all five Areas of Activity*

*II. Appropriate knowledge and understanding across all aspects of Core Knowledge*

*III. A commitment to all the Professional Values*

*IV. Successful engagement in appropriate teaching practices related to the Areas of Activity*

*V. 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*

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

# Appendix B: Assessment Descriptors

## Assessment Brief – Task 1: Observation of practice

This task enables you to demonstrate your knowledge and skills against learning outcome 3:

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

Two elements are required for you to pass this assessment task:

* satisfactory completion of observation documentation
* a ‘pass’ in the practical teaching observation, which must include an element of ‘**innovation**’ and consideration of **learner diversity**

The teaching observation is normally carried out at a convenient point in the core teaching weeks of the semester. The main features of the observation are:

* An assessment of your practical teaching, including how you address learner diversity, and your ability to effectively plan your teaching.
* An element of ‘innovation’ in your teaching. **By ‘innovation’ we mean something in your teaching which is new for you and offers you some challenge and opportunity to further develop your practice. One aim of your innovation must be to increase the level of participation and engagement of your students with the learning process, considering learner diversity.**
* The observation will normally last about an hour, followed by debrief and discussion.
* 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.
* **Please note that the focus sheet is tailored to this observation - do not use the Module 1 version.**

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

**Please also see detail of observation assessment report on page 22.**

|  |
| --- |
| Summary of observation process E  C  D  B  A  Discuss 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.  Email documentation to observer 48 hours before the session  Use Outlook to ensure that the date is in both your diaries  Negotiate date and details of the observation  (and time of debrief)  Hand all required documents to observer at start of the session  This ***is*** ***required*** for the observation to go ahead.   * Session plan (see template on pages 20/21) * Completed observation focus sheet   This will be sent within three weeks of the observation – please contact the observer if anything in the assessment report is not clear or worries you.  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. The observer may also look at your Module 1 report to discuss progress on issues raised there.  Plan a suitable location for the observer (often in a suitable 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.  **Carry out observed session**  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.  ***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.)  As in the previous module observation, 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.  Identify a range of suitable sessions for observation  *This is not assessed, but strongly recommended as this can feed into Task 3, the Critical Appraisal.*  I  *Record your reflections on the observation  and feedback*  Observer sends you assessment report  H  G  Debrief  F |

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

|  |
| --- |
| This assessment task requires you to focus on the following of the UKPSF Dimensions:   * *A1 Design and plan learning activities and/or programmes of study* * *A2 Teach and/or support learning*   and should 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* |

## Task 1: Observation Focus Sheet

(to be completed prior to the visit - **please delete the italicised prompts** but not the section titles prior to submission)

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

**Details of Observed Session**

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

|  |
| --- |
| **Name, description and rationale for innovation**  *e.g. “Role Play”, “Using Video”, “Making Lectures Active” plus a paragraph which describes in more detail what your innovation actually is and why you chose / developed it. For example, although your innovation might be "using video" you might go on to describe how you plan to use the innovation in a seminar to encourage deeper student reflection, or in a lecture theatre to more effectively link theory to specific examples of professional practice, or as an assessment task to promote more effective peer and collaborative learning opportunities.*  *What were your reasons/objectives for choosing this innovation, what were you hoping to change/develop and what impact did you want your innovation to have?* |

|  |
| --- |
| **Context**  *Identify the context e.g level of study, mode of study, subject area, nature of award, and then expand this to 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… and so on. You should also include any other aspects of the context (eg constraints of timetabling, location and setting, the subject itself) that help the reader to understand how the innovation is intended to address / impact on student learning. Also, you could discuss whether there is typical pedagogical practice in your subject area, and how your innovation relates to this or otherwise.* |

|  |
| --- |
| **Equality, diversity and inclusive learning**  *What are the issues and opportunities relating to this in this session and how have you addressed them? How have you addressed the support needs of students with learning contracts? How does your innovation support inclusive learning?* |

|  |
| --- |
| **How will you evaluate the session? How do you evaluate your teaching generally? Why is this important?** |
| **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?* |

|  |
| --- |
| **Actions from previous observation**  *Copy and paste here the areas of practice / ideas / challenges identified by the observer in the previous observation and identify how you are addressing these.* |

