PHE705
Learning & Teaching in Higher Education
Semester 1 or 2 2018-19
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 & 50¹ - 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.

¹ 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)\(^2\), 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 HEA
Associate Fellowship (AFHEA) – D1 of the UKPSF\(^3\).

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.

\(^2\) [www.ulster.ac.uk/centrehep](http://www.ulster.ac.uk/centrehep)
\(^3\) [http://heacademy.ac.uk/ukpsf](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 (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 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.

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
  -

~ **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
- Attend all of the workshop sessions for which you are registered

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4 Details of the role of the Subject Adviser can be found in Appendix 2
5 [https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university](https://www.ulster.ac.uk/cherp/academic-development/orientation-to-learning-and-teaching-at-ulster-university)
• 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 (AFHEA).

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

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 HEA Associate Fellowship (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 HEA Associate Fellow (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 the Assessment Handbook.

Following successful completion of the module and recognition at Descriptor 1 (AFHEA) 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 (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 Advance HE 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 HEA Associate Fellowship (AFHEA). The requirements for alignment to the Dimensions of Practice for Descriptor 1 (AFHEA) are as follows:

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

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. 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:

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6 http://www.heacademy.ac.uk/ukpsf
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
All Descriptor statements for Associate Fellowship (D1) are covered by the Learning Outcomes with particular reference to A2 and A3.

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

   Contributes to Associate Fellowship Descriptors D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A2

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

   Contributes to Associate Fellowship Descriptors D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A3

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

   Contributes to Associate Fellowship Descriptors 1 D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A2 & A3

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

   Contributes to Associate Fellowship Descriptors 1 D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A2 & A3
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
- 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
  o observe your teaching on one occasion and provide feedback
  o 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.

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<tr>
<th>Semester 1 or 2</th>
<th>Indicative content</th>
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<tr>
<td>F2F Block teaching</td>
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<tr>
<td>Day 1 &amp; Day 2</td>
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<tr>
<td>JN: 11th &amp; 18th September 2018 or CE: 9th &amp; 15th January 2019</td>
<td>Day 1</td>
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<tr>
<td></td>
<td>• Module induction</td>
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<td></td>
<td>o Teaching, assessment, subject adviser</td>
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<td></td>
<td>o Observations</td>
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<td></td>
<td>o Blackboard Learn</td>
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<td></td>
<td>• Introduction to UKPSF/AFHEA</td>
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<td>o Reflective practice</td>
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<td>o Professional values</td>
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<td></td>
<td>• Understanding our learners</td>
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<td>• Understanding learning</td>
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<td></td>
<td>• Planning for effective learning</td>
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<td>• UKPSF mapping document</td>
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<td>Day 2</td>
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<tr>
<td></td>
<td>• Evaluating learning</td>
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<td></td>
<td>• Student engagement and active learning approaches</td>
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<td>• Assessment and Feedback for learning</td>
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<tr>
<th>Independent learning</th>
<th>Follow-up required reading</th>
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<tr>
<td></td>
<td>• Biggs J (1999) Teaching for quality learning at university – Chapter 2</td>
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<thead>
<tr>
<th>Tutorial 1</th>
<th>1.5 hours</th>
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<tr>
<td>Online</td>
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<tr>
<td>Late October or late February (Date TBC)</td>
<td>This tutorial will run on two occasions to facilitate attendance</td>
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<td></td>
<td>Small group working</td>
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<td>• Draft of Coursework 1 Part 1</td>
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<td>• Support for specific student needs</td>
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<td>• Student engagement approaches</td>
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<td>• Planning for teaching &amp; learning practice observation/assessment moderation exercise</td>
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<tr>
<th>F2F: Day 3</th>
<th>Day 3</th>
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<tbody>
<tr>
<td>JN 21st November 2018 or CE: 20th March 2019</td>
<td></td>
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<tr>
<td></td>
<td>o Draft of Coursework 1 Part 2</td>
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<tr>
<td></td>
<td>o Reflection on a critical incident</td>
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<td>o Professional values</td>
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<td>o UKPSF mapping document</td>
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<td>Semester 1 or 2</td>
<td>Indicative content</td>
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<tr>
<td>Tutorial 2</td>
<td>This tutorial will run on two occasions to facilitate attendance</td>
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<td>1.5 hours</td>
<td>Small group working</td>
</tr>
<tr>
<td>Online</td>
<td>• Draft of Coursework 2</td>
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<tr>
<td>Mid December 2018 or mid April 2019 (Date TBC)</td>
<td>• Clarify assignment briefs and supporting tasks</td>
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<td>• Clarify assessment hand-ins</td>
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Assessment Overview

Detailed Assessment Guidance (including assessment rubrics for each assessment element) can be found in Assessment Handbook for PHE705, which is 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 Advance HE 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 the Assessment Handbook

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.

