



**PHE707**  
**Enhancing Learning & Teaching in Higher  
Education**

**Aligned to the UKPSF<sup>1</sup>**

**20 Credits at Level 7**

**MODULE CO-ORDINATOR:**  
**Dr Sarah Floyd**

**PgCHEP**  
**2018 Intake**

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<sup>1</sup> In conjunction with completion of all PgCHEP modules this leads to the award of FHEA

## Welcome...

We hope that you enjoy PHE707 *Enhancing Learning & Teaching in Higher Education* and that you will find it beneficial both personally and professionally.

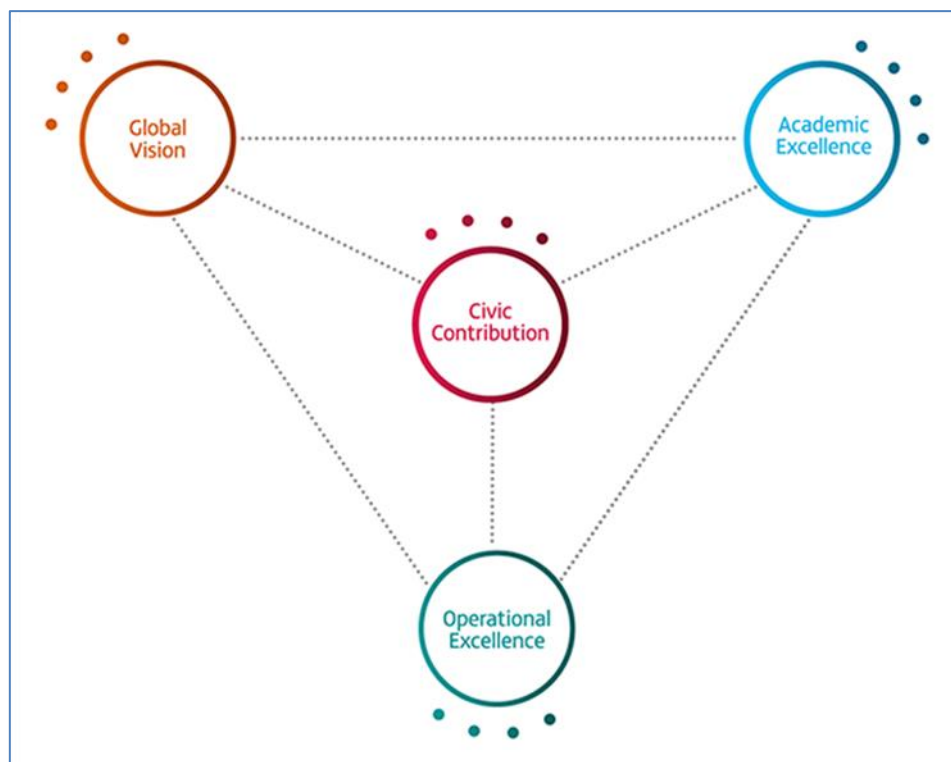
This module is designed for practitioners in higher education. The opportunity is provided to develop and demonstrate knowledge and skills in a chosen area of HE practice through a negotiated project which is of potential benefit both you and to your school, faculty, department or institution. It is a compulsory module of the PG Certificate in Higher Education Practice which is available to staff at the University who have a substantive learning support and/ or teaching role and builds on the pre-requisite module PHE 705 *Learning and Teaching in Higher Education*.

This handbook details the structure, content and administration of *Enhancing Learning & Teaching in Higher Education* and also anticipates some of the questions you may wish to have answered.

Sarah Floyd PFHEA  
Module Co-ordinator  
Centre for Higher Education Research and Practice

## Ulster University: 5 & 50

As Northern Ireland's civic university, Ulster University has as its vision the delivery of outstanding research and teaching that encourages the innovation, leadership and vision needed to help our community thrive. The Strategic Plan – 5 & 50<sup>2</sup> - is focussed around four key objectives illustrated below.



<sup>2</sup> <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>

Within these, **Academic Excellence** provides the bedrock and inspiration for the ethos of both this initial module and the PgCHEP as a whole, and aims to provide Ulster students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- demonstrate critical intellectual enquiry
- progress in their chosen career or entrepreneurial endeavour
- adapt to change
- become responsible global citizens making meaningful contributions to professional communities and wider society.

In support of this, the University is committed to supporting and developing our staff to deliver excellence in teaching and learning, through the development of innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access, and opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.

### **Introduction to Continuing Professional Development Opportunities**

This module provides for ongoing engagement with the University's Centre for Higher Education Research and Practice (CHERP)<sup>3</sup>, highlighting the potential for continuing professional development both internally and within the wider Higher Education community.

**Enhancing Learning & Teaching in Higher Education** is a credit-bearing module (20 credits at Level 7) that is taught and assessed by the Centre for Higher Education Research and Practice. **Enhancing Learning & Teaching in Higher Education** provides an opportunity for anyone who has a substantive supporting learning/ teaching role within the University to develop and enhance their practice experience through completing a project based module appropriate to their role. It forms a compulsory module within the PG Certificate in Higher Education Practice for University staff. The curriculum is designed to promote enhanced professional practice aligned to **5&50** - enhancing teaching excellence and the student experience through targeted innovation and/or enhancement. To pass the module, you have to successfully complete the requirements as set out in this booklet.

