



**PHE705**

**Learning & Teaching in Higher Education**

**Semester 2 2018**

**20 credits at Level 7**

**UKPSF Descriptor 1**

**(Accredited by the Higher Education Academy)**

**Module Co-ordinator**

**Vicky Davies PFHEA**

## Welcome...

We hope that you enjoy following PHE705 *Learning & Teaching in Higher Education* and that you will find it beneficial both personally and professionally.

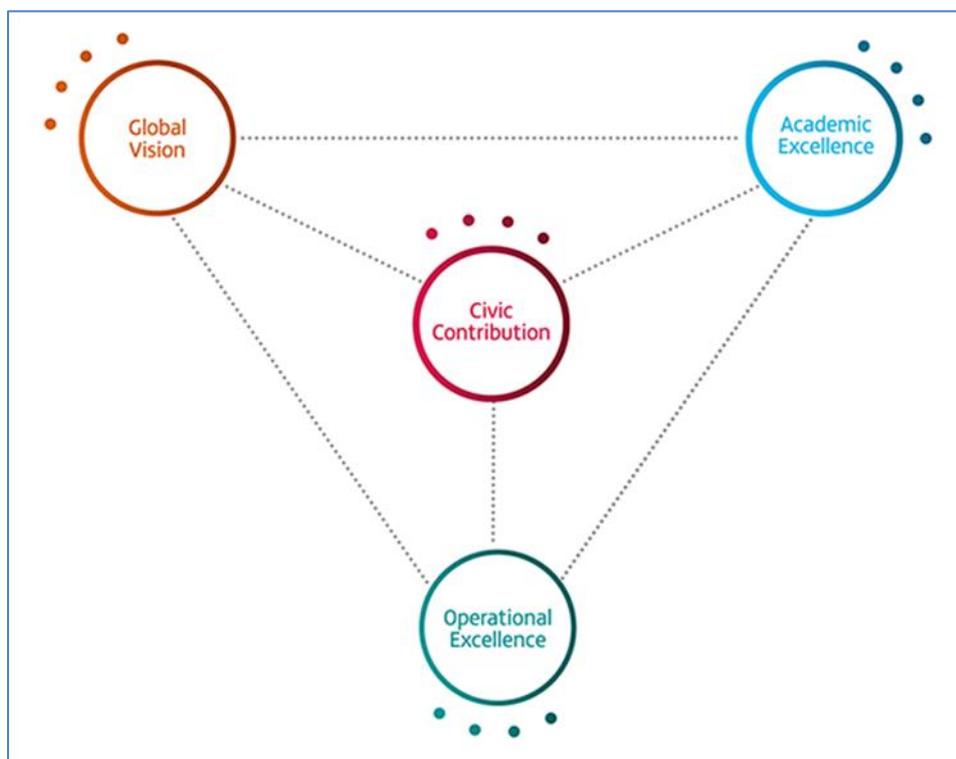
The module provides an opportunity for staff, new to teaching, to develop their understanding of, and practice in, effective learning, teaching, and assessment and feedback, through building up an in-depth knowledge of the needs of the cohorts of students you will encounter within the University. It forms the initial module of the Post-graduate Certificate in Higher Education Practice (PgCHEP) which is available to staff at the University.

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

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## 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>1</sup> - is focussed around four key objectives illustrated below.



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.

<sup>1</sup> <https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf>

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

This module provides for early and ongoing engagement with the University's Centre for Higher Education Research and Practice (CHERP)<sup>2</sup>, highlighting the potential for continuing professional development both internally and within the wider Higher Education community.

This module – *Learning and Teaching in Higher Education* - forms the initial module of the Post-graduate Certificate in Higher Education Practice (PgCHEP). It provides an opportunity for staff who are new to teaching and supporting learning in the University to develop their understanding of, and practice in, effective learning, teaching, and assessment and feedback, through building up an in-depth knowledge of the needs of the cohorts of students they will encounter within the University. It provides a conceptual underpinning for individuals whose duties and responsibilities involve supporting and guiding the development and/ or delivery of learning opportunities for an increasingly diverse body of learners. It provides opportunities for participants to reflect critically on their own experience as both a learner and practitioner, and to identify aspects of their own practice that could be developed and/or improved. 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. This programme is also available as a short course and accredited by the HE Academy for CPD purposes. The aim of this module is to allow participants to develop a critical understanding of learning, teaching, and assessment and feedback in a Higher Education context and to draw on this to identify, select, justify and evaluate appropriate approaches for enabling effective and engaging learning.

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 Associate Fellowship of the HEA (AFHEA) – D1 of the UKPSF<sup>3</sup>.

### **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, including full-time and part-time lecturers, associate lecturers and teaching fellows (for whom the module is a requirement of probation) and those staff whose main professional priority is student support or research e.g. librarians, technicians, careers staff, and contract research staff. In shaping the module, consideration has been given to ensuring that we encompass the breadth of professional development needed by staff as they settle in to a new role, or as their role changes. 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 to enable participants and their line managers to plan accordingly.

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<sup>2</sup> [www.ulster.ac.uk/centrehep](http://www.ulster.ac.uk/centrehep)

<sup>3</sup> <http://heacademy.ac.uk/ukpsf>

## Registering on the module

In order to register on this award you must complete and submit the registration form, which will include confirmation of how you will achieve the required teaching/ learning support hours. Where possible we ask to you indicate the name of your Subject Adviser<sup>4</sup> (a member of University staff who holds the PGCHEP and/or is a Fellow of the Higher Education Academy). This experienced colleague will observe your teaching on one occasion and conduct an assessment moderation task with you. You are also asked to observe the teaching of an experienced colleague: this might be your Subject Adviser or, if more appropriate, another Experienced educator. In this latter case, the Experienced educator need not necessarily hold a category of HEA fellowship. If you are unsure who to approach to undertake this role, you should contact the Module Coordinator or PgCHEP Course Director for guidance.

Prior to the module we recommend that you sign up for the *Orientation to Learning and Teaching at Ulster University* workshop<sup>5</sup> which will provide an introduction to working in Higher Education and an overview of the institutional priorities and processes.

There is no charge for participants on this module as it is only available to staff working at Ulster University. In addition to the registration form, you should also complete the Staff Fees Waiver form, which is available from the CHERP website.

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

*Learning & Teaching in Higher Education* requires 200 hours' time commitment, distributed in the following manner:

### ~ 20 hours contact time

- workshop/ tutorial attendance
- teaching & learning practice observation (observation time and pre and post meetings)
- assessment and feedback moderation

### ~ 10 hours online

- online activities
- discussion fora

### 24 hours work based experience

- 24 hours tutoring and/or demonstrating/ learning support
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### ~ 146 hours private study/

- Hours preparation and reflection on teaching
- Hours directed reading
- Hours preparation of assignment

## It is expected that you will:

- Undertake a minimum of 24 hours of teaching and learning support over the course of the module

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<sup>4</sup> Details of the role of the Subject Adviser can be found in Appendix 2

<sup>5</sup> <https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university>

- Attend all of the workshop sessions for which you are registered
- Participate in pre- and post- workshop tasks as requested
- Be observed by your Subject Adviser\* at least once
- Observe the teaching practice of your Subject Adviser or an Experienced educator
- Participate in an assessment moderation exercise with your Subject Adviser
- Complete assessed pieces of work

\* A member of University staff who holds the PGCHEP and/or is a Fellow of the Higher Education Academy

### **Prior Experience and Assessment**

If you have already been involved in teaching and learning support then you can use this to meet some of the required teaching hours, provided they constitute recent practice. Note these must be in a higher education context, i.e. Level 4 and/or above. Any prior experience you have had teaching or training learners at other levels will be beneficial and will inform your practice but cannot replace the HE experience required.