Peer and tutor feedback opportunities for both Coursework 1 and 2 are incorporated within the teaching/tutorial sessions.
Submission dates: Semester 1 2018-19

<table>
<thead>
<tr>
<th>CW1</th>
<th>7th November 2018</th>
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<tr>
<td>Including Supporting Tasks</td>
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<table>
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<tr>
<th>CW2</th>
<th>17th December 2018</th>
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<tr>
<td>Including Supporting Tasks</td>
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Submission dates: Semester 2 2018-19

<table>
<thead>
<tr>
<th>CW1</th>
<th>4th March 2019</th>
</tr>
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<tbody>
<tr>
<td>Including Supporting Tasks A,B,C,D,E,G,H</td>
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<table>
<thead>
<tr>
<th>CW2</th>
<th>13th May 2019</th>
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<tr>
<td>Including Supporting Tasks F,G,H</td>
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Coursework 1 – Engaging Your Students (60%)

Submission dates
Semester 1: 7th November 2018
Semester 2: 4th March 2019

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 your current work-based practice in teaching/learning support: the supporting tasks required for this case study should be appended to your submission and are indicated below.
Supporting tasks: A, B, C, D, E, H

UKPSF: A2, K1, K2, K3, K5, K6, V1, V2, V3, V4
LOs: 1,3,4

Descriptor statements D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A2

- Coursework 1a (750words)
  Using the student profile that you carried out for Task E, identify three key characteristics for further exploration. You should first include the main findings of your student profile for the three areas identified as a diagram or table. You then produce a short profile entitled ‘My students’ which critically analyses the three characteristics identified, and reflects upon the diversity of learning needs that these characteristics engender and the implications of these for their learning and your practice. You should situate your practice within the wider literature and ensure that any claims that you make are supported by appropriate pedagogic evidence.
You may find it useful to consult the current Ulster Learning and Teaching Strategy and use
the priorities outlined there to help you identify your three areas of focus.

**N.B. This reflection should focus on the potential implications of this analysis for your future teaching and should not comprise a description of past practice, although you may use this to inform your reflection.**

- **Coursework 1b (1000 words)**

  Based on the cohort above (or another cohort you may teach/support), choose an activity or technique you have used 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.

  **N.B. The activity that you choose for Coursework 1b cannot be the session that is observed by your Subject Adviser – you must choose a different activity for this case study.**

- **Coursework 1c (500 words)**

  Based on the observation of your practice that was carried out by your Subject Adviser, and using any 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 primarily on the post-observation discussion with your Subject Adviser, and the notes you took at this time, to underpin your narrative.

  **N.B. The observed session cannot be the activity that you have used for the case study your produced for Coursework 1b. – you must choose a different session for your Subject Adviser’s observation.**
COURSEWORK 2: Assessment & Feedback for Learning (40%)

Submission dates
Semester 1: 17th December 2018
Semester 2: 13th March 2019

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 your current work-based practice in assessment and feedback: the supporting tasks required for this case study should be appended to your submission and are indicated below.
Supporting tasks: F, G, H

Using the Ulster Principles for Assessment and Feedback for Learning, reflect on your current practice.

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

Descriptor statements D1.i, D1.ii, D1.iii, D1.iv, D1.v, D1.vi with particular reference to A3

- **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.

  **N.B The assessment and feedback example used for this case study cannot be the same as the one used for the moderation task Coursework 2b – both elements of Coursework 2 must be based on different examples of your practice in assessment and feedback.**

- **Coursework 2b (5 minute podcast - 500 words equivalent)**

  Based on the moderation task you undertook with your Subject Adviser, reflect on your learning from the activity and record a 5 minute podcast. 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 should also to reflect on your confidence in making decisions about marks and the feedback you gave, and identify, if appropriate, any future professional development you wish to undertake.

  You should draw primarily on the post-moderation discussion with your Subject Adviser, and the notes you took at this time, to underpin your narrative.
N.B The assessment and feedback samples used in the moderation task cannot be the same as the one that you used for the case study for Coursework 2a – both elements of coursework 2 must be based on different examples of your practice in assessment and feedback.