The day-to-day activity encompassed within the term 'Higher Education Practice' requires staff to undertake a diverse range of complex activities, often over an extended period of time. This module provides you with the opportunity to negotiate, undertake and present a project, or projects, which will evidence your development and application of knowledge and skills within a specific professional and organisational context. The project should be of benefit to you, students and the organisation and will extend knowledge of the discipline within the Higher Education sector. It provides opportunities for you to reflect critically on your own experience both as a learner and practitioner, and to identify aspects of your own practice that could be developed and/or improved.

As the capstone module of the PgCHEP it also affords you the opportunity to reflect holistically on your development as an educator. The module is designed to enable you:

- To enhance your professional practice in a higher education context drawing on a scholarly evidence base to develop a responsive, inclusive and flexible programme of learning.
- To critically examine possibilities and constraints within your own professional practice through the exploration of the sector to inform their own practice
- To enhance the student experience through the development of knowledge understanding and practice in the sphere of your own professional role
- To empower you to continually develop, reflect, evaluate and disseminate your experiences as an educator

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<sup>3</sup> [www.ulster.ac.uk/centrehep](http://www.ulster.ac.uk/centrehep)

### **Inclusivity**

A distinctive feature of the module is its accessibility and inclusivity. This module seeks to provide a broad range of development opportunities to a wide body of participants who have substantive teaching and learning responsibilities. This may include: full-time lecturers, associate lecturers and teaching fellows and those staff whose main professional priority is student support or research e.g. librarians, technicians, careers staff, and contract research staff. The module aims to support the development of participants' roles through exposing them to recent scholarly evidence and effective approaches in teaching and learning and professional practice.

### **Flexibility**

The need for flexibility will continue to be met by the provision of the module at a range of campus locations and by delivery times and modes, which best meet the needs of staff, including online delivery. These will generally be publicised online in advance of delivery so as to enable participants and their line managers to plan accordingly.

### **Registering on the module**

In order to register on this award you must be enrolled on the PgCHEP.

You will need to confirm the name of your Subject Adviser who will act as a critical friend during the period of the module (a member of University staff who holds the PGCHEP and/or is a Fellow of the Higher Education Academy). This person should be able to add a discipline perspective or be someone who has previous experience of/ skills in the area you plan to undertake your project in.

### **Your commitment to Enhancing Learning & Teaching in Higher Education**

*Enhancing Learning & Teaching in Higher Education* is a 20 credit point Level 7 module and requires 200 hours' time commitment, distributed in the following manner:

Workshops	20 hrs
Subject Adviser Support	5 hrs
Independent study (including project work and assessment)	175 hrs

### **Communicating with the Module Co-ordinator**

If you have a query regarding this module, please read the guidance provided here. If you are still unsure, please use email to contact the module co-ordinator: [s.floyd@ulster.ac.uk](mailto:s.floyd@ulster.ac.uk)

You should receive a reply within 36 hours.

Module Tutors: Sarah Floyd & Vicky Davies

### **Professional Recognition**

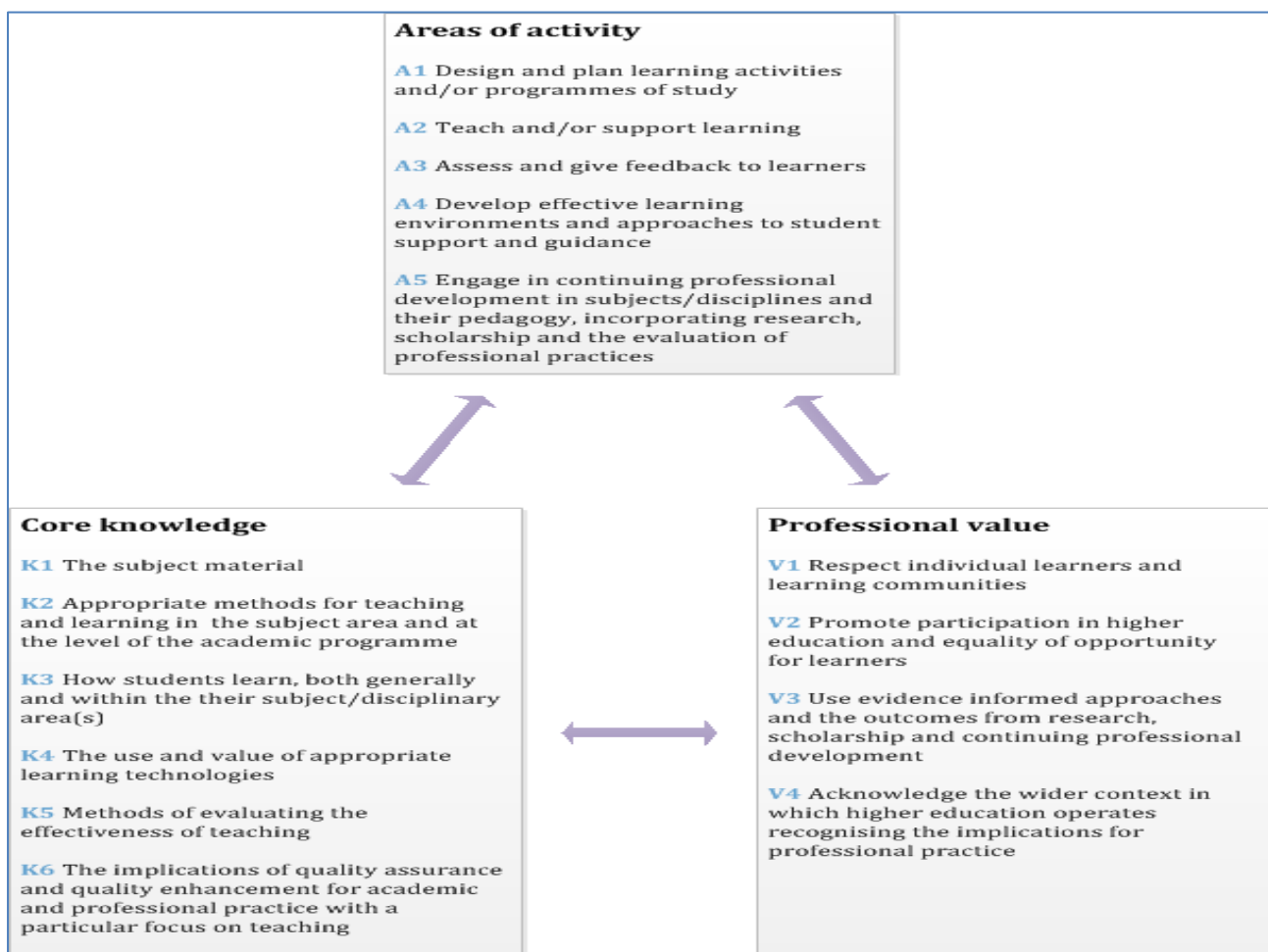
The aim of this module is to allow students to identify, negotiate and execute a Project that is of benefit to the individual and the organisation and will extend knowledge of the discipline within the Higher Education sector. Participants undertaking this module are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for FHEA - D2 of the UK PSF (see <http://www.heacademy.ac.uk/ukpsf>). The module has been designed so that the learning opportunities will support the development and achievement of these. Additionally, the assessment tasks have been designed to enable participants to provide evidence of effective practice in these areas.