You should note that this experience does not constitute exemption from any of the assignments or supporting tasks and documentation, as all of these are required to demonstrate achievement of the module learning outcomes and the UKPSF dimensions of practice for Descriptor 1 (Associate Fellow of the HEA).

### **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:

[v.davies@ulster.ac.uk](mailto:v.davies@ulster.ac.uk)

You should receive a reply within 36 hours.

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 Associate Fellowship of the HEA (AFHEA)– D1 of the UKPSF (see <http://www.heacademy.ac.uk/ukpsf>).

### **Professional Recognition**

*Learning & Teaching in Higher Education* is accredited by the Higher Education Academy (HEA) at Descriptor 1 and successful participants can gain professional recognition for their teaching skills and experience by becoming an Associate Fellow of the HEA (AFHEA).

<http://www.heacademy.ac.uk/ourwork/supportingindividuals/professionalrecognition>

When undertaking this award you will be required to evidence that you have achieved the recognition requirements for D1 of the UKPSF (see <http://www.heacademy.ac.uk/ukpsf>). The award has been designed so that the learning opportunities will support your development and achievement of these. Additionally, the assessment tasks have been designed to enable you to provide evidence of your effective practice in these areas.

At the first session for the module you will start to fill in a self-assessment grid which will help you to map your current practice against the dimensions of practice of the UKPSF (Appendix 5). You will maintain this mapping as a *living document*, updating throughout the course of your studies to demonstrate evidence of the UKPSF dimensions of practice as your practice evolves. It will also be used as a focus within tutorial sessions to help you identify gathered evidence and/or development opportunities, and will inform your ongoing reflections on practice within each module and how these relate to the UKPSF. You are expected to append an updated version of this with your Coursework 2 submission.

For more detailed information see Appendix 1 and in the guidance in Appendices 4 and 5.

Following successful completion of the module and recognition at Descriptor 1 (Associate Fellowship of the HEA) your name will be entered online the HE Academy by the Module Coordinator and you will emailed instructions on how you can download your Associate Fellowship certificate. You should retain this handbook and your certificate as they may be required in the future if you are seeking partial or full exemption from professional development requirements.

### The UKPSF

The UK Higher Education sector has re-defined its professional standards framework<sup>6</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.

The *Learning & Teaching in Higher Education* module is accredited by the Higher Education Academy at Descriptor 1 (D1) of the UKPSF. Participants who successfully complete the course requirements and demonstrate full alignment to the dimensions of practice at D1 will gain Associate Fellowship of the HEA. The requirements for alignment to the Dimensions of Practice for Descriptor 1 (Associate Fellow of the HEA) are as follows:

Descriptor 1
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Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.
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Individuals should be able to provide evidence of:
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I. Successful engagement with at least two of the five Areas of Activity ( <i>specifically A2 &amp; A3</i> )
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II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
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III. Appropriate Core Knowledge and understanding of <b>at least K1 and K2</b>
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IV. A commitment to appropriate Professional Values in facilitating others' learning
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V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
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VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities
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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

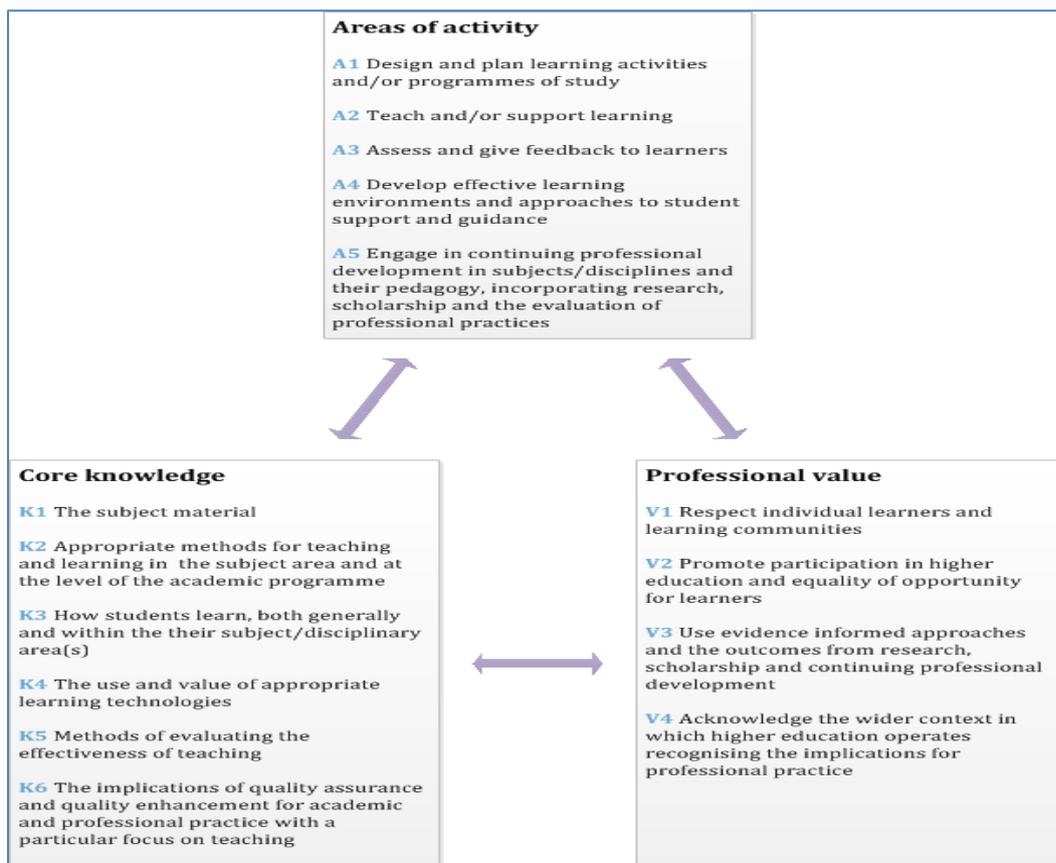
<sup>6</sup> <http://www.heacademy.ac.uk/ukpsf>

to provide evidence of effective practice in these areas. Specifically, the module has been designed to enable participants to demonstrate their achievement of the following Areas of Activity within the UKPSF dimensions of practice:

- A2 Teach and/or support learning**
- A3 Assess and give feedback to learners**

A full mapping of the module learning outcomes to the UKPSF dimensions of practice can be found in Appendix 1.

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



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 UKPSF: appropriate elements of the module are explicitly mapped to the UKPSF at D1, 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 the PgCHEP, its curriculum, delivery methods and assessment strategies.

## Module Aims

*Learning & Teaching in Higher Education* has been designed to enable participants:

- to deepen their understanding of learning, teaching, and assessment and feedback in a Higher Education context drawing on the scholarly evidence base;
- to develop a critical understanding of their students' learning and support needs, and to be in a position to draw on this to identify, select and justify appropriate approaches for enabling effective and engaging learning;
- to plan, deliver and critically evaluate teaching, learning, assessment and feedback practices appropriate both to the discipline and student cohort;
- to critically appraise their roles and professional values in promoting effective student learning
- to align their practice with the UKPSF dimensions of practice

## Learning Outcomes

Successful participants will be able to:

1. Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline and student cohort;

**UKPSF A2, K1, K2, K3 K5, K6, V1, V2, V3, V4**

2. Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond;

**UKPSF A3, K1, K2, K3, K4, K5, V1, V3, V4**

3. Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development;

**UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V3**

4. Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs

**UKPSF A2, A3, K1, K2, K3, K5, K6, V1, V4**

## Indicative Content

Core content delivered in block sessions and with online support

- Module Induction
- Introduction to the UKPSF, reflective & evaluative practice and professional values
- Understanding the Higher Education context and its implications for practice
- The context of learning and teaching at Ulster: Academic Excellence within **5&50**
- Understanding student diversity and its implications for student engagement and effective learning – who are our learners?
- Planning for learning (with a focus on designing effective activities and sessions)
- Student engagement and active learning approaches
- Assessment and feedback for learning including online submission and feedback

## Learning and Teaching Methods

As a participant, you are expected to develop their capacity for professional 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 you will be expected to manage, and take responsibility for, your own learning in preparation for, and in execution of, an agreed work-related enhancement project.