## Task 1: 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 formatively assessed) | | |
|  | | | | | 1.  2.  3. | | |
|  | | | | | | | |
| **Previous knowledge assumed:** | | | | | | | |
| **Resources**: (with reference to e-learning where applicable) | | | | | | | |
| **Notes re: differentiation, equality and diversity, learning contracts** | | | | | | | |
| **Study skills development:**  ***Soft skills,***  *e.g. confidence, team working*  ***Hard skills,***  *e.g. Literacy; communication; ICT; Employability* | | | | | | | |
| **Health & Safety** | | | | | | | |
| **Evaluation (how the session will be evaluated):** | | | | | | | |
| **Prior action needed / other staff involved:** | | | | | | | |

| **Time** | **Content** | **Student Activity** | **Teacher Activity** | **Link to learning outcomes** |
| --- | --- | --- | --- | --- |
|  | Starter activity |  |  |  |
|  | Main activities  *(expand as necessary)* |  |  |  |
|  | Plenary |  |  |  |

## 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: |

**LO3: Design, plan and facilitate innovative and inclusive practice in higher education**

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

**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

**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 |
| An aspect of innovation has been planned to increase participation and engagement of students |
| 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 |

**LO3: Design, plan and facilitate innovative 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 different types of student |
| Formative assessment is managed in a positive and encouraging manner |
| 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 |
| Tutor respects students and values their contributions |
| Group is managed effectively; facilitation skills are used to encourage participation |
| Teaching and learning approach(es) are appropriate to the range and level of students and to the subject area |
| Learner diversity is actively supported and issues of equality are addressed |
| An aspect of innovation is evident in teaching / learning activities |
| Appropriate technologies are used effectively |

|  |
| --- |
| **Other Tutor Comments, including any specific comments on ‘the innovation’ and requested observation focus:**  ***Key areas for action / consideration***  ***Areas of practice / ideas / challenges to take forward into ongoing professional development and/or to discuss with a mentor / line manager / colleagues*** |

## Assessment Brief – Task 2: Group Task

This assessment task contributes particularly to learning outcomes 2 and 4:

* Demonstrate a critical understanding of the wider higher education context, current issues and debates
* Engage with research in order to inform practice and development

This task requires you to act as a member of a group in planning and constructing a 'research poster' on an issue in higher education, with an aim of informing and influencing professional thinking and professional practice. This is an opportunity for you to:

* develop further your understanding of an issue relevant to learning and teaching in higher education, drawing on both the local and national context
* critique ideas from the literature and apply them to a specific teaching and learning context
* demonstrate development of communication, inter-personal and managing skills
* consider implications for your own teaching subject, professional role and professional development
* further develop your skills using technology
* contribute to thinking in the wider academic community – in your place of work or more widely.

**Task Brief**

In a small group you are to plan a 'research poster'. There are resources to support the technical issues around the production of the poster. Each member of the group should make a positive and equitable contribution in the completion of the assessment task. If you are considering producing photos or other recordings of individuals, or using (for example) student feedback as primary research, you will need to use a release form for permission to do so - see exemplar on the Blackboard site.

You should negotiate the exact nature of the topic with your tutor so that within the learning group there is coverage of topics. The topic must satisfy the following criteria:

* it is an issue relevant to **current issues and debates** in the higher education sector
* it demonstrates understanding of the **wider higher education context** (policy context and factors outside the immediate subject area and institution)
* it has an **impact on learning, teaching and assessment** in Higher Education
* has relevance to the subject areas of all group members.

**How to undertake the task**

As a group:

1. Consult carefully within the group and undertake some initial research in order to select an appropriate ‘topic’. Examples of suitable topics will be made available to you.
2. Agree the ‘topic’ and any key questions you want to explore with the tutor.
3. Research the topic / key questions - you may wish to carry out small scale primary research (consider ethics and approach if so), but secondary research is fine
4. Produce the poster

Typically your poster will clearly identify the topic and key research questions (if you have them), and cover the areas below. These might occur in any order and may be inter-connected.