## The UKPSF

The UK Higher Education sector has re-defined its professional standards framework<sup>4</sup> (PSF) for teaching and learning. The UKPSF enables staff to benchmark their professional practice and experiences against sector wide standards and to use these to guide, inform and enhance their professional development (Figure 1 overleaf). In addition, information on staff teaching qualifications and/or recognitions is publicly available through HESA. The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

Ulster University recognises the need to support and develop its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment. As such the ethos of the module is inspired and informed by the UK PSF: appropriate elements of the module are explicitly mapped to the UK PSF, but also encourages participants to draw on other aspects of their professional practice to further enhance their alignment to the dimensions of practice. The areas of activity, core knowledge and values have informed the development of this module and the PgCHEP, its curriculum, delivery methods and assessment strategies.

**Figure 1: The UK Professional Standards Framework (2011) Dimensions of Practice**



<sup>4</sup> <http://www.heacademy.ac.uk/ukpsf>

## MODULE LEARNING OUTCOMES

Successful students will be able to:

1. Research and use evidence-informed approaches to prioritise, design and implement an approach to enhancing the student experience in a higher educational context (UKPSF: A5, K1, K6, V3, V4).
2. Use appropriate methods to evaluate the effectiveness of enhancement initiatives in learning and teaching (UKPSF: K5).
3. Disseminate purposively the findings of an enhancement initiative to a specific audience through the selection of an appropriate and effective medium (UKPSF: A5, V3, V4).
4. Reflect critically on their conceptual and professional development as an educator within the context of higher education (UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4).

## CONTENT

Core content delivered in block sessions and with online support

- Becoming a FHEA: Developing as an excellent educator
  - Developing yourself:
    - reviewing and developing own practice, considering what it means to be an excellent practitioner and teaching philosophies
  - Developing your practice:
    - Why innovate and enhance?
    - identifying priorities for enhancement, use of metrics and key strategies e.g. **5&50**
- Enhancement and innovation in higher education
- Identification and negotiation of a learning & teaching enhancement project agreed with line manager and module coordinator (aligned to local priorities)
- Identification of an appropriate project methodology, including targets and time scales.
- Execution of proposed project, monitoring of content, focus, process and outcomes.
- Evaluation of the project including recommendations for future practice
- Disseminating & influencing practice, being a change agent

## LEARNING AND TEACHING METHODS

Participants are expected to develop their capacity for research development and learning through a variety of modes, including reading, group discussions, work-based learning and team work. Interactive workshops, either face-to-face or online, will be the main feature of the teaching support, and participants will be expected to manage, and take responsibility for, their own learning in preparation for, and in execution of, an agreed work-related enhancement project.

- The first session will be used to provide an induction to the module and then will cover two key areas aligned to becoming a FHEA.
- The second session will introduce and develop core underpinning knowledge. It will be used to share and critique approaches to project identification, design, ethics and evaluation, dissemination and change agency. Participants will also have time to refine their project proposals.
- Two progress workshops will be used to enable participants to share aspects of their developing practice and to receive feedback to be used to inform further enhancement.
- A final workshop will be constituted as a PgCHEP Communities of Practice Symposium with an invited audience of all PgCHEP participants and Subject Advisors. Participants on this module will be required to share their project outcomes and will have opportunities to share ideas and receive feedback from a wide range of other colleagues.