Delivery approaches include:

- Block workshops will be used to introduce and develop core underpinning knowledge. They will be used to share and critique scholarly and subject-based approaches to learning, teaching and assessment.
- Online tutorials will provide small group support.
- 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.
- Participants must engage in at least one observation of a more experienced colleague (either the
- Work-based learning (practice and tasks) and independent study (including assessment) will be used to contextualise the workshop and online learning to the participant's own professional environment, and to facilitate their individual professional development in aspects of effective teaching, learning, assessment and student support.
- 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.
- A Subject Adviser (see Appendix 2), from your broad discipline area, will support and advise you during the module, and will
  - observe your teaching on one occasion and provide feedback
  - moderate their assessment and feedback practice on one occasion and provide feedback.
- Free standing optional development opportunities will be signposted : you can choose to engage with these where relevant to your context and/or interest for professional development.
- Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to your own professional environment and to facilitate your individual professional development

## Outline Schedule

All block teaching days take place, where possible, outside the teaching semester to minimise impact on staff commitments during this time.

Tutorials are held online via Blackboard Learn Collaborate (webinar) and will be held on two occasions to facilitate opportunities for attendance.

Semester 2	Indicative content
<b>F2F Block teaching</b>  <b>Day 1 &amp; Day 2</b>  <b>February 2018</b>	<b>Day 1</b> <ul style="list-style-type: none"> <li>• Module induction               <ul style="list-style-type: none"> <li>○ Teaching, assessment, subject adviser</li> <li>○ Observations</li> <li>○ Blackboard Learn</li> </ul> </li> <li>• Introduction to UKPSF/AFHEA               <ul style="list-style-type: none"> <li>○ Reflective practice</li> <li>○ Professional values</li> </ul> </li> <li>• Understanding our learners</li> <li>• Understanding learning</li> <li>• Planning for effective learning</li> <li>• UKPSF mapping document</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li>• Evaluating learning</li> <li>• Student engagement and active learning approaches</li> <li>• Assessment and Feedback for learning</li> </ul>
<b>Independent learning</b>	<b>Follow-up required reading</b> <ul style="list-style-type: none"> <li>• Biggs J (1999) Teaching for quality learning at university – Chapter 2</li> <li>• Fry et al. (2016) Handbook for T&amp;L in HE Chapter 5: “Student learning” (in library as e-book)</li> <li>• Rust, C (2002) The impact of assessment on student learning. Active Learning 3 (2):145-158 (available as an e-journal)</li> <li>• Race P (2006) The Lecturer’s Toolkit, Chapter 1: “Learning – a natural human process”, especially pages 1 – 9</li> </ul>
<b>Tutorial 1</b> <b>1.5 hours</b> <b>Online</b> <b>Late February/early March</b>	This tutorial will run on <b>two</b> occasions to facilitate attendance  Small group working <ul style="list-style-type: none"> <li>• Draft of Coursework 1 Part 1</li> <li>• Support for specific student needs</li> <li>• Student engagement approaches</li> <li>• Planning for teaching &amp; learning practice observation/assessment moderation exercise</li> </ul>
<b>F2F</b> <b>Day 3</b> <b>March (pre-Easter) 2018</b>	<b>Day 3</b> <ul style="list-style-type: none"> <li>○ Draft of Coursework 1 Part 2</li> <li>○ Reflection on a critical incident</li> <li>○ Professional values</li> </ul>

Semester 2	Indicative content
	<ul style="list-style-type: none"> <li>○ UKPSF mapping document</li> </ul>
<b>Tutorial 2</b> <b>1.5 hours</b> <b>Online</b> <b>Mid-late April</b>	This tutorial will run on <b>two</b> occasions to facilitate attendance  Small group working <ul style="list-style-type: none"> <li>• Draft of Coursework 2</li> <li>• Clarify assignment briefs and supporting tasks</li> <li>• Clarify assessment hand-ins</li> </ul>

### Assessment Overview

Detailed *Assessment Guidance* (including assessment rubrics for each assessment element) can be found in [Appendix 4](#) of this document, which is also reproduced in the Blackboard Learn area as a downloadable document.

All coursework elements must be passed to successfully pass the module.

### Work-based Learning (Supporting Tasks)

To support the module coursework requirements, there is a series of work-based tasks that you are expected to complete for the module. The majority of these tasks are ones that you should be carrying out routinely as part of your usual learning and teaching practice. The authentications of practice indicated (teaching and learning practice observation and assessment moderation exercise) are requirements of the HEA under the terms of the module's accreditation at D1 (AFHEA), but again provide you with evidence to support your evolving practice and professional approaches. You are required to upload all these elements as appendices and draw on them as evidence of your own practice within the summative coursework tasks.

**Full details of the Supporting Tasks can be found in Appendix 4.**

Where as a Course Committee we decide to vary the teaching, learning and assessment methods for participants with additional requirements, we will ensure that the new methods enable the students to demonstrate the achievement of the learning outcomes by means which are valid, fair, reliable, rigorous and academically discriminating.

All assignments must be appropriately referenced including in-text citation and a reference list using the Harvard System. You should not exceed the word limit for any piece of coursework by more than 10%: anything over this (word limit +10%) will not be considered.

Submission of all coursework and supporting tasks is online via Blackboard Learn.

Submission dates : Semester 2 2018	
<b>CW1</b> <b>Including Supporting Tasks A,B,C,D,G</b>	<b>9<sup>th</sup> April 2018</b>
<b>CW2</b> <b>Including Supporting Tasks E,F,G</b>	<b>21<sup>st</sup> May 2018</b>

Peer and tutor feedback opportunities for both Coursework 1 and 2 are incorporated within the teaching/tutorial sessions.



## **COURSEWORK 1 – Engaging Your Students (60%)**

**Submission date: 9<sup>th</sup> April 2018**

**Total word count: 2000**

*The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.*

**The tasks below should be based on the teaching/learning support session that is observed by your Subject Adviser: the supporting tasks required for this case study should be appended to your submission and are indicated below.**

Supporting tasks: A, B, C, D, G

**UKPSF: A2, K1, K2, K3, K5, K6, V1, V2, V3, V4**

**LOs: 1,3,4**

- **Coursework 1a (500 words)**  
Choose a cohort of students with whom you are involved in a teaching/ learning support capacity. Produce a short profile entitled 'My students' which critically analyses the nature of your student cohort, and reflects upon the diversity of learning needs and the implications of these for their learning and your practice.
- **Coursework 1b (1000 words)**  
Based on the cohort above, and drawing on relevant reading you have done, choose an activity or technique you use and produce a case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging your students in their learning. In addition to lecturing, tutorial and seminar work the activities might include, for example, studio, clinical, laboratory or workplace-based teaching, distance learning, one to one support and technology enhanced learning. Remember to not only give detail about the situation but also explain how and why you worked with the students in that manner. Using the feedback that you have gathered from students, you should also consider the extent to which your approach was effective for their learning and consider further enhancements you could make to this activity. Draw on your reading of teaching and learning to support the decisions you have made.
- **Coursework 1c (500 words)**  
Based on the observation of your practice that was carried out by your Subject Adviser, and using the feedback that you have gathered from students, critically review and reflect on your practice to identify
  - the extent to which your approach was effective for the students' learning;
  - further enhancements you could make to this activity;
  - appropriate future professional development opportunities.