1. **Key research / current thinking** regarding the topic, to include different perspectives - consideration of the topic from more than one viewpoint, including at least one internal (e.g. a student perspective) and at least one external (e.g. an employer perspective).
2. **Examples of practice**Where appropriate this should include consideration of how the topic influences the learning and teaching of the members' specialist teaching subjects.
3. **Recommendations**

What conclusions you have come to as a result of your research, and what recommendations you want to make for practice / further research

*We strongly recommend that you consider how you will disseminate your findings – within your own subject area / course team, or more widely within the University or beyond. There will usually be an opportunity to display your poster at the annual LTA conference.*

***Technical details: important!***

* *Posters should be produced to A1 size (the cost code D744 can be used for printing)*
* *Font should be sans serif and size 90-150 for titles, 26-32 for the rest of the poster*
* *Posters should have a good balance of images and text - see examples on Blackboard*
* *If you wish you can produce an A4 hand-out version of your poster for your peers / tutors to take away on the day*

**Evidence of group working**

The Blackboard site or another shared online resource (that the tutor has access to) needs to provide evidence of individual contributions. As well as tracking log ins, this evidence might include, for example, identification of key roles in the team and a timeline / action plan; brief summaries of key research and reading undertaken and influence on the poster; a brief account of any primary data collected and analysis undertaken; research into national and international examples relating to your topic; exploration of secondary data and relevant statistics; images plus commentary; drafts of poster design and commentary; screen shots of group wiki-work or other sharing sites; records of emails, group meetings; etc. The tutor will also monitor attendance at sessions and the post-session group work time.

**Poster assessment**

The posters will be peer and tutor assessed with peer and tutor moderation. **You are required to complete the peer assessment process in order to have ‘submitted’ the overall assessment task**. Peer and tutor assessment of the poster will take place during session in the module timeline. Each course member will be asked to:

* assess other groups' posters using an assessment rubric
* contribute to a question and answer session
* produce a peer group moderated grade for the poster/s they have assessed
* assess their own and their group members contribution to the task

Categorised numerical grading will be used. This is to reflect a numerical approach to grading that some of you may use with your students, and aims to develop the peer assessment processes experienced on the course.

Your individual grade will usually combine the grade your group receives for the poster (from peers and tutors) and a mark for your individual contribution, with the overall mark moderated by the tutor.

In this scenario it would be possible for the group mark to be a pass, and an individual to be referred. If the tutor notes any discrepancies or inconsistencies in the self and peer assessments, there will be further investigation before marks are allocated.For more information on how grades are calculated for the poster, see the **'How my grade for the Poster task is calculated'** document on Blackboard.

This process reflects the SHU policy and good practice on group work assessment, where 'blanket' group marks are not allowed, and marks produced need to reflect individual contributions.

**Submission**

The poster must be submitted to Blackboard before the session in which it is peer and tutor assessed. The self and peer assessment is submitted on the same day.

**Attendance at the Poster session is mandatory.**

## Opportunities for addressing Dimensions of the UKSPF in Task 2:

|  |
| --- |
| This assessment task normally gives you scope to focus on as many of the UKPSF Dimensions of Practice as you feel appropriate for the topic under consideration. Commonly the task enables you to evidence development in the following areas of activity, core knowledge and professional values:   * *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.* * *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* * *V1Respect 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 HE operates recognising the implications for professional practice* |

## Task 2: Group Poster Assessment Report (peer)

Group being assessed (names, number and poster title): ………………………………………………………………………………………………………………………………………

|  |  |
| --- | --- |
| **Names of Assessors** | |
| **Your recommended mark**: (as a percentage): …………………….. | **Date** |

**Assessment Rubric - please highlight which criteria you feel have been met at which level (can choose from different columns)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning outcome** | **Refer (0-49%)** | **Pass (50-59%)** | **Merit (60-69%)** | **Distinction (70%)** |
| **Demonstrate a critical understanding of the wider higher education context, current issues and debates** | * no aspects of any current issues or debates are identified or evaluated * ideas and arguments are presented without clarity * design not fit for purpose | * some aspects of current issues or debates are identified and some influences are explored * ideas and arguments are presented logically * design fit for purpose | * key aspects of relevant current issues or debates are identified and key influences explored * ideas and arguments are presented logically and clearly * design enhances communication | * key and critical aspects of several relevant current issues or debates are identified * comprehensive evaluation of critical influences is evident * coherent ideas and arguments are presented logically and clearly * design enhances communication and comprehension |
| **Engage with research in order to inform practice and development** | * ideas and arguments are not supported by relevant evidence * no considerations for practice are generated * academic standards and conventions for audience and purpose are not followed | * ideas and arguments are supported by relevant evidence * some considerations for practice are generated * main academic standards and conventions for audience and purpose are followed | * ideas and arguments are supported by relevant evidence from a range of sources and viewpoints, including some current * valid considerations for practice are generated and articulated * academic standards and conventions for audience and purpose are followed | * ideas and arguments are supported by key current evidence from a range of sources from a range of viewpoints, including some at the forefront of current thinking * valid and realistic considerations for practice are clearly articulated, with ideas for implementation * all relevant academic standards and conventions for audience and purpose are followed accurately |
| **Peer comments** |  | | | |

## Task 2: Group Poster Assessment Report (tutor)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Member** | **Module**  Developing as an academic practitioner | | **Cohort** | **UKPSF Dimensions of practice evidenced:** (highlight)  A1 A2 A3 A4 A5 K1 K2 K3 K4 K5 K6  V1 V2 V3 V4 |
| **Signature of Tutor** | | | **Assessment Task**  Group Poster |
| **Topic/Title of Poster** | Moderated Poster mark  % | Final individual mark  **%** | **Date** |

**Assessment Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Learning Outcome*** | ***Refer (0-49%)*** | ***Pass (50-59%)*** | ***Merit (60-69%)*** | ***Distinctive (70%+)*** |
| **Demonstrate a critical understanding of the wider higher education context, current issues and debates** | * no aspects of any current issues or debates are identified or evaluated * ideas and arguments are presented without clarity * design not fit for purpose | * some aspects of current issues or debates are identified and some influences are explored * ideas and arguments are presented logically * design fit for purpose | * key aspects of relevant current issues or debates are identified and key influences explored * ideas and arguments are presented logically and clearly * design enhances communication | * key and critical aspects of several relevant current issues or debates are identified * comprehensive evaluation of critical influences is evident * coherent ideas and arguments are presented logically and clearly * design enhances communication and comprehension |
| **Engage with research in order to inform practice and development** | * ideas and arguments are not supported by relevant evidence * no considerations for practice are generated * academic standards and conventions for audience and purpose are not followed * no / unsatisfactory evidence of group contribution | * ideas and arguments are supported by relevant evidence * some considerations for practice are generated * main academic standards and conventions for audience and purpose are followed * satisfactory evidence of group contribution | * ideas and arguments are supported by relevant evidence from a range of sources and viewpoints, including some current * valid considerations for practice are generated and articulated * academic standards and conventions for audience and purpose are followed * evidence of significant group contribution | * ideas and arguments are supported by key current evidence from a range of sources from a range of viewpoints, including some at the forefront of current thinking * valid and realistic considerations for practice are clearly articulated, with ideas for implementation * all relevant academic standards and conventions for audience and purpose are followed accurately * evidence of outstanding group contribution |
| **Comments, including evidence generated for D2:** | | | | |

## Task 3: Critical Appraisal

This assessment task contributes to **all** module learning outcomes but makes a key contribution to 1 and 5:

* Identify and critically appraise professional values
* Critically evaluate own practice and set targets for professional and strategic development in relation to professional standards

This assessment activity is a usually a written assignment, equivalent to around 3000 words, made up of a ***Critical Appraisal*** and ***Professional Development Plan***. This is an opportunity for you to critically explore, in some depth, your own professional development as a teacher in higher education, within the context of higher education today. It is an opportunity to demonstrate how you have developed your understanding of the higher education context, and developed 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 Critical Appraisal and the resulting Professional Development Plan – are required to meet the learning outcomes and pass the task.