- Online resources will be an integral part of the delivery and will not only support further development of ideas introduced in workshops but will also provide a communication platform to foster and develop the emerging communities of learning.
- Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to the participant's own professional environment and to facilitate their individual professional development in aspects of their identified project
- Opportunities will be built in to the module for formal and informal peer support, review and feedback. It is valuable for participants to have a sense of belonging to a cohort and learning community providing opportunities for support, shared learning and discourse around learning and teaching.
- Free standing optional development opportunities will be signposted to participants enabling them to choose to engage with them where relevant to their context and/or interest for professional development.
- A subject advisor, from their broad discipline area, will support and advise them from a disciplinary perspective during the module and will also carry out a final observation of practice. Additional support will be provided by the module coordinator.

**Delivery Model** (designed to provide optimal flexibility for participants to pace learning and assignment submission around their learning needs/ work based commitments and opportunities and employment start dates).

	Content	Delivery
Module Induction Session (half-day)	<ul style="list-style-type: none"> <li>• Module induction</li> <li>• Becoming a FHEA: <ul style="list-style-type: none"> <li>○ Developing yourself: <ul style="list-style-type: none"> <li>▪ reviewing and developing own practice, considering what it means to be an excellent practitioner and teaching philosophies</li> </ul> </li> <li>○ Developing your practice: <ul style="list-style-type: none"> <li>▪ Why innovate and enhance?</li> <li>▪ identifying priorities for enhancement, use of metrics and key strategies e.g. <b>5&amp;50</b> – participants will start to identify initial ideas for their enhancement project</li> </ul> </li> </ul> </li> </ul>	June 20 <sup>th</sup> 2018 in JN or June 25 <sup>th</sup> 2018 in CE
Participant planning	<ul style="list-style-type: none"> <li>• online resources on BBL area</li> <li>• review of local and individual evidence base/ metrics and identification of priority (ies) for enhancement</li> <li>• discussion of ideas with Subject Advisor</li> </ul>	June-August
One-day block	<ul style="list-style-type: none"> <li>• project design</li> <li>• project methodologies</li> <li>• ethical considerations</li> <li>• managing your project</li> <li>• evaluation methods</li> <li>• influencing wider practice through dissemination</li> <li>• influencing wider practice through change management</li> <li>• discussion of initial ideas</li> </ul>	10 <sup>th</sup> September 2018 in JN Or 12 <sup>th</sup> September in CE
Participant planning and assessment	<ul style="list-style-type: none"> <li>• Finalise project plan and submit with line manager endorsement</li> </ul>	TBC mid- September

Participant <ul style="list-style-type: none"> <li>project work</li> <li>review own practice</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing implementation of project</li> <li>Subject adviser observation of practice</li> </ul>	September-December
Half-day Progress workshop	<ul style="list-style-type: none"> <li>project update and progress discussions</li> <li>tutor/ peer feedback</li> </ul>	7 <sup>th</sup> November 2018 in CE Or 14 <sup>th</sup> November in JN
Half-day Progress workshop	<ul style="list-style-type: none"> <li>project update and progress discussions</li> <li>tutor/ peer feedback</li> </ul>	5 <sup>th</sup> December 2018 in CE Or 12 <sup>th</sup> December in JN
Half-day Symposium – participant assessment	<ul style="list-style-type: none"> <li>PgCHEP community of practice symposium: individual project presentations</li> </ul>	16 <sup>th</sup> January 2019
Participant assessment	<ul style="list-style-type: none"> <li>Submission of UKPSF developmental review</li> </ul>	TBC January

## ASSESSMENT AND FEEDBACK

### Enhancement Project (70%)

*The UKPSF dimensions indicated are required, depending on the nature of the participant's project they may meet others.*

#### Coursework 1a: (UKPSF: A5, K1, K6, V3, V4)

Project Proposal: including: area of practice to be developed/investigated, specific knowledge learning outcome(s), identification of expected skills learning outcomes and how the knowledge and skills required for the project will be developed/evidenced. Also an indication of the potential benefit of the project to the participant's school, department, faculty, or institution. This must be signed off by the participant's line manager as being relevant to local priorities (800 words). Submission by xxx

Submit on Blackboard Learn

#### Coursework 1b: (UKPSF: A5, K1, K5, K6, V3, V4)

Project Presentation: participants will be expected to participate in the PgCHEP Communities of Practice Symposium contributing a 15-minute presentation of their project process and outcomes and supporting handout (500 words).

### UKPSF Developmental Review (30%):

#### Coursework 2 UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

Produce an overall reflection of 1500 words which comprises reflection and observation of your engagement with development as an educator throughout the duration of the course, aligned to the UKPSF requirements for FHEA. This should also include your ongoing plans for CPD. This must include your reflection on your final summative practice observation completed by your Subject Adviser and your UKPSF self-assessment maintained over the duration of the course. Submit on Blackboard Learn



100% Coursework – all elements must be passed in order to pass the module.

See Appendix 1 for further details and guidance.