**Further guidance for Coursework 1, together with the related assessment rubric, can be found in Appendix 4.**

## **COURSEWORK 2: Assessment & Feedback for Learning (40%)**

**Submission date: 21<sup>st</sup> May 2018**

**Total word count: 1500**

*The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.*

**The tasks below should be based on the assessment moderation exercise that you carried out with your Subject Adviser: the supporting tasks required for this case study should be appended to your submission and are indicated below.**

Supporting tasks: E, F, G

**Using the Ulster Principles for Assessment and Feedback for Learning and supporting Viewpoints resources, reflect on your current practice (append any completed audits to this case study).**

**UKPSF: A3, K1, K2, K3, K4, K5, K6, V3, V4**

**LOs 2,3,4**

- **Coursework 2a (1000 words)**

Choose one assessment approach/ feedback technique you use and produce a brief case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging students in their learning.

Remember to not only give detail about the situation but also explain how and why you worked with the students in that manner. Draw on your reading of assessment and feedback to support the decisions you have made to try and ensure your practice is effective.

You should also draw from relevant tasks to underpin your narrative. Evaluative feedback you have gathered may also be useful in supporting your knowledge of how effective your approach is.

- **Coursework 2b (500 words)**

Based on the moderation task you undertook with your Experienced educator reflect on your learning from the activity. This might include consideration of how well the assignment fits with the learning you were aiming to assess, the clarity of the guidance and criteria. You may also want to reflect on your confidence in making decisions about marks and the feedback you gave.

**Further guidance for Coursework 2, together with the related assessment rubric, can be found in Appendix 4.**

## **Extenuating circumstances and coursework extensions**

If for an appropriate reason you need extra time, either to complete the tasks or to complete the course, contact either Module Coordinator to discuss this as soon as possible.

If you are unsuccessful at the first attempt, you will have a further opportunity to resubmit in July, as per normal academic regulations.

## **Withdrawal from the Award**

If you wish to withdraw from the module, you may wish to discuss this with the Module Coordinator before making a final decision but in the event that you do decide to withdraw you must inform the Module Administrator.

## **Contacts**

Module Coordinator:

Vicky Davies

[v.davies@ulster.ac.uk](mailto:v.davies@ulster.ac.uk)

ext 75588

[pgchep@ulster.ac.uk](mailto:pgchep@ulster.ac.uk)

## ***Applying to the HE Academy for Associate Fellow Status***

Following successful completion of the module and recognition at Descriptor 1 (Associate Fellowship of the HEA) your name will be entered online the HE Academy by the Module Coordinator and you will emailed instructions on how you can download your Associate Fellowship certificate. You should retain this handbook and your certificate as they may be required in the future if you are seeking partial or full exemption from professional development requirements.

## **READING LIST**

### **Required**

Biggs, J and Tang, C (2011): *Teaching for Quality Learning at University: What the Student Does*, 4<sup>th</sup> ed. Maidenhead, Open University Press.

Fry, H, Kettridge, S and Marshall, S (Eds) (2015): *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 4<sup>th</sup> ed. Abingdon, Routledge.

Light, G, Cox, R & Calkins S (2009): *Learning and Teaching in Higher Education: The Reflective Professional*, 2<sup>nd</sup> ed.. London, Sage Publications.

Race, P (2007): *The Lecturer's Toolkit: a practical guide to assessment, learning and teaching*. 3rd ed. Abingdon, Routledge.

Race, P (2010): *Making Learning Happen: A Guide for Post-Compulsory Education*. 2nd ed. London, Sage.

**In addition, participants will be directed, through session materials and the Blackboard Learn course area to relevant websites, journal articles and chapters. Examples include:**

HEA website <https://www.heacademy.ac.uk/>

UCD: Assessing Student Learning

<https://www.ucd.ie/teaching/resources/assessment/>

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/)

UK Professional Standards Framework  
<https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>

Ulster Principles for Assessment & Feedback for Learning  
<http://www.ulster.ac.uk/centrehep/resources.html>

**Journals:**

*Active Learning in Higher Education*. Sage Publications. ISSN 1469-7874.

*Assessment and evaluation in higher education*. Carfax. ISSN 0260-2938

*Educational Developments*. SEDA (The Staff and Educational Development Association). ISSN 1469-3267

*Higher Education Quarterly*. Blackwell Publishing. ISSN 0951-5224. Electronic 1468-2273.

*Innovations in Education and Teaching International*. Routledge. ISSN 1479-3297.

## APPENDIX 1

### UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education

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

Mapping of Award Learning Outcomes against the UKPSF dimensions of practice (emboldened/shaded text indicates full coverage of activities, other activities may be partially achieved depending on the participants' role and context)

<i>Areas of activity</i>	<i>Learning Outcome</i>	<i>Coverage</i>	<i>Assessment</i>
1. Design and plan learning activities and/or programmes of study		Participants will be introduced to curriculum development approaches but due to the nature of their roles the module foci is on session/ activity planning	Participants' ability to plan an effective learning session/ activity observed by the Subject Adviser and plans submitted as part of the supporting documentation
<b>2. Teach and/or support student learning</b>	<b>LO1 LO3 LO4</b>	<b>Participants will be expected to demonstrate that they can draw from appropriate knowledge of pedagogy to inform the planning and delivery of teaching/ learning support activities. The taught sessions and experienced educator observation of practice will expose them to a range of approaches and theories which they will have opportunities to try within their work based practice and demonstrate in their observation of practice</b>	<b>Participants' ability to plan and deliver an effective learning session/ activity will be evidenced in assignment 1. In particular, their observation of practice will provide evidence of this.</b>
<b>3. Assess and give feedback to learners</b>	<b>LO2 LO3 LO4</b>	<b>The taught sessions will explore the concept of assessment for learning in addition to assessment procedures and QA practices.</b>	<b>Participants will be expected to demonstrate how they provide feedback to students in Assignment 2. In particular, their assessment moderation task will provide evidence of this.</b>
4. Develop effective learning environments and approaches to		Participants will have the opportunity to develop awareness of the impact diversity can have on students'	Participants will be expected to demonstrate how they provide an

student support and guidance		learning needs and the construction of learning environments that best support them.	effective learning environment as part of the supporting documentation, particularly in their practice observations.
5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		<p>Participants will be introduced to pedagogic theory within sessions. The VLE will provide relevant links to debates on the research/ teaching nexus. The use of a Subject Adviser to conduct the practice observations will emphasise the need to retain currency and accuracy in the delivery of subject material.</p> <p>Throughout the course participants will be encouraged to reflect and critique their developing practice. Tasks will create opportunities for them to generate feedback on their practice and thinking from a range of sources. Tutors will guide participants regarding the benefits of and opportunities for further CPD.</p>	<p>Participants will be expected to demonstrate how they integrate their research and/or their professional practice with teaching and supporting learning in all Assignments.</p> <p>Assignments have been designed to support participants' awareness of current HE priorities and how best they can develop to meet them.</p>

