

PgCHEP Subject Adviser Role and Responsibilities

It is the responsibility of the participant to, in consultation with their line manager, identify a suitable Subject Adviser from within their own practice context during the programme application process, so early contact about their responsibilities can be ensured by the PgCHEP Course Director.

Requirements: To undertake the role, Subject Advisers MUST:

- Have a very particular interest in higher education L&T practice and would in turn be willing to share insights and reflections with you about their own educational practice.
- Be identified by the participant's line manager
- Be located within the participants own context of practice (School or Department)
- Hold a minimum of Fellowship (D2)
- Have significant experience and expertise as an educator in HE
- Have a good understanding of the PSF 2023
- Carry out summative observations of teaching and learning support practice and assessment moderation (two for module 1, PHE705, one for the final module 3, PHE707), and be prepared to request and undertake a further observation of practice where necessary to ensure effectiveness of practice.

Line managers, participants and prospective Subject Advisers are provided with guidance on the role of Subject Adviser. This will be updated where necessary to account for developments which may occur because of external and/or internal drivers and participant feedback on the programme.

It is possible that participants may have different Subject Advisers across the PgCHEP modules, depending on the areas that they are studying at a particular time while a participant on the course.

Once identified by participants, in consultation with their line managers, Subject Advisers will be contacted by the PgCHEP Course Director and provided with information about the role and requirements, as set out here:

Scope of the Role

The Subject Adviser is someone that you (the participant) can call upon to supply guidance, support using their specialist knowledge in the context of your academic discipline. They will also be familiar with the PSF and be able to observe your teaching sessions in that context to provide evidence of effective practice, though in doing so, they would not be formally called upon to assess written work.

Your Subject Adviser will observe your practice **on three occasions (twice during Module 1 PHE705 and once during Module 3 PHE707)**. They must sign off all these activities as meeting the required outcomes using the appropriate forms (see Appendix1). These three observations supply the authentications of practice as required by Advance HE. If this is not possible during the planned observation, the Subject Adviser will then indicate the need for and schedule a further observation/moderation for assessment purposes.

It is possible that participants may have different Subject Advisers across the PgCHEP modules, depending on the areas that they are studying at a particular time while a participant on the course.

Once identified by participants in consultation with their line managers, Subject Advisers will be contacted by the PgCHEP Course Director and provided with information about the role and requirements, as set out here:

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'
- offering unbiased constructive criticism, guidance and feedback.
- being a good listener.
- questioning, interpreting and explaining.
- helping 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 PSF to underpin their role.

Not Just Teaching

While observation of learning and teaching practice, and the observation of 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, they may be called upon to discuss their expertise in and or experiences of, for example:

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

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

Authentication of Practice – Observations of Practice

Subject Advisers are provided with forms, aligned to the relevant PSF dimensions of practice, to guide the evaluation of any teaching observations (see Appendix 1) and PHE705 and PHE707 Module Handbooks.

Arrangements for the observations should be made with as much advance notice as possible. Preferably, you should be provided with feedback at once 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. 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.

Your observation may take place online. This can be an observation where your Subject Adviser reviews a Topic Teaching Plan exploring how you have put together and delivered a coherent sequence of asynchronous and synchronous activities.

Moderating assessment (for PHE705 only)

You should find a 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 supplying meaningful feedback.

You will need to have access to two sample assignment submissions (current or earlier), 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 form provided.

For the authentications of practice, it is important that the discussion is focused in a positive way, before dealing with other issues that point to the need for development within them. The forms 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 prevent 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 ability, the Subject Adviser is encouraged to discuss innovative 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 then 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, 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.

Where your role and opportunities do not involve summative assessment, you should agree the focus of this activity with the PHE705 Module Co-ordinator