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 ext 75588 pgchep@ulster.ac.uk

Applying to the HE Academy for Associate Fellow Status

Following successful completion of the module and recognition at Descriptor 1 (AFHEA) 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


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/](https://www.heacademy.ac.uk/)

UCD: Assessing Student Learning  
[https://www.ucd.ie/teaching/resources/assessment/](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](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](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  
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)

<table>
<thead>
<tr>
<th>Areas of activity</th>
<th>Learning Outcome</th>
<th>Coverage</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design and plan learning activities and/or programmes of study</td>
<td></td>
<td>Participants will be introduced to curriculum development approaches but due to the nature of their roles the module foci is on session/activity planning</td>
<td>Participants’ ability to plan an effective learning session/activity observed by the Subject Adviser and plans submitted as part of the supporting documentation</td>
</tr>
<tr>
<td>2. Teach and/or support student learning</td>
<td>LO1, LO3, LO4</td>
<td>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</td>
<td>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.</td>
</tr>
<tr>
<td>3. Assess and give feedback to learners</td>
<td>LO2, LO3, LO4</td>
<td>The taught sessions will explore the concept of assessment for learning in addition to assessment procedures and QA practices.</td>
<td>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.</td>
</tr>
<tr>
<td>4. Develop effective learning environments and approaches to student support and guidance</td>
<td>Participants will have the opportunity to develop awareness of the impact diversity can have on students’ learning needs and the construction of learning environments that best support them.</td>
<td>Participants will be expected to demonstrate how they provide an effective learning environment as part of the supporting documentation, particularly in their practice observations.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>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. 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.</td>
<td>Participants will be expected to demonstrate how they integrate their research and/or their professional practice with teaching and supporting learning in all Assignments. Assignments have been designed to support participants’ awareness of current HE priorities and how best they can develop to meet them.</td>
<td></td>
</tr>
<tr>
<td>Core knowledge (Knowledge and understanding of):</td>
<td>Learning Outcome</td>
<td>Coverage</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>1. The subject material</td>
<td>LO1  LO2  LO3  LO4</td>
<td>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.</td>
<td>This will be evidenced in Assignments 1 and 2, and through the authentication of practice tasks.</td>
</tr>
<tr>
<td>2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
<td>LO1  LO2  LO3  LO4</td>
<td>The use of a Subject Adviser to discuss and demonstrate subject specific approaches will complement the more generic coverage in session.</td>
<td>This will be evidenced in Assignments 1 and 2, and through the authentication of practice tasks.</td>
</tr>
<tr>
<td>3. How students learn, both generally and within their subject/ disciplinary area(s)</td>
<td></td>
<td>This will be covered during sessions and also within the context of the teaching and learning practice observations</td>
<td>This will be evidenced particularly in Assignment 1, and as part of the supporting documentation.</td>
</tr>
<tr>
<td>4. The use and value of appropriate learning technologies</td>
<td></td>
<td>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.</td>
<td>This may be evidenced in assignments 1 and/or 2, as part of the supporting documentation.</td>
</tr>
<tr>
<td>5. Methods for evaluating the effectiveness of teaching</td>
<td></td>
<td>This will be covered in sessions and participants will be expected to apply concepts to their own practice</td>
<td>This will be evidenced in assignment 1, as part of the supporting documentation.</td>
</tr>
<tr>
<td>6. The implications of quality assurance and quality enhancement for professional practice with a particular focus on teaching</td>
<td></td>
<td>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</td>
<td>This will be evidenced in assignments 1 and/or 2, as part of the supporting documentation.</td>
</tr>
<tr>
<td>Professional values</td>
<td>Learning Outcome</td>
<td>Coverage</td>
<td>Assessment</td>
</tr>
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<td>---------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>1. <strong>Respect for individual learners and diverse learning communities</strong></td>
<td>LO1 LO2 LO3 LO4</td>
<td>Specific input on student diversity. The role of peer learning both for academic and social integration will be covered in taught sessions.</td>
<td>This will be evidenced in assignment 1, and in particular in their practice observation.</td>
</tr>
<tr>
<td>2. <strong>Promote participation in higher education and equality of opportunity for learners</strong></td>
<td>LO1</td>
<td>Ulster is a widening participation university, the impact this has on practice will be a recurrent theme.</td>
<td>Consideration of this should be evidenced in all assignments, and especially in 1.</td>
</tr>
<tr>
<td>3. <strong>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</strong></td>
<td>LO1 LO2 LO3</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>4. <strong>Acknowledge the wider context in which higher education operates recognising the implications for professional practice</strong></td>
<td>LO1 LO2 LO4</td>
<td>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.</td>
<td>Assignment 1 has been designed to support participants’ awareness of current HE priorities and how best they can develop to meet them.</td>
</tr>
</tbody>
</table>
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.