<i>Core knowledge (Knowledge and understanding of):</i>	<i>Learning Outcome</i>	<i>Coverage</i>	<i>Assessment</i>
<b>1. The subject material</b>	LO1 LO2 LO3 LO4	The use of a Subject Adviser to conduct the practice observations will emphasise the need to retain currency and accuracy in the delivery of subject material.	This will be evidenced in Assignments 1 and 2, and through the authentication of practice tasks.
<b>2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</b>	LO1 LO2 LO3 LO4	The use of a Subject Adviser to discuss and demonstrate subject specific approaches will complement the more generic coverage in session.	This will be evidenced in Assignments 1 and 2, and through the authentication of practice tasks.
3. How students learn, both generally and within their subject/ disciplinary area(s)		This will covered during sessions and also within the context of the teaching and learning practice observations	This will be evidenced particularly in Assignment 1, and as part of the supporting documentation.
4. The use and value of appropriate learning technologies		This will be covered in sessions and depending on opportunity will be applied in practice. Within assessment and feedback participants are expected to show how they use online submission and feedback techniques.	This may be evidenced in assignments 1 and/or 2, as part of the supporting documentation.
5. Methods for evaluating the effectiveness of teaching		This will be covered in sessions and participants will be expected to apply concepts to their own practice	This will be evidenced in assignment 1, as part of the supporting documentation
6. The implications of quality assurance and quality enhancement for professional practice with a particular focus on teaching		Participants will be familiarised with quality assurance approaches particularly in relation to standards and assessment. They will be expected to consider how they can continually enhance their evolving practice	This will be evidenced in assignments 1 and/or 2, as part of the supporting documentation.

<i>Professional values</i>	<i>Learning Outcome</i>	<i>Coverage</i>	<i>Assessment</i>
<b>1. Respect for individual learners and diverse learning communities</b>	LO1 LO2 LO3 LO4	Specific input on student diversity.  The role of peer learning both for academic and social integration will be covered in taught sessions.	This will be evidenced in assignment 1, and in particular in their practice observation.
<b>2. Promote participation in higher education and equality of opportunity for learners</b>	LO1	Ulster is a widening participation university, the impact this has on practice will be a recurrent theme.	Consideration of this should be evidenced in all assignments, and especially in 1.
<b>3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</b>	LO1 LO2 LO3	Participants will be introduced to pedagogic theory within sessions. The VLE will provide relevant links to debates on the research/ teaching nexus. The use of a Subject Adviser to conduct the practice observations will emphasise the need to retain currency and accuracy in the delivery of subject material.	Participants will be expected to demonstrate how integrate their research and/or their professional practice with teaching and supporting learning in Assignments 1 and 2.
<b>4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</b>	LO1 LO2 LO4	Throughout the module, participants will be encouraged to reflect and critique their developing practice. Tasks will create opportunities for them to generate feedback on their practice and thinking from a range of sources. Tutors will guide participants regarding the benefits of and opportunities for further CPD.	Assignment 1 has been designed to support participants' awareness of current HE priorities and how best they can develop to meet them.

## APPENDIX 2: Subject Adviser Role & Responsibilities

In the first instance it is your responsibility to identify your Subject Adviser during the programme application process, so early contact regarding their responsibilities can be ensured by the Course Director. Where difficulties may arise, you are encouraged to contact the Course Director to seek advice on whom might be appropriately approached to take this role. Subject Advisers, who must all hold Fellowship at D2, are provided with guidance on their role which will be updated annually so as to take cognisance of any developments which may occur as a result of external and/or internal drivers and participant feedback on the programme.

The Subject Adviser will be a person whom you feel they could call upon to provide guidance, support and specialist knowledge within the context of your academic discipline. He/she will also be someone who is familiar with the UKPSF and be able to apply its dimensions of practice to observed sessions as evidence of effective practice.

He/she will be someone whom you consider to have an interest in a particular area of their studies and would be willing to share their own expertise and knowledge, though in doing so, they would not be formally called upon to assess written work. They will however observe your teaching practice on one occasion and also carry out an assessment moderation exercise with you: they are required to sign off both these activities as satisfactory. These two activities provide authentication of practice as required by AFHEA. If this is not possible during the planned observation, the Subject Adviser will then schedule a further observation/moderation for assessment purposes.

Subject Advisers should be capable of:

- building a rapport with you;
- showing empathy with you in relation to your professional roles;
- respecting you and the choices you make concerning your work as a PgCHEP participant;
- encouraging you to take responsibility for your learning;
- acting as a 'critical friend', that is, someone capable of:
  - offering unbiased constructive criticism, guidance and feedback;
  - being a good listener;
  - questioning, interpreting and explaining;
  - assisting with problems while challenging you to make decisions;
  - striking an acceptable balance between giving advice and not taking control;
  - drawing on their knowledge and understanding of the UKPSF to underpin their role.

He or she will also have a very particular interest in higher education practice and would in turn be willing to share insights and reflections with you about their work

### Not Just Teaching

While observation of learning and teaching practice, and the assessment moderation exercise are clearly important aspects of the Subject Adviser's role, it is not, however, the only role that could be fulfilled by the person concerned. For example, within *Learning & Teaching in Higher Education* he or she may be called upon to discuss their expertise in and or experiences of:

- course development, management and planning
- research supervision
- student support
- specific strategies they use in their own teaching, including student assessment
- research capacity building

and so forth.

In other words, the Subject Adviser will be a confidential sounding board for a variety of course-related and subject specific issues.

It is precisely because the areas of activity and expertise are likely to be so varied, that you are advised to carefully select your Subject Adviser as circumstances require and to be pro-active concerning this, liaising with your respective Head of School (or other appropriate person of comparable status).

### **Authentication of Practice**

Subject Advisers are provided with pro-formas, aligned to the relevant UKPSF dimensions of practice, to guide the evaluation of any teaching observations/assessment moderation (Appendices 3A, 3B, 3C)

### **Observing Teaching**

Arrangements for the observation should be made with as much advance notice as possible. Preferably, you should be provided with feedback immediately after the observation, however if this is not possible, then within the next 2-3 days of the observation. Feedback is generally most effective if given at the earliest opportunity.

The post-observation meeting should ideally begin with your own thoughts about the teaching session, and you are encouraged to begin with positive aspects first of all. Many people find this difficult, wanting to look first at the less positive, but this is not always a good thing, as negativity has a habit of taking over in such situations.

### **Moderating assessment**

You should identify an appropriate module where the Subject Adviser is able to support you in exploring the assessment strategy and marking criteria. You should explain the rationale that underpins the assessment strategy and marking criteria design, and how they are used to ensure accurate and valid decision-making. The Subject Adviser should also focus on showing how the Ulster Principles for Assessment and Feedback for Learning underpin the approach taken to providing meaningful feedback.

You will need to have access to two sample assignment submissions (current or previous), and mark these using the assignment guidance and criteria to produce a mark and feedback comments for the students concerned. The Subject Adviser should moderate/discuss these with you and you will jointly complete the pro-forma provided.

For both these authentications of practice records, it is important for the discussion is focused in a positive way, before dealing with other issues that point to the need for development within them. The pro-formas are used to focus the discussion and in turn avoid generalities. There should be a focus on what was done, why it was done and how well it was done, again beginning with your own evaluation which should focus on the facts of the situation, drawing upon these as evidence to substantiate and support reflections and findings.

In addition to the above, it is accepted that, for future development purposes, there must be an emphasis on what can pragmatically be changed, though this does not preclude the introduction into one's teaching of new challenges and a more creative approach, if this is needed. Drawing on their own acknowledged level of expertise, the Subject Adviser is encouraged to discuss new ideas with participants, while also encouraging them to hold fast to tried and tested characteristics of effective teaching.