## READING LIST

Reading will be largely dependent on the nature and topic of the agreed project and participants will identify suitable reading in their project proposal. Participants are advised to read some or all of the following texts in relation to the process they will be undertaking, and to consult the reading lists for other modules on the Programme whose content is relevant to their chosen topic.

Bassot, B. (2013). *The Reflective Journal*. Basingstoke: Palgrave MacMillan.

Bell, J (2005): *Doing your Research Project* (4th Ed). Maidenhead, Open University Press.

Blaxter, L, Hughes, C and Tight, M (2001): *How to research* (2nd Ed). Maidenhead, Open University Press.

Denscombe, M (2003): *The Good Research Guide for Small-Scale Social Research Projects* (2nd Ed). Maidenhead, Open University Press.

Norton, L. (2009): *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities* Abingdon: Routledge.

Robson, C (2002): *Real World Research: A Resource for Social Scientists and Practitioner-researchers* (2nd Ed). Oxford, Blackwell.

Schön, D A (1983): *The Reflective Practitioner, How Professionals Think in Action*. New York, Basic Books.

In addition, participants will be directed to relevant websites, journal articles and chapters.

### **Institutional policy documents/resources**

Ulster University Learning and Teaching Strategy

[http://www.ulster.ac.uk/centrehep/teaching\\_and\\_learning\\_strategy/](http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/)

Ulster University Employability and Marketing

<http://eandm.ulster.ac.uk/employability.php>

Ulster University Internationalisation Strategy <http://international.ulster.ac.uk/international-partnerships/>

Contemporary reports and guidelines from national advisory and policy organizations (e.g.HEFCE, TechDis, HE Academy).

**In addition, participants will be directed to relevant websites, journal articles and chapters, *inter alia*:**

HEA website [www.heacademy.ac.uk](http://www.heacademy.ac.uk)

### **Journals:**

*Active Learning in Higher Education*. Sage Publications

*Assessment and evaluation in higher education*. Carfax.

*Assessment in Education: Principles, Policy and Practice* Routledge

*Educational Developments*. SEDA (The Staff and Educational Development Association).

*Higher Education Quarterly*. Blackwell Publishing.

*Higher Education Research and Development* Taylor & Francis

*Innovative Higher Education* Springer

*Innovations in Education and Teaching International*. Routledge.

*International Journal for Academic Development* Taylor & Francis

*Journal of Further and Higher Education* Taylor & Francis

*Journal of Higher Education* Ohio State University Press

*Quality in Higher Education* Routledge

*Reflective Practice* Taylor & Francis

Research in Higher Education Springer

Studies in Higher Education Taylor & Francis

Teaching in Higher Education Taylor & Francis

The Journal of Scholarship of Teaching and Learning Indiana University Purdue University Indianapolis

## APPENDIX 1: PHE 707 Assessment Guidance & Templates

### Coursework 1: Enhancement Project (70%)

You should identify, design, manage and evaluate an enhancement project that is of benefit to the individual, students and the organisation and will extend knowledge of the discipline within the Higher Education sector.

#### PHE 707 Enhancing Learning & Teaching in Higher Education: Initial ideas Template

Name:

School/ Department:

Topic:

Why do you want to carry out this project? How does it fit with local and/or institutional priorities?

Sound your idea out with your Subject Adviser, what do they think?

How do you think you will undertake it?

When do you plan to complete it by? What might prevent it from being completed on time? How will you gauge whether it is working out?

Any other queries/ issues?

**Coursework 1a: (UKPSF: A5, K1, K6, V3, V4)**

Project Proposal: including: area of practice to be developed/investigated, specific knowledge learning outcome(s), identification of expected skills learning outcomes and how the knowledge and skills required for the project will be developed/evidenced. Also an indication of the potential benefit of the project to the participant's school, department, faculty, or institution. This must be signed off by the participant's line manager as being relevant to local priorities (800 words).

Submission by xxx

Submit on Blackboard Learn

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**PHE 707 Enhancing Learning & Teaching in Higher Education  
Project Proposal Template**

<b>NAME</b>	
<b>Proposed Title</b>	<i>meaningful, short descriptive title</i>
<b>Background to proposed project (what)</b>	<i>Please give a brief description of your proposed project including your context.</i>
<b>Rationale, motivation and aims (why):</b>	<i>Explain the reasons behind the proposed project - its purpose and benefits. What change was it intended to make or problem was it designed to solve? What professional knowledge did you draw from to underpin your rationale? How will this project benefit your students, school, department, faculty, or institution? Tell us about any themes and priorities within five &amp; fifty it relates to.</i>
<b>Methodology &amp; Timescale (how)</b>	<i>Detail how you plan to carry out the initiative, the approaches you have decided to use and the timescale for their implementation. What professional knowledge have you drawn from to underpin your approach?</i>
<b>Ethical Issues</b>	<i>Are there any ethical issues that need to be considered for this project? If so, how will these be reviewed?</i>
<b>Evaluation</b>	<i>How are you going to gauge the success of your enhancement project? What would indicators of success look like and when would you measure them? Have you built in opportunities to gather meaningful feedback from relevant stake holders?</i>
<b>Identify any further support you feel you will need to undertake this project.</b>	<i>Are there any knowledge or skills gaps that you may need to look into? Are there any resources you need for your project and if so are they attainable? Do you need further guidance or advice from the module tutors?</i>
<b>Who will be involved in the project? List others involved and identify your subject adviser.</b>	<i>If your project involves others e.g. colleagues, students, professional services how are you going to make best use of their input? Have you thought about how you can benefit from the experience of your Subject Adviser throughout the period of your project?</i>
<b>Which of the UKPSF dimensions do you feel you will engage with whilst undertaking this project?</b>	<i>Due to the focus of your project you may engage with a variable number of UKPSF dimensions beyond the ones the module identifies, indicate any appropriate ones.</i>
<b>Line Manager Endorsement</b>	<i>You should discuss your idea with your line manager (e.g. HOS/HOD, AHOS or another agreed with module tutor) and include feedback from them to indicate their support for its relevance to supporting local priorities. This can be in the format of an appended email response.</i>