The Critical appraisal needs you to take a holistic and strategic view of your progress, current strengths and areas for future development. As such, it will have a clear focus on your ability to reflect upon and evaluate your professional development. **Your appraisal needs to be framed in a way that demonstrates your understanding of the wider HE context and the key issues impacting on you / your subject area**. To assist you in completing this assignment you could use / reflect on:

* work undertaken for the group task/s
* the nature of your subject discipline
* your background and professional values
* the design of your course / curriculum (pedagogical theories)
* the observations
* your professional activities outside of the course
* learning gained from mentorship (formal or informal)
* your development of skills and knowledge in higher education pedagogy over the duration of the course
* feedback from a variety of sources such as colleagues and students

You need to consider how you will use this assessment activity to undertake a meaningful self-appraisal of your professional learning and development of your professional practice. You need to structure your assessment task so that it is obvious to the reader how your work is a comprehensive critical appraisal which achieves the assessment task learning outcomes through demonstration of the associated pass level descriptors.

The period upon which you are asked to reflect will normally be the time since you enrolled on this course. However, according to your personal biography, you may wish to extend this. Since you will be reflecting on and writing about yourself in this assessment task, it is appropriate for you to write in the first person.

The UK Professional Standards Framework identifies core Dimensions of Practice for the achievement of Fellowship. These are listed in Appendix D. You will need to give consideration of how you will situate your development within the areas of activity, core knowledge and professional values of the UK Professional Standards Framework, but the structure of your appraisal need not be constrained by this.

You may wish to divide your work into sections, or use sub-headings.

***Critical engagement with the literature and theory is 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 professional development plan**

You should draw up an action plan related to your discussion and 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 plan ***should*** ***focus both on improving your skills in carrying out your academic role in learning, teaching and assessment, and on the wider academic role including scholarship and research.*** You should draw on all assessment tasks within this module and the first module of the course 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.

**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, and the work still needs to be critically analytical appropriate to level 7, so you will need to consider how you address this effectively.

## Opportunities for addressing Dimensions of the UKSPF in Task 3:

|  |
| --- |
| This assessment task enables you to demonstrate your core knowledge and professional values in relation to the UKSPF, particularly:   * *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*   You are also likely to include commentary on your activities in relation to teaching and learning, in particular:   * *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.* |