During and after the discussion, you and the Subject Adviser will jointly identify points of interest and importance which should subsequently be prioritized for developmental purposes. It may prove useful to divide these into two categories, short-term and long-term, there being due recognition of the fact that some of the action points agreed may be more developmental in nature, and therefore to be implemented over a longer period of time, while in contrast, other points could be implemented more speedily.

The usefulness of the experience for both parties should be reflected on, and it will be interesting to note what the Subject Adviser herself/himself has gained from collaborating in the above process.

**APPENDIX 3A: Observation of your Subject Adviser (or another Experienced educator) (by you)**

**SUPPORTING TASK A**

**Date:**

**Session:**

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

Reflect on what you have observed and make a few points on what you could take forward in order to enhance/develop you own practice.

**APPENDIX 3B: Your Practice Observation (by your Subject Adviser)**

**SUPPORTING TASK B**

**PHE705 Observation of Practice (supporting learning & teaching) –Subject Adviser Feedback Form**

**Date:**

**Name:**

**Session:**

	Observed evidence
Clear aims and learning outcomes  <b>UKSPF: A2, K1, K2</b>	
Appropriate tutor and student activity and management of time  <b>UKSPF: A2, K1, K2</b>	
Clear oral (and written) communication  <b>UKSPF: A2</b>	
Clear, relevant resources which <b>enhanced</b> the learning experience (if appropriate)  <b>UKSPF: A2, K1, K2</b>	
Some means of checking student’s learning/understanding  <b>UKSPF: A2, A3, K1, K2</b>	
A demonstrable understanding of the varying needs of individual students  <b>UKSPF: 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	
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Action plan (to be completed by candidate following observation)	
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**APPENDIX 3C: Assessment Moderation Activity Record**  
**SUPPORTING TASK E**  
**UKPSF: A3, K1, K2**

<b>Details of the moderation task undertaken (module name/ assignment details/ level)</b>	
<b>Summary of process you undertook with Subject Adviser</b>	
<b>Key learning points arising from the activity and discussion</b>	
<b>Subject Adviser feedback on your engagement in making assessment judgements and providing student feedback</b>	

## APPENDIX 4: Assessment Guidance

**Please note that this is available as a separate downloadable document from the module BBL area.**

### Assignment Guidelines

#### How to use this guidance

We suggest that you have a look at the requirements for each of the assignments first and then come back to the guidance on the supporting tasks to inform your preparatory work.

For this module you will complete **two** pieces of coursework which ask you to focus on different areas of your learning and teaching practice. Additional support and briefing on the assignments and the corresponding supporting tasks will also be provided at Block Teaching sessions and tutorials.

In addition to the assignments themselves, which should be informed by relevant reading and pedagogic literature, we also require you to carry out a series of **tasks** which are designed to support your assignments, and allow you to draw on a range of evidence to inform your assignments.

You will upload **all** the artefacts that you produce for the assessment tasks (assignments and supporting tasks) to the relevant Dropbox within the module BBL area.

**All coursework elements must be passed to successfully pass the module.**

The following are a series of work-based tasks that you are expected to complete for the module. Although this list might seem quite involved, the majority of the elements are ones that you should be carrying out routinely as part of your usual learning and teaching practice. The authentications of practice indicated (teaching and learning practice observation and assessment moderation exercise) are requirements of the HEA under the terms of module's accreditation at D1 (AFHEA), but again provide you with evidence to support your evolving practice and professional approaches. You are required to upload all these elements as appendices and draw on them as evidence of your own practice within the summative assessment tasks outlined below.

All assignments are marked in accordance with the Level 7 Generic Marking Criteria for Qualitative Work which can be found on the last page of this document. Detailed assessment rubrics are provided after the guidance for each coursework element.

The Course Team reserves the right to use any data resulting from the assessment to inform research and enhancement relating to module development. All data thus used will be anonymised and kept confidential.

<b>Submission dates : Semester 2 2018</b>	
<b>CW1 Including Supporting Tasks A,B,C,D,G</b>	<b>9<sup>th</sup> April 2018</b>
<b>CW2 Including Supporting Tasks E,F,G</b>	<b>21<sup>st</sup> May 2018</b>

## Supporting Tasks: guidance

In order to inform your assignments and broaden your evidence base, you are required to carry out a number of supporting tasks, **all of which** you should include in your final ePortfolio at the end of the module.

	Supporting task	Guidelines
<b>A</b>	Observation of your Subject Adviser (or another experienced educator)	<p>During the course of the award we ask you to observe at least one teaching session given by your Subject Adviser (or another Experienced educator). You are then asked to comment on the approaches and/or techniques that they use in their practice. You should complete the relevant observation form (Appendix 3A), reflecting on what you have observed and on how you might/might not incorporate these into your own practice. You can then draw on these reflections in your later assignments. You may find it useful to observe a number of different sessions which use different approaches, formats etc., to broaden your evidence base.</p> <p><i>Normally you complete this observation <b>before</b> being observed yourself by your Subject Adviser.</i></p>
<b>B</b>	Your Teaching and Learning Practice Observation form and your action plan responding to comments	<p>As part of the requirements for HEA accreditation at D1, authentication of your practice by an independent educator is needed. You should arrange for your Subject Adviser to observe one of your teaching sessions, following the guidance provided. After your observation by your Subject Adviser, you should reflect on the comments that they have made and indicate on the form how you might address these points going forward. Remember that the observation form needs to be signed by your observer and that you need to include this in your submission. The proforma to be used for this observation can be found in Appendix 3B of this document.</p>
<b>C</b>	One sample lesson plan – including lesson plan, resources and your reflection and action plan following delivery	<p>Using the form provided on BBL, you should prepare a full lesson plan, for your observed session by your Subject Adviser.</p>
<b>D</b>	Example evaluation feedback from students	<p>One of the key elements of the programme and recognition at Associate Fellow of the HEA is that you are able to demonstrate that your teaching and learning practice is effective for your students. We therefore ask you to seek feedback from your students on the usefulness/effectiveness of the teaching and learning approaches you have used with them. You might use different methods (e.g. minute papers, short questionnaires, stop-start-continue or audience response systems) to gather this data, but what is</p>

	Supporting task	Guidelines
		important is that you are able to see from this where you have been effective for your students and where you might seek to enhance your practice further.
<b>E</b>	Assessment exercise – undertake a moderation activity with your Subject Adviser	In conjunction with your Subject Adviser identify an appropriate module and explore the assessment strategy – what assignments students do and how are these marked to ensure that decisions are accurate and valid. Using two sample assignment submissions (current or previous) mark using the assignment guidance and criteria and write feedback comments for the student. Discuss your marks and comments with your Subject Adviser and jointly complete the record in Appendix 3C.
<b>F</b>	UKPSF Self-Assessment Tool	You will find this self-assessment tool helpful in recording your activities and evidence against the UKPSF dimensions of practice at D1. You should maintain this self-assessment as a living document, updating it regularly during the course of your studies to record your evidence and development. We suggest also that you record activities and evidence gained through your award (activities, formative & summative assessment tasks etc.). You are required to complete this document on <b>two</b> occasions –at the beginning and end of award – to clearly illustrate your evolving progression and alignment with the dimensions of practice of the UKPSF. You will have the opportunity to review this self-assessment at Day 1 and Day 3 of the Block teaching, and will upload the completed version as an appendix to Case Study 2. More detailed information is provided in the UKSPF Self-assessment guidance document on BBL.
<b>G</b>	Background Reading	You should provide a bibliography for each individual assignment, using the Harvard referencing system.