**Assessment Feedback Pro-forma PHE 707 Enhancement Project Coursework 1a: (UKPSF: A5, K1, K6, V3, V4)**

Project Proposal: including: area of practice to be developed/investigated, specific knowledge learning outcome(s), identification of expected skills learning outcomes and how the knowledge and skills required for the project will be developed/evidenced. Also an indication of the potential benefit of the project to the participant's school, department, faculty, or institution. This must be signed off by the participant's line manager as being relevant to local priorities (800 words).

Learning Outcome	Fail	Pass	Good Pass
Part of LO1:  Research and use evidence-informed approaches to prioritise, design an approach to enhancing the student experience in a higher educational context (UKPSF: A5, K1, K6, V3, V4).	Background research and use of relevant evidence to support enhancement decisions and planning is absent or limited. Little or no evidence of engagement with appropriate theoretical frameworks. Analysis of initial stakeholder engagement is limited or lacking. Little or no evidence of engagement with appropriate local and/or institutional priorities. There is no apparent referencing system.	Background research and use of relevant evidence to support enhancement decisions and planning is appropriate and is articulated clearly. There is evidence of engagement with appropriate theoretical frameworks range of subject specific and/or domain relevant literature. Analysis of initial stakeholder engagement is evident. Evidence of engagement with appropriate local and/or institutional priorities and linkages made with the enhancement approach selected. There is a consistent referencing system.	Background research and use of relevant evidence to support enhancement decisions and planning is excellent and demonstrates an authoritative narrative articulated with and supported by critical engagement with appropriate theory, and a wide range of both subject specific and domain relevant literature. Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the enhancement approach selected. There is explicit evidence of discussion with relevant stakeholders which informs appropriate actions for change. There is an appropriate consistent referencing system evident throughout.

Line Manager Endorsement: Y/N

Participant Name:

Feedback:

First Assessor:

Decision: Fail/ Pass/ Good Pass

Second Assessor (where relevant):

Date:

### Coursework 1b: (UKPSF: A5, K1, K5, K6, V3, V4)

Project Presentation: participants will be expected to participate in the PgCHEP Communities of Practice Symposium contributing a 15-minute presentation of their project process and outcomes and supporting handout (500 words).

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#### Symposium Presentation Guidance:

Enhancement Project Presentation: critically reflect on how you have developed your project to enhance the Ulster student experience. Present this as a 15-minute oral presentation accompanied by PowerPoint slides and a supporting handout at the PgCHEP Symposium.

Your presentation should comprise **no more than 6** slides, and you are expected to provide details under the following headings. Where appropriate we have included prompt questions that you might like to use to shape the content your presentation.

Slide	Contents
<b>1. Background/Context</b>	<i>Should cover:</i> <ul style="list-style-type: none"><li>• the origin/rationale/ context of the project</li><li>• the aims/objectives of the initiative</li><li>• the participants (staff/students) in the project</li></ul>
<b>2. Design/Implementation</b>	<i>Should cover:</i> <ul style="list-style-type: none"><li>• How the project was designed and carried out</li></ul>
<b>3. Evaluation methodology</b>	<i>Should provide:</i> <ul style="list-style-type: none"><li>• Evaluation design/methodology – how you are/plan to monitor the success of the project</li><li>• Data collection procedures</li><li>• Ethical considerations where relevant</li></ul>
<b>4. Project outcomes and discussion</b>	<i>Should cover:</i> <ul style="list-style-type: none"><li>• Results of the project – include any unexpected outcomes (you might include feedback from students/ colleagues/ other stakeholders etc.)</li><li>• Evidence to indicate the extent to which the approach met its original objectives</li></ul>
<b>5. Conclusions</b>	<i>Should cover:</i> <ul style="list-style-type: none"><li>• Recommendations/reflections</li><li>• Next steps</li></ul>
<b>6. References &amp; Bibliography</b>	<i>Should list:</i> <ul style="list-style-type: none"><li>• all resources consulted and/or cited.</li></ul>
<b>7. Supporting handout (500 words)</b>	<i>Should cover:</i> <ul style="list-style-type: none"><li>• A succinct summary of your project, your key findings, conclusions and references (not in word count)</li></ul>

**Assessment Feedback Pro-forma PHE 707 Enhancement Project Coursework 1b:** (UKPSF: A5, K1, K5, K6, V3, V4)

Project Presentation: participants will be expected to participate in the PgCHEP Communities of Practice Symposium contributing a 15-minute presentation of their project process and outcomes and supporting handout (500 words).