**Task 3: Critical Appraisal – Assessment Report**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Member | Date Submitted | Cohort | Date |
| Signature of Tutor | Mark awarded % | UKPSF Dimensions of practice evidenced:  (please highlight) A1 A2 A3 A4 A5 K1 K2 K3 K4 K5 K6 V1 V2 V3 V4 | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning outcome** | **Refer (0-49%)** | **Pass (50-59%)** | **Merit (60-69%)** | **Distinction (70%)** |
| **Identify and critically appraise professional values** | * no/insufficient identification of professional values * no / inadequate literature used | * professional values are identified and evaluated * discussion is supported by literature | * professional values are identified and evaluated in relation to concepts and / or theories * discussion is supported by literature from a range of sources, including some current | * perceptive evaluation of professional values in relation to concepts, theories and ideologies shapes strategic approach to own role * discussion is supported by key literature from a range of sources and viewpoints, including some at the forefront of current thinking |
| **Demonstrate a critical understanding of the wider higher education context, current issues and debates** | * no valid connections made between the wider context / current issues and teaching and learning in higher education | * some valid connections made between the wider context / current issues and teaching and learning in higher education | * well-reasoned links made between the wider context / current issues and teaching and learning in higher education, supported by relevant evidence | * insightful synthesis of current issues and debates in higher education and their relationship to teaching and learning in own discipline, fully supported by credible evidence |
| **Design, plan and facilitate innovative and inclusive practice in higher education** | * no connections made between learner diversity and the design, plan and facilitation of teaching and learning * no aspects of innovation explored or evaluated * no reference to literature relating to learner diversity | * some connections made between learner diversity and the design, plan and facilitation of teaching and learning * some aspects of innovation explored and evaluated * some reference to literature relating to learner diversity | * well-reasoned links made between learner diversity and the design, plan and facilitation of teaching and learning * aspects of innovation relevant to own specialist subject / context are explored and evaluated * well-reasoned links made between current theory and practice relating to learner diversity | * insightful synthesis of the relationship between learner diversity and the design, plan and facilitation of teaching and learning * critical evaluation of innovative practice relevant to own specialist subject / context * insightful synthesis of theory and practice relating to learner diversity, fully supported by credible evidence |
| **Engage with research in order to inform practice and development** | * no consideration of research informed teaching * no evidence of engagement with pedagogical research | * some consideration of research informed teaching * ideas and arguments are underpinned by pedagogical research | * thoughtful consideration of research informed teaching in relation to subject context * ideas and arguments are underpinned by pedagogical research, including some current / disciplinary | * thorough and thoughtful consideration of research informed teaching in relation to subject context * ideas and arguments are synthesised with reference to current and / or disciplinary pedagogical research, including some at the forefront of thinking |
| **Critically evaluate own practice and set targets for professional and strategic development in relation to professional standards** | * no/partial/inadequate self-assessment is undertaken * no / inadequate feedback is used * no/inappropriate actions are identified * no relationship to professional standards is identified * no/insufficient evidence for UKPSF (D2) | * credible judgements are made about own skills and knowledge * feedback from relevant sources is used * appropriate actions are identified and informed by critical appraisal * relationship to professional standards is identified * satisfactory evidence for UKPSF (D2) | * well-reasoned judgments are made about own skills and knowledge * feedback from relevant sources is sought and used * a well-articulated SMART action plan is constructed and informed by critical appraisal * a clear relationship to professional standards is identified * satisfactory evidence for UKPSF (D2) | * insightful and perceptive judgements are made about own skills and knowledge in both a learning and professional context * feedback from relevant sources is sought and evaluated * learning gained is synthesised into a clear and reasoned strategy for professional development * a comprehensive, well-articulated, holistic approach to action planning is used effectively * a clear and comprehensive relationship to professional standards is identified * satisfactory evidence for UKPSF (D2) |

|  |
| --- |
| Any other comments (please also see any comments from your **observation report**, and in the text of your work, or attached files, if appropriate) |

# 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: Critical Appraisal**

- 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: Outline of 2011 UK Professional Standards Framework

***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 Higher Education Academy website (*[*www.heacademy.ac.uk*](http://www.heacademy.ac.uk)*).*

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

|  |  |
| --- | --- |
| ***FHEA*** | Since 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 this module 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.  In addition, we expect that you will – either now, or in the future – need to examine the scope of ***Descriptor 3*** of the UKPSF[[2]](#footnote-2) 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. |
| ***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. |

# Appendix E: FHEA 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 across all five Areas of Activity | **Yes / No** |  |
| 1. Appropriate knowledge and understanding across all aspects of Core knowledge | **Yes / No** |  |
| 1. A commitment to all of the Professional Values | **Yes / No** |  |
| 1. Successful engagement in appropriate teaching practices related to the Areas of Activity | **Yes / No** |  |
| 1. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as | **Yes / No** |  |
| 1. Successful engagement in continuing professional development in relation to teaching, learning, assessment | **Yes / No** |  |

**Assessor: Correlate with participant's assessed tasks and check the relevant boxes. To meet D2, participants must have evidenced all Dimensions of Practice.**

|  |  |  |  |
| --- | --- | --- | --- |
| UKPSF Dimensions of Practice | | Task 1 Observation of Practice | Task 3 Critical Appraisal |
| **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**: …………………………..

**Accuracy of information**

*While every effort has been made to ensure the accuracy of information contained in this handbook at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.*

For up to date information, please refer to [my.shu.ac.uk](https://shuspace.shu.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_262_1)

This information can be made available in other formats. Please contact your course administrator.

1. Now part of **Advance HE**: [www.heacademy.ac.uk](http://www.heacademy.ac.uk) [↑](#footnote-ref-1)
2. Not included here, but available in the full UKPSF document via Blackboard or www.heacademy.ac.uk [↑](#footnote-ref-2)