## **Coursework 1 – Engaging Your Students (60%)**

**Submission date: 9<sup>th</sup> April 2018**

*The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.*

**The tasks below should be based on the teaching/learning support session that is observed by your Subject Adviser: the work-based supporting tasks required for this case study should be appended to your submission and are indicated below.**

Supporting tasks: A, B , C, D, G

**UKPSF: A2, K1, K2, K3, K5, K6, V1, V2, V3, V4**

**LOs: 1,3,4**

- **Coursework 1a (500 words)**  
Choose a cohort of students with whom you are involved in a teaching/ learning support capacity. Produce a short profile entitled 'My students' which critically analyses the nature of your student cohort, and reflects upon the diversity of learning needs and the implications of these for their learning and your practice.
- **Coursework 1b (1000 words)**  
Based on the cohort above, and drawing on relevant reading you have done, choose an activity or technique you use and produce a case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging your students in their learning. In addition to lecturing, tutorial and seminar work the activities might include, for example, studio, clinical, laboratory or workplace-based teaching, distance learning, one to one support and technology enhanced learning. Remember to not only give detail about the situation but also explain how and why you worked with the students in that manner. Using the feedback that you have gathered from students, you should also consider the extent to which your approach was effective for their learning and consider further enhancements you could make to this activity. Draw on your reading of teaching and learning to support the decisions you have made.
- **Coursework 1c (500 words)**  
Based on the observation of your practice that was carried out by your Subject Adviser, and using the feedback that you have gathered from students, critically review and reflect on your practice to identify
  - the extent to which your approach was effective for the students' learning;
  - further enhancements you could make to this activity;
  - appropriate future professional development opportunities.

You should draw on the post-observation discussion with your Subject Adviser, and the notes you took at this time, to underpin your narrative.

### **Further guidance**

You should write your Case Study in the first person. Please cite sources of professional and/ or pedagogic knowledge that have informed your thinking/practice throughout.

## Template

Suggested section headings and prompts for section content overleaf:

<b>COURSEWORK 1</b>	
<b>Coursework 1a ( 500 words)</b>	
<b>Context</b>	Should cover: <ul style="list-style-type: none"><li>• Provide a brief description of the cohort that you have chosen for this case study (students/ level etc.)</li><li>• Provide a brief description of your role and in what capacity you are engaged with this student cohort</li></ul>
<b>Student profiling</b>	Should cover: <ul style="list-style-type: none"><li>• How did you go about determining the characteristics of your student cohort?</li><li>• What did your data uncover about your students?</li></ul>
<b>Reflection</b>	Should cover: <ul style="list-style-type: none"><li>• You should critically reflect upon the diversity of your students' learning needs and the implications of these for their learning</li><li>• What are the implications for your learning and teaching practice?</li></ul>
<b>Coursework 1b (1000 words)</b>	
<b>Context</b>	Should cover: <ul style="list-style-type: none"><li>• provide a brief description of the activity, who with (students/ level etc.)</li><li>• the rationale for the activity including underpinning pedagogy and aims and objectives,</li><li>• justify how it aligns with Ulster L&amp;T priorities, Student Learning Experience Principles, course/NSS priorities etc.</li></ul>
<b>Your Approach</b>	Should cover: <ul style="list-style-type: none"><li>• What did you do? Concise description of engagement including own role</li><li>• How did you do it? Explanation of approach/methodology employed</li><li>• Why did you do it that way? Evidence and rationale for choices made</li></ul>
<b>Reflective Commentary</b>	Should cover: <ul style="list-style-type: none"><li>• this should draw from your evaluation of your experience and identify what worked well and what evidence do you have that supports this</li><li>• what challenges, if any, had to be overcome</li></ul>
<b>Coursework 1c (500 words)</b>	
<b>Observation-based reflection</b>	Should cover: <ul style="list-style-type: none"><li>• the extent to which your approach was effective for the students' learning;</li><li>• further enhancements you could make to this activity;</li><li>• appropriate future professional development opportunities</li></ul>
<b>All elements</b>	
<b>References</b>	<ul style="list-style-type: none"><li>• use Harvard style to cite in-text and provide a list of literature and other resources that influenced your work</li></ul>
<b>Appendices</b>	<ul style="list-style-type: none"><li>• include all the work-based tasks that informed this case study</li></ul>

**Coursework 1: Assessment rubric**

Learning Outcomes 1,3,4 UKPSF: A2, K1, K2, K3, K5, K6, V1, V2,V3, V4	Coursework 1a		
	Fail	Pass	Good Pass
<p><b>LO1:</b> Critically identify, justify and apply key principles of, and appropriate strategies for learning, teaching and student support appropriate to his/her discipline</p> <p><b>LO3:</b> Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development</p> <p><b>LO4:</b> Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs</p>	<p>Background research on the student cohort is absent or limited.</p> <p>Analysis of the student profile is limited or lacking.</p> <p>Reflection on current experience and the implications for professional practice is limited or lacking.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Background research on the student cohort is appropriate and is articulated clearly.</p> <p>Critical analysis of the student profile is evident.</p> <p>Reflection on current experience and the implications for professional practice is evident.</p> <p>There is evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Evidence of critical engagement with appropriate local and/or institutional priorities and linkages made with implications for professional practice identified.</p> <p>There is a consistent referencing system.</p>	<p>Background research and analysis of the student cohort is excellent, and reflection on current experience and the implications for professional practice is keenly observed.</p> <p>The narrative is authoritative supported by critical engagement with appropriate theory and a wide range of appropriate literature.</p> <p>Critical engagement with appropriate local and/or institutional priorities and clear linkages made with the with implications for professional practice identified.</p> <p>There is an appropriate consistent referencing system evident throughout.</p>

<b>Coursework 1b</b>		
<b>Fail</b>	<b>Pass</b>	<b>Good Pass</b>
<p>Background research and use of relevant evidence to support student engagement decisions, planning and implementation is absent or limited.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Analysis of student feedback to identify the effectiveness of the approach is limited or lacking, and there is little evidence of forward planning for enhancement of the approach.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Evidence of background research and use of relevant evidence to support student engagement decisions, planning and implementation.</p> <p>Evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Some critical evaluation of student feedback to identify the effectiveness of the approach, and evidence of forward planning for enhancement of the approach.</p> <p>Evidence of some critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of reading supplementary sources and adequate referencing.</p>	<p>Clear evidence of extensive background research and use of relevant evidence to support student engagement decisions, planning and implementation</p> <p>Clear evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Critical evaluation and synthesis evaluation of student feedback to identify the effectiveness of the approach, and clear forward planning for enhancement of the approach.</p> <p>Critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of extensive reading of supplementary sources and comprehensive referencing.</p>

<b>Coursework 1c</b>		
<b>Fail</b>	<b>Pass</b>	<b>Good Pass</b>
<p>Little or no evidence of review and reflection on the observation of practice.</p> <p>Little or no analysis of the extent to which the approach adopted was effective for students.</p> <p>Further enhancements to the approach adopted are sketchily outlined or not considered.</p> <p>Few or no future professional development opportunities are identified.</p>	<p>Evidence of critical review and reflection on the observation of practice.</p> <p>Evidence of critical analysis of the extent to which the approach adopted was effective for students.</p> <p>Evidence of some further enhancements to the approach adopted.</p> <p>Some future professional development opportunities are identified.</p>	<p>Clear evidence of extensive review and reflection on the observation of practice.</p> <p>There is robust evidence of the impact and effectiveness of the enhancement.</p> <p>Critique of the evaluation evidence has informed suggestions for further enhancements.</p> <p>Future professional development opportunities are clearly identified.</p>

## **COURSEWORK 2: Assessment & Feedback for Learning (40%)**

**Submission date: 21<sup>st</sup> May 2018**

*The UKPSF dimensions indicated are required, depending on the nature of the participant's practice, others may also be met.*

**The tasks below should be based on the assessment moderation exercise that you carried out with your Subject Adviser: the supporting tasks required for this case study should be appended to your submission and are indicated below.**

Supporting tasks: E, F, G

**Using the Ulster Principles for Assessment and Feedback for Learning and supporting Viewpoints resources [http://ee.ulster.ac.uk/assessment\\_and\\_feedback/index.php](http://ee.ulster.ac.uk/assessment_and_feedback/index.php)? reflect on your current practice (append any completed audits to this case study).**

**UKPSF: A3, K1, K2, K3, K4, K5, K6, V3, V4  
LOs 2,3,4**

- **Coursework 2a (1000 words)**

Choose one assessment approach/ feedback technique you use and produce a brief case study exploring and critically reviewing how you came to use the approach and why you think it is successful in supporting and engaging students in their learning.