Learning Outcome	Fail	Pass	Good Pass
Research and use evidence-informed approaches to prioritise, design and implement an approach to enhancing the student experience in a higher educational context (UKPSF: A5, K1, K6, V3, V4).	Background research and use of relevant evidence to support enhancement decisions, planning and implementation is absent or limited. Little or no evidence of engagement with appropriate theoretical frameworks. Analysis of stakeholder engagement is limited or lacking. Little or no evidence of engagement with appropriate local and/or institutional priorities. There is no apparent referencing system.	Background research and use of relevant evidence to support enhancement decisions, planning and implementation is appropriate and is articulated clearly. There is evidence of engagement with appropriate theoretical frameworks range of subject specific and/or domain relevant literature. Analysis of stakeholder engagement is evident. Evidence of engagement with appropriate local and/or institutional priorities and linkages made with the enhancement approach selected. There is a consistent referencing system.	Background research and use of relevant evidence to support enhancement decisions, planning and implementation is excellent and demonstrates an authoritative narrative articulated with and supported by critical engagement with appropriate theory, and a wide range of both subject specific and domain relevant literature. Critical analysis of stakeholder engagement is evident and supported through critical engagement with appropriate structure, models, theories and/or frameworks. Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the enhancement approach selected. There is explicit evidence of discussion with relevant stakeholders which informs appropriate actions for change. There is an appropriate consistent referencing system evident throughout.
Use appropriate methods to evaluate the effectiveness of enhancement initiatives in learning and teaching	The evaluation of the enhancement is superficial and there is little or no evidence of the impact and effectiveness of the enhancement. No consideration of ethics has been made.	Evaluation of the enhancement is clearly articulated, with a considered rationale for the methodologies adopted. Clear consideration of ethics has been made.	The evaluation of the enhancement is an authoritative narrative, with a fully justified rationale that demonstrates sufficient advocacy as to influence peers in adopting similar approaches. Clear consideration of ethics has been made.

<p>(UKPSF: K5).</p>	<p>Analysis of stakeholder engagement is limited or lacking. No suggestions for further enhancements are made.</p>	<p>Analysis of stakeholder engagement is evident. There is evidence of the impact and effectiveness of the enhancement. Critique of the evaluation evidence has informed suggestions for further enhancements.</p>	<p>Critical analysis of stakeholder engagement is evident and has influenced future plans. There is robust evidence of the impact and effectiveness of the enhancement. Critique of the evaluation evidence has informed suggestions for further enhancements.</p>
<p>Disseminate purposively the findings of an enhancement initiative to a specific audience through the selection of an appropriate and effective medium (UKPSF: A5, V3, V4).</p>	<p>Rationale is unclear or muddled with limited linkages to local/ discipline/ institutional priorities The approach adopted is problematic with limited sense of resources and time-scales. The enhancement project progress and evaluation data is limited and/or descriptive demonstrating insufficient effort achievement Minimal conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and may be useful for others. Minimal evidence is provided of how the relevant scholarly and/or professional evidence base has been used to guide the enhancement. Presentation delivery lacks fluency and awareness of time constraints. The handout adds little to the overall presentation.</p>	<p>Rationale explained clearly linked to local/ discipline/ institutional priorities A sensible and evidence-based approach has been adopted taking cognisance of resources, time-scales and responding appropriately to unexpected situations The enhancement project progress and evaluation data is critiqued with professional insight and rigour demonstrating an appropriate level of effort and achievement Conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and may be useful for others Evidence is provided of how the relevant scholarly and/or professional evidence base has been used to guide the enhancement. Presentation is conducted effectively within the allocated time. The handout supports the presentation effectively.</p>	<p>Rationale explained authoritatively linked to local/ discipline/ institutional priorities An innovative and evidence-based approach has been adopted taking cognisance of resources, time-scales and responding imaginatively to unexpected situations The enhancement project progress and evaluation data is critiqued with professional insight and rigour demonstrating an outstanding level of effort and achievement. Insightful conclusions are drawn providing information regarding lessons learned from the enhancement activity that will inform its future direction and will be highly useful for others Strong evidence is provided of how the relevant scholarly and/or professional evidence base has been used to underpin the enhancement. Presentation is conducted fluently within the allocated time. The handout supports and enhances the presentation effectively.</p>



Participant Name:

Feedback:

First Assessor:  
Decision: Fail/ Pass/ Good Pass

Second Assessor (where relevant):  
Date:

**UKPSF Developmental Review (30%):****Coursework 2** UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4, Descriptor 2

Produce an overall reflection of **1500 words** which comprises a review of your engagement and development as an educator throughout the duration of the course, aligned to the UKPSF requirements for FHEA. This should also include your ongoing plans for CPD. This must include your reflection on your final summative practice observation completed by your Subject Adviser and your UKPSF self-assessment maintained over the duration of the course. Submit on Blackboard Learn