Remember to not only give detail about the situation but also explain and justify how and why you worked with the students in that manner. Draw on your reading of assessment and feedback to support the decisions you have made to try and ensure your practice is effective.

You should also draw from relevant tasks to underpin your narrative. Evaluative feedback you have gathered may also be useful in supporting your knowledge of how effective your approach is.

- **Coursework 2c (500 words)**

Based on the moderation task you undertook with your Subject Adviser, reflect on your learning from the activity. This might include consideration of how well the assignment fits with the learning you were aiming to assess, the clarity of the guidance and criteria. You may also want to reflect on your confidence in making decisions about marks and the feedback you gave.

### **Further guidance**

You should write your coursework in the first person. Please cite sources of professional and/ or pedagogic knowledge that have informed your thinking/practice throughout.

## Template

Suggested section headings and prompts for section content:

<b>COURSEWORK 2</b>	
<b>Coursework 2a (1000 words)</b>	
<b>Context</b>	Should cover: <ul style="list-style-type: none"><li>• provide a brief description of the activity, who with (students/ level etc.)</li><li>• the rationale for the activity including underpinning pedagogy and aims and objectives,</li><li>• explain how it aligns with Ulster L&amp;T priorities, A&amp;F Principles, course NSS priorities etc.</li></ul>
<b>Your Approach</b>	Should cover: <ul style="list-style-type: none"><li>• What did you do? Concise description of engagement including own role</li><li>• How did you do it? Explanation of approach/methodology employed</li><li>• Why did you do it that way? Evidence and rationale for choices made</li></ul>
<b>Reflective Commentary</b>	Should cover: <ul style="list-style-type: none"><li>• this should draw from your evaluation of your experience and identify what worked well and what evidence do you have that supports this</li><li>• what challenges, if any, had to be overcome</li></ul>
<b>Coursework 2b (500 words)</b>	
<b>Moderation-based reflection</b>	Should cover: <ul style="list-style-type: none"><li>• the extent to which the assessment was appropriate and/or effective for the students' learning;</li><li>• further enhancements you could make to this assessment activity in terms of criteria and/or guidance;</li><li>• appropriate future professional development opportunities/needs.</li></ul>
<b>All elements</b>	
<b>References</b>	<ul style="list-style-type: none"><li>• use Harvard style to cite in-text and provide a list of literature and other resources that influenced your work</li></ul>
<b>Appendices</b>	<ul style="list-style-type: none"><li>• include all the work-based tasks that informed this case study</li></ul>

**Coursework 2: Assessment rubric**

<b>Learning Outcomes 2,3,4</b> <b>UKPSF: A3, K1, K2, K3, K4, K5, K6, V3, V4</b>	<b>Coursework 2a</b>		
<p><b>LO2:</b> Critically identify, justify and apply key principles of, and appropriate strategies for assessment and feedback in the context of Higher Education in the UK and beyond</p> <p><b>LO3:</b> Critically reflect on own practice, incorporating feedback from a range of sources and the scholarly evidence base, and in doing so identify examples of effective practice and areas for further professional development</p> <p><b>LO4:</b> Develop skills in planning, delivering, assessing and evaluating learning opportunities designed to meet the diversity of student needs</p>	<p>Background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation is absent or limited.</p> <p>Little or no evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Analysis to identify the effectiveness of the approach for student learning is limited or lacking.</p> <p>Little or no evidence of engagement with appropriate local and/or institutional priorities.</p> <p>There is no apparent referencing system.</p>	<p>Evidence of background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation.</p> <p>Evidence of some critical engagement with appropriate pedagogy and/or theory.</p> <p>Some critical evaluation of the effectiveness of the approach for student learning.</p> <p>Evidence of some critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of reading supplementary sources and adequate referencing.</p>	<p>Clear evidence of extensive background research and use of relevant evidence to support assessment and feedback decisions, planning and implementation</p> <p>Clear evidence of engagement with appropriate pedagogy and/or theory.</p> <p>Critical evaluation and synthesis of effectiveness of the approach for student learning.</p> <p>Critical engagement with appropriate local and/or institutional priorities.</p> <p>Evidence of extensive reading of supplementary sources and comprehensive referencing.</p>

<b>Coursework 2b</b>			
	<b>Fail</b>	<b>Pass</b>	<b>Good Pass</b>
	<p>Little or no evidence of review and reflection on the moderation task undertaken.</p> <p>Little or no analysis of the extent to which the assessment task aligned with the intended student learning.</p> <p>Little or no consideration of the clarity of guidance and criteria provided to students.</p> <p>Little or no reflection on individual professional practice with regard to assessment and feedback</p>	<p>Evidence of review and reflection on the moderation task undertaken.</p> <p>Evidence of analysis of the extent to which the assessment task aligned with the intended student learning.</p> <p>Some critical consideration of the clarity of guidance and criteria provided to students.</p> <p>Evidence of some critical reflection on individual professional practice with regard to assessment and feedback</p>	<p>Clear evidence of extensive review and reflection on the moderation task undertaken.</p> <p>Critical evaluation of the impact and effectiveness of the enhancement.</p> <p>Critical evaluation of the clarity of guidance and criteria provided to students.</p> <p>Insightful reflection on individual professional practice with regard to assessment and feedback, which identifies opportunities for future professional development.</p>

## APPENDIX 5: UKPSF Self-Assessment Tool

### UKPSF Self-Assessment Record: *Learning & Teaching in Higher Education*

**You should track your own engagement with the UKPSF over the duration of the module.**

You will find this self-assessment helpful in recording your activities and evidence against the UKPSF dimensions of practice at D1. You should maintain this self-assessment as a living document, updating it during the course of your studies to record your evidence and development. You should also record activities and evidence gained through the module (activities, formative & summative assessment tasks etc.).

You will notice that elements of the UKPSF dimensions of practice are highlighted. These dimensions are those that are **explicitly covered by the module** to evidence your practice at D1 and **must** be completed. However, it is likely that you will be able to complete, at least partially, some of the other dimensions of practice depending on your own individual experience.

You are required to submit this completed document as part of the final portfolio, and should provide evidence at two points during the award (start and end points) to demonstrate your evolving practice and development needs. You should complete the grid, expanding the rows as required, as follows:

Start point
End point

Associate Fellowship of the HEA is awarded to professionals who can demonstrate that they meet the criteria of Descriptor 1 (D1) of the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education, which states that you should:

Demonstrate an understanding of specific aspects of effective teaching, learning and support methods and student learning. You should be able to provide evidence of this.

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

**Bullet points will suffice**

I. Successful engagement at **least two** of the five Areas of Activity (**specifically A2 & A3**)

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

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

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

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

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IV. A commitment to appropriate Professional Values in facilitating others' learning (V1,2,3,4)

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