**Guidance and prompts for structure and content.**

Headings	Prompts/questions to help you structure your UKPSF Developmental Review It should be written in the first person and convey a confident, professional tone. You should use specific examples to illustrate your points
<b>Brief professional context</b>	Provide an introductory paragraph which provides context on your professional role.
<b>Your development as an educator</b>	<p>What are your values and beliefs as an educator? (Do you perceive your professional identity to be that of an educator or something else?)</p> <p>Critically reflect on how your engagement with pedagogy (generic and discipline-specific) has influenced your thinking and approaches to teaching and learning? How have you changed?</p> <p>What have you achieved through application of the learning that you are proud of?</p> <p>How have discussions with, and feedback from, your Subject Adviser and students shaped the development of your practice.</p> <p>What challenges (other than practical issues e.g. time constraints) have you grappled with and were they overcome?</p> <p>Have any of your experiences been transformational?</p>
<b>Your development aligned to fellowship</b>	Critically reflect on the learning you have gained and how it underpins your belief that you are now ready to claim FHEA (UKPSF Descriptor 2). Cross reference to the examples listed in your Final UKPSF Self-assessment Record to support this.
<b>Ongoing CPD and engagement with L&amp;T</b>	Looking to the future, what changes are still necessary? Do you intend to continue your engagement with Learning and Teaching? How will you try to ensure that your practice is up to date and effective?

### Your Practice Observation (by Subject Adviser)

#### PGCHEP Observation of Practice (supporting learning & teaching) –Subject Adviser Feedback Form

Date:

Name:

Session:

	Observed evidence
Clear aims and learning outcomes  <b>UKPSF: A1,A2, K1, K2</b>	
Appropriate tutor and student activity and management of time  <b>UKPSF: A2, K1, K2</b>	
Clear oral (and written) communication  <b>UKPSF: A2</b>	
Clear, relevant resources which <b>enhanced</b> the learning experience (if appropriate)  <b>UKPSF: A2, K1, K2</b>	
Some means of checking student's learning/understanding  <b>UKPSF: A2, A3, K1, K2, K5</b>	
A demonstrable understanding of the varying needs of individual students <b>UKPSF: A2, K2, V1</b>	

Main strengths	
Aspects for consideration	
<p>Signed: _____ (Candidate)</p> <p>Signed (select one):</p> <p>1. the candidate has met all the required outcomes      Yes/ No</p> <p>2. a further observation is required      Yes/ No</p> <p>_____ (Observer)</p>	

Candidate's reflection on teaching/ learning session	
Action plan (to be completed by candidate following observation)	

## UKPSF Final Self-Assessment Record

**UKPSF Self-assessment for *Enhancing Learning & Teaching in Higher Education*– you should track your own engagement with the UKPSF over the duration of the PgCHEP.**

We advised that you maintain this self-assessment as a living document, updating it regularly during the course of your studies to record your evidence and development. Now that you are at the end point of your studies you should be able to reflect back on your learning and development and produce a final version that outlines key examples of where you feel you have evidenced the Descriptor for FHEA. This should form the basis for your final reflective account in Coursework 2.

Fellowship of the HEA is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 2 (D2) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education, which states that you should:

Demonstrate a broad understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. You should be able to provide evidence of this.

**Where over the full PgCHEP have you shown evidence of meeting the Descriptor for FHEA? – this should be a combination of learning from tasks and assignments together with application of it in practice and through other experiences relevant to FHEA**

**Bullet points will suffice**

I. Successful engagement across all five Areas of Activity

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

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

V. Successful incorporation of 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 in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices.

III. A commitment to all the Professional Values

**Assessment Feedback Pro-forma PHE 707****Coursework 2: UKPSF Developmental Review (30%):**

Produce an overall reflection of 1500 words which comprises reflection and observation of your engagement with development as an educator throughout the duration of the course, aligned to the UKPSF requirements for FHEA. This should also include your ongoing plans for CPD. This must include your reflection on your final summative practice observation completed by your Subject Adviser and your UKPSF self-assessment maintained over the duration of the course. Submit on Blackboard Learn

Learning Outcome	Fail	Pass	Good Pass
Reflect critically on your conceptual and professional development as an educator within the context of higher education (UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4, Descriptor 2).	Reflection is poor or lacks clarity and provides no integration with your learning journey and the UKPSF requirements for FHEA. Linked activities, theories, thinking and practice approaches that have influenced personal development and/or professional behaviours are tenuous. Activities and actions need further clarification in identifying effectiveness. There is limited engagement with appropriate reflective theories and models, referencing in need of refinement.	Reflection is articulated, integrated with, and informed by, your learning journey and the UKPSF requirements for FHEA. Activities directly linked to theories, thinking, and practice approaches that have influenced personal development and/or professional behaviours. Activities and actions that are clearly effective are evident throughout. The development narrative is supported by appropriate reflection literature relating to learning and teaching, discipline specific knowledge and/or student experience design and delivery, duly referenced in a consistent format.	Reflection is clearly articulated, fully integrated with, and informed by, your learning journey and the UKPSF requirements for FHEA. There is explicit synthesis of the activities, theories, thinking, and practice approaches that have impacted upon personal development and/or professional behaviours. Innovative activities and actions with explicit impact measures on the student experience, supported through an integrated framework are evident throughout. The development narrative is well written and evidences critical engagement with a wide range of literature relating to learning and teaching, discipline specific knowledge and/or student experience design and delivery, duly referenced in a consistent format.

UKPSF Self-assessment	Y/N	Subject Advisor Observation	Y/N
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Participant Name:

Feedback:

First Assessor:

Second Assessor (where relevant):

Decision: Fail/ Pass/ Good Pass

Date: