Postgraduate Certificate in Academic Practice (PGCAP)

PGCAP Student Number:

PGCAP Cohort Number:

**Southampton Education School (CHEP) Centre for Higher Education Practice**

**University of Southampton**

**Module 2 Handbook**

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# Module 2 Overview: Developing Learning Design: Supporting Learning

In Module 2 you will engage in the analysis of module design, assessment design and feedback, student support and personal tutoring. The module is designed to support your practice as educators, developing and refining the knowledge and skills acquired within Module 1 and extending your knowledge to encompass the wider higher education context within which we all work as educators. We are expecting that reflection will have become a normal part of your work, a background skill which will support all aspects of your developing academic practice.

## 1.1 Aims and Learning Outcomes

**Aims**

The aim of the module is to explore and evaluate issues related to challenging, assessing and supporting students within the context of the session, the module design and its delivery.

**Learning Outcomes**

These are grouped in the format used within the programme specification.

Having successfully completed the module, you should be able to:

**Knowledge and Understanding**

1. Apply knowledge of how students learn in reflecting upon various teaching and learning situations within your subject area

**Subject Specific Practical Skills**

1. Critically analyse and reflect upon the design of an assessment to support learning and/or an assessment to record achievement
2. Critically analyse and reflect upon the alignment of an assessment with the learning outcome/s it is testing
3. Critically reflect upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module
4. Critically analyse and reflect upon your ability to provide effective academic and/or pastoral support to students in an inclusive manner

**Transferable and Generic Skills**

As you are experienced staff, you will already have demonstrated, in your own professional practice, the learning outcomes below. Please note however: 6 and 9 will be assessed.

1. Compose and communicate ideas effectively, both orally and in writing
2. Organise and integrate your own learning with existing commitments, and produce work to deadlines
3. Apply self-directed learning skills which are essential for a learning with limited contact time
4. Apply education design and delivery skills in different contexts
5. Apply reflective skills outside of your discipline context
6. Enhance your teaching activities through the integration of your research findings and process
7. Display initiative and personal responsibility.

In addition, the PGCAP **Professional Values** underpin module 2 (see Programme Handbook in Module 1).

## 1.2 Module 2 and the UKPSF

The core learning design and teaching skills discussed and experienced during module 1 are broadened through the inclusion of new topics and deepened through application of the ideas in different contexts. This reflects the change from alignment of module 1 with D1 of the UKPSF to the alignment of module 2 with D2 of the UKPSF.

**A copy of the UKPSF document was provided in your Module 1 folder.** It is intended that you will use the UKPSF as a reference point for your professional development in learning and teaching during PGCAP and as your career develops. You can also access the framework on the HEA website at <https://www.heacademy.ac.uk/ukpsf>

## 1.3 Mentors

You should have been appointed a mentor for both modules 1 and 2 of PGCAP. Through discussion with your line manager, you are entitled to change your mentor at any stage, and if you do so, you must notify the PGCAP team.

Please see the Programme and Module 1 Handbook (page 14) for further details.

Mentors are not required to formally assess your work, but they are there to provide informal, formative feedback on drafts of the assignments as part of their “critical friend” role.

## 1.4 Core sessions

At the beginning of Module 1 you are given a ‘**key dates’** **document** showing teaching sessions and assignment hand-in dates. Any changes to the dates of teaching sessions will be communicated via Blackboard and/or email.

Module 2 comprises six core sessions, which you must attend.

* Session 1: Module Design
* Session 2: Assessment Design and Feedback
* Session 3: Learning Environments and their Enhancement
* Session 4: Personal Academic Tutoring and Student Support
* Session 5: Learning and Teaching in a Wider Context
* Session 6: Educational Enhancement Theme - Employability

If you miss a session for good cause, you may be permitted to self-study **a maximum of two** of the core sessions with the permission of the Programme Leader. On all other occasions, you will be expected to attend the missed session at the next available opportunity.

A brief outline of the syllabus for each core session is provided below. A mapping document is provided in Appendix B that illustrates how these core teaching sessions align with the module learning outcomes and assessments. Further details will be provided at the start of each session.

Explicit links with the UKPSF will be made during each session and the Dimensions of the UKPSF will be used to guide on-going reflection on teaching and learning processes.

**Session 1: Module Design**

Overview of Module 2 and development from Module 1.  
Approaches to module and programme design, outcomes-based planning/alignment, internal and external guidance and frameworks for module design. Credits and levels. Quality assurance, Validation and Annual Reporting. Module analysis including alignment, delivery, quantity and quality of sessions and assessments, impact of design on student approach to learning. Action learning.

(UKPSF Dimensions: A1, 2, 3/K1, 2, 3, 4, 5, 6/V1, 2, 3, 4)

**Session 2: Assessment Design and Feedback**

Principles and purposes of assessment, and implications for student learning. Quick recap on formative and summative assessment. Recognising the cognitive level expected by an assessment question (using Bloom’s taxonomy). Exploring ways of making assessment and feedback more useful and effective, including the use of technology.

(UKPSF Dimensions: A1, 2, 3/K1, 2, 3, 4, 6/V1, 2, 3, 4)

**Session 3: Learning Environments and their Enhancement**

What constitutes the learning environment? What do we mean by enhancement and innovation? What can be enhanced to create an environment which better supports student learning and improve a student’s experience? The session will look at alternative pedagogies and discuss the viability of different approaches within different discipline contexts.

(UKPSF Dimensions: A1, 2, 4/K3/V1, 2, 3, 4)

**Session 4: Personal Academic Tutoring and Student Support**

Overview of the Personal Academic Tutor (PAT) and Senior Tutor (ST) support system for students. We will discuss the role and responsibilities of PATs and STs and use case studies to explore some of the issues that come up. We briefly discuss the communication skills and impact of different communication styles. We include the importance of a safe and supportive environment, establishing boundaries, recognising stress signs, and providing initial pastoral support. This will be supported by Enabling Services who give a session on what they do and how they can help.

(UKPSF Dimensions: A4, 5/K2, 3, 4, 5, 6/V1, 2, 3, 4)

**Session 5: Learning & Teaching in a Wider Context.** This session will show how the wider external higher education context, within which we all work, impacts on us as educators. We will look at the role of the various bodies that influence how a programme is set up, and its impact at module level. We shall also look at how higher education institutions are evaluated through the Teaching Excellence Framework (TEF).

(UKPSF dimensions: A1, 2, 5 / K1, 2, 5, 6 / V3, 4)

**Session 6: Educational Enhancement Theme.** This is the final session and will select an educational enhancement theme appropriate for a given academic year, where possible aligning with the University’s own enhancement theme. Attendance is required at this session but there is no assessment attached to it.

## 1.5 Assessment & Requirements for Completion

### 1.5.1 Overview

A mapping document is provided in Appendix B that illustrates how these assessments align with the module learning outcomes.

**Summative assessments** **for module 2**

1. Presentation on the Analysis of a Module in your discipline, including the appropriateness of the assessment (20+5 mins), + abstract
2. Student support case study (1000 words)
3. Mapping of activities against the UKPSF for an HEA Fellow (Descriptor 2) (Pass/Fail)

All core assignments (apart from the UKPSF mapping) are given a percentage mark. You must pass all assignments. **In order to pass the module you must pass each of the learning outcomes and professional values** (i.e. you cannot compensate between them) in each of the assignments. Unless otherwise indicated, each learning outcome will be weighted equally (eg if 5 LOs are being assessed, each one will be weighted at 20%).

The PGCAP **Professional Values** underpin the assignments.

**Assessment Weightings**

|  |  |  |
| --- | --- | --- |
| **Assessment** | | **Weighting** |
| 1 | Presentation on the Analysis of a Module in your discipline (20+5 mins), + abstract | 75 |
| 2 | Student support case study (1000 words) | 25 |
| 4 | Mapping of activities against the UKPSF | Pass/Fail |

**Additional Information**

**Formative assessment** is available through peer, tutor and/or mentor meetings and discussions. PGCAP assignment surgeries provide you with an opportunity to discuss ideas for assignments with PGCAP tutors, and to receive advice and feedback on plans. Mentors and peers may provide more detailed comments on full drafts of assignments. Blackboard discussion boards provide you with an opportunity to raise questions that can be answered by peers, mentors or tutors.

**Citations**

In all summative assessments you are expected to use relevant literature to support and explore your arguments. **Work that does not include appropriate references and referencing methods will therefore be referred**.

You are welcome to use the referencing style that you are most familiar with. The recommended method of referencing is the Harvard (see <http://library.soton.ac.uk/sash/referencing> for useful advice and guidance on using various referencing systems).

When including images or photos you must ensure you have obtained the appropriate permissions. For more information please see the University Calendar <http://www.calendar.soton.ac.uk/sectionIV/ipr.html> and library website on Academic Integrity <http://library.soton.ac.uk/sash/ai>

**All written submissions must:**

* be no smaller than a size 11 legible font (eg Lucida Sans), 1.5 line spacing
* comply with the word count (+/-10%)
* be submitted electronically using Blackboard to the correct assignments folder
* include an academic integrity declaration

If for any reason your supporting documentation cannot be submitted electronically, a list of the supporting documentation should be included at the end of the report and a hard copy of the supporting documents must be provided to PGCAP team in CHEP by the deadline date.

**Marking**

**The marking for this module will not be anonymous**. PGCAP cohorts are small in size and individuals come from a limited number of Schools. The tutors gain personal knowledge of individuals’ work through discussions during the sessions. As the marking and/or moderation is carried out by the teaching team in conjunction with some other markers, it is not possible to ensure anonymity of all participants’ work following usual marking practice. This approach is aligned with the Anonymous Marking Policy within the Quality Handbook, available from:

<http://www.southampton.ac.uk/quality/assessment/framework/marking_and_feedback.page>?

**Referrals**

Each assignment is marked against a set of learning outcomes laid out in the assessment criteria tables with each assignment. Feedback is given against each of the learning outcomes being assessed. You are required to pass all the learning outcomes for a given assignment. Should you be referred in one or more learning outcomes, you will be offered the opportunity to resubmit your assignment in order to improve those learning outcomes. **The mark for each referred learning outcome(s) will then be capped at 50%.**

**Grade descriptors**

These are featured in the tables after each of the assignment details in the handbook.

In order to pass with distinction in your work you must provide evidence that you are ‘**excellent’** at applying knowledge of educational theory’ within your discipline.

**Outstanding assignments** An outstanding assignment will demonstrate all the features stated within the grade descriptors, but in addition, will display evidence of exceptional aspects of written work, innovative and insightful ideas and thought processes which are extensive and original. This will be combined with outstanding integration of educational theories, evidence and substantive breadth and depth of knowledge relevant to the subject.

### 1.5.2 Assessment deadlines

Please refer to the PGCAP key dates document for the assessment deadlines you have been provided with.

For **late submissions** please see page 18 in the PGCAP handbook issued to you at the start of module 1.

### 1.5.3 Recognition of Prior Learning (RPL)

Following UoS policy, RPL can be awarded for up to one third of a programme:

<http://www.southampton.ac.uk/quality/assessment/prior_learning.page>

RPL decisions are made on the basis of individuals being able to demonstrate the module learning outcomes. On this basis it is likely that holders of HEA Associate Fellowship will be able to RPL most or all of module 1, although this will not be possible if evidence of your own professional practice is insufficient.

#### 1.5.4 Assignment 1: Presentation on the Review of a Module in your discipline (20+5 mins), + abstract.

Alongside being a formal assessment requirement, this assignment is designed to share good practice in Module Review between PGCAP participants. You are required to present to your peers a critical analysis and reflection on the design and delivery of a module that you are, or have been, involved in.

#### 1.5.4.1 Assignment 1 Requirements

For this assignment you are to prepare a 20 minute presentation on the review of a module on which you teach. Your review should encompass all aspects of the module, including the appropriateness and effectiveness of the assessments. There will be 5 minutes for questions from the audience.

You are required to:

1. Select a Module
2. Write an **abstract** (200 words) of your presentation for circulation to your PGCAP peer group, to be submitted **2 weeks** in advance of the presentation
3. Within your 20 minute presentation, discuss the design, delivery, overall alignment, assessment design, transparency and validity, student results, reliability of the assessment and moderation process and effectiveness of the assessment.

**Your review should include:**

* A brief description of the programme involved and where the module fits into this programme.
* An overview of the module involved and the **overall design** including the alignment of the different elements with the Learning Outcomes, such as outlined in the alignment ellipse utilised in PGCAP module 1.
* An analysis and reflection on the **delivery** of the module, including alignment of the various elements with the learning outcomes
* A discussion of the module formative and summative assessments and their fitness for purpose
* A summary of the assessment results, and reflection on the modules fitness for purpose
* A summary of the evaluation methods and data
* A plan for future iterations of the module
* Evidence for your statements to include citation of relevant literature together with the appropriate citation/copyright of material such as images
* Reference list as appropriate for the previous bullet

Limited supporting evidence may be used alongside your presentation in the form of clear and concise handouts, eg extracts from the module descriptor, evaluation data summaries, other anonymised paperwork

**We recommend that you employ a mapping approach to demonstrate alignment of the various module elements**, for which useful templates are illustrated in Butcher’s book.

**Presentation format**

Any format of presentation is welcome but if you wish to use a non-conventional format please discuss your plans with one of the PGCAP team.

The learning outcomes for this assignment are provided with the **table of assessment criteria** below. **In order to pass this assignment you must pass each of these learning outcomes and demonstrate relevant professional values** (i.e. you cannot compensate between them).

Alongside sharing practice, the main purpose of the presentation is for you to demonstrate your ability to analyses all aspects of a module. Please note that the learning outcomes in this assignment are weighted differently (see the assessment criteria table below).

**The Process**

Please upload your abstract **2 weeks in advance of your presentation** to the relevant folder in Blackboard. Abstracts will be available to all other presenters in advance of the day of the presentations. Please see the key dates document for dates of presentations. You will be presenting to a group of peers and an assessor drawn from the PGCAP team. The group size will normally be between 4 and 6, and the presentation sessions will last approximately 3 hours. You are required to stay for the duration of the session and contribute to the Q and A part after each presentation.

In order to comply with moderation processes your presentation will be video-recorded. The resulting files will not be shared outside of the PGCAP team. Following an emailed request, a copy of the recording can be made available to you.

You will normally be advised of your results within a week of completion of the session.

#### 1.5.4.2 Assignment 1 Assessment Criteria

The table on the following page indicates the main assessment criteria for this assignment and the learning outcome weightings. Assessment criteria for each learning outcome is indicated for a Refer, Pass, Merit and Distinction at Post Graduate Certificate level. The assessment criteria reflect the level of attainment expected at M-level (level 7).

All learning outcomes must attain 50% in order to pass the assignment, and there will be no compensation between learning outcomes.

Participants must also fulfil all requirements of the assignment instructions.

**Assignment 1, Assessment in your Discipline: Assessment Criteria**

| **LO\*** | **Weighting** | **Refer** | **Postgraduate Certificate Pass (50-59%)** | **Postgraduate Certificate Merit (60-69%)** | **Postgraduate Certificate Distinction (70-100%)** |
| --- | --- | --- | --- | --- | --- |
| **Module + Critique** | | | | | |
| 1 | 20 | Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques  Little or no evidence of wider reading  Little or no engagement with the literature  Little or no ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques  Moderate evidence of wider reading  Moderate engagement with the literature  Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques  Significant evidence of wider reading  Significant engagement with the literature  Good at applying knowledge of educational theory and evidence to learning & teaching situations. | Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques  Evidence of extensive wider reading  Comprehensiveengagement with the literature  Excellent at applying knowledge of educational theory and evidence to learning & teaching situations. |
| 2 | 15 | Little or no ability to critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement. | Moderate ability to critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement. | Good at critically analysing and reflecting upon the design of both an assessment to support learning and an assessment to record achievement. | Excellent at critically analysing and reflecting upon the design of both an assessment to support learning and an assessment to record achievement. |
| 3 | 15 | Little or no ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session. | Moderate ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session. | Good at critically analysing and reflecting upon the alignment of learning and teaching activities with learning outcomes of a session. | Excellent at critically analysing and reflecting upon the alignment of learning and teaching activities with learning outcomes of a session. |
| **4** | 40 | Inadequate ability to critically reflect upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module | Moderate ability to critically reflect upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module | Good at critical reflection upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module | Excellent at critical reflection upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Presentation aspects** | | | | | |
| 6  &  9 | 10 | Little or no ability to compose and communicate ideas effectively, both orally and in writing  Little or no ability to apply education design and delivery skills in different contexts | Moderate ability to compose and communicate ideas effectively, both orally and in writing  Moderate ability to apply education design and delivery skills in different contexts | Good at composing and communicate ideas effectively, both orally and in writing  Good at applying education design and delivery skills in different contexts | Excellent ability to compose and communicate ideas effectively, both orally and in writing  Excellent ability to apply education design and delivery skills in different contexts |

\*

LO1 Apply knowledge of educational theory and/or evidence in various learning and teaching situations within their subject area.

LO2 Critically analyse and reflect upon the design of an assessment to support learning and/or an assessment to record achievement.

LO3 Critically analyse and reflect upon the alignment of an assessment with the learning outcome/s it is testing.

LO4 Critically reflect upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module

LO6 Compose and communicate ideas effectively, both orally and in writing

LO9 Apply education design and delivery skills in different context

### 1.5.5 Assignment 2: Student support case study (1000 words +/- 10%)

#### 1.5.5.1 Assignment 2 Requirements

For this assignment you are required to:

Critically analyse and reflect upon a student support experience in which you have been involved, by means of a reflective and analytical case study in association with appropriate supporting (anonymised) documents. Your discussion should identify the mix of pastoral and academic support which was provided in order to help deal with an issue/concern. You will be expected to include a discussion of the **personal dynamics** of your support. *If you have not had such an experience with a student, see below* ‘An alternative’.

The case study should include:

* A brief description of the student, your relationship to them and how you came to support them (eg, a 2nd year biology student who is my personal tutee, or a 1st year student who is a student on the Introductory Economics module which I teach)
* A description of the student’s concern/issue
* A description of the support provided
* An analysis of and reflection upon the choice of support provided and if it was effective
* A brief review of any changes you would make for the future
* A reflection on your student support professional skills **including the personal dynamics of the situation**, eg - the perceived quality of the communication, the effectiveness (or not) of your listening skills, your ability to establish trust (see also further guidance notes)
* Evidence for your statements including citation of relevant literature
* Reference list - full details of all literature cited within the report should be provided

Where possible, provide supporting evidence of your interactions with the student and this could include (in the appendix), for example:

* Brief overview of key discussion points, a summary of feedback provided, advice from colleagues, leaflets provided to the student as a form of he

The learning outcomes that you should demonstrate within the assignment are provided with the **table of assessment criteria** below. **In order to pass this assignment you must pass each of these learning outcomes and demonstrate relevant professional values, and you cannot compensate between them.**

|  |
| --- |
| **Inability to identify a suitable student support case**  If you have not had any experience dealing with a student who has had a concern or an issue potentially affecting their work then you can do the following:   * Identify an issue or concern a student on your module may have (or ask a colleague) * Describe the kind of support you could give.   + Reflect on how you would communicate with the student in order to gain their trust, identify the issues and enable them to feel supported?   + What records would you keep of these interactions?   + What could be your method of resolving this case?   + What support do you think you might need and do you know who to ask?   + Where might you send the student to get more help, if you felt you weren’t the ideal person?   + How would you communicate with this student to maintain personal boundaries? * Ensure your assignment refers to the relevant educational literature. |

#### 1.5.5.2 Assignment 2 Assessment Criteria

The table on the following page indicates the main assessment criteria for this assignment and the learning outcome weightings. Assessment criteria for each learning outcome is indicated for a Refer, Pass, Merit and Distinction at Post Graduate Certificate level. The assessment criteria reflect the level of attainment expected at M-level (level 7).

All learning outcomes and relevant professional values must be demonstrated to at least a threshold standard to pass. Participants cannot compensate between learning outcomes.

Participants must also fulfil all requirements of the assignment instructions.

**Assignment 2: Student Support Case Study: Assessment Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LO\*** | **Refer** | **Postgraduate Certificate Pass (50-59%)** | **Postgraduate Certificate Merit (60-69%)** | **Postgraduate Certificate Distinction (70-100%)** |
| **1** | Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques  Little or no evidence of wider reading  Very limited or no engagement with the literature  Inadequate ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques  Moderate evidence of wider reading  Moderate engagement with the literature  Moderate ability to apply knowledge of educational theory and evidence to learning & teaching situations. | Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques  Significant evidence of wider reading  Significant engagement with the literature  Good at applying knowledge of educational theory and evidence to learning & teaching situations. | Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques  Evidence of extensivewider reading  Excellent engagement with the literature  Excellent at applying knowledge of educational theory and evidence to learning & teaching situations. |
| **5** | Inadequate critical analysis and reflection upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner | Moderate ability to critically analyse and reflect upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner | Good at critically analysing and reflecting upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner | Excellent at critically analysing and reflecting upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner |

\*

LO1 Apply knowledge of educational theory and/or evidence in various learning and teaching situations within their subject area

LO5 Critically analyse and reflect upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner

### 1.5.7 Assignment 4: Mapping of activities against the UK Professional Standards Framework (UKPSF)

Using the mapping template below, complete a mapping exercise of your professional practice as an educator, against the UK Professional Standards Framework (UKPSF). A digital copy is available from Blackboard - PGCAP Module 2.

At the end of module 2 you will demonstrate your professional practice at the Descriptor 2 level of the HEA UKPSF framework (Fellow) – see link below - by showing your practice of:

* All the 5 areas of activity (A)
* The 6 areas of core knowledge (K)
* The 4 professional values. (V)

This is a requirement for completion of module 2.

These Dimensions are listed on page 3 of the UK Professional Standards Framework (UKPSF), which you were given in your PGCAP folder; also available online at:

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

Each entry used for mapping should be compact, no more than a few sentences, **with examples from your own professional practice as evidence of your practice**. In addition, link briefly to educational theory/concepts.

**4 or 5 entries** will normally be adequate for Module 2. Mapping examples are available during the sessions and on BlackBoard.

**It is important that this assignment contains examples of your own practice and the sentences should be written in the first person, i.e. using ‘I’.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Demonstrating Engagement with the UKPSF** | **UKPSF dimensions** | | |
| **Examples from your Practice** | **A 1-5** | **K 1-6** | **V 1-4** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Appendices** |

# Appendix A: Learning Outcomes Mapping

Mapping PGCAP Module 2 Learning Outcomes to Learning and Teaching Activities and Assessments

| **Module 2 Learning Outcomes** | **Learning and Teaching Activities** | **Assessment** |
| --- | --- | --- |
| 1. Apply knowledge of how students learn in reflecting upon various teaching and learning situations within your subject area | Session 2: Assessment Design and Feedback  Session 3: Learning Environments and their Enhancement  Session 5: Learning & Teaching in a Wider Context  Session 6: Educational Enhancement Theme: Employability | Presentation on Module Review  Student support case study |
| 1. Critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement | Session 2: Assessment Design and Feedback | Presentation on Module Review |
| 1. Critically analyse and reflect upon the alignment of an assessment with the learning outcome/s it is testing | Session 2: Assessment Design and Feedback | Presentation on Module Review |
| 1. Critically reflect upon the learning design of a module, including an analysis of the alignment of learning and teaching activities and assessment/s with the learning outcomes of a module | Session 1: Module Design  Session 3: Learning Environments and their Enhancement | Presentation on Module Review |
| 1. Critically analyse and reflect upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner | Session 4: Personal Academic Tutoring and Student Support | Student support case study |
| 1. Little or no ability to compose and communicate ideas effectively, both orally and in writing | All sessions | Presentation on Module Review |
| 1. Little or no ability to apply education design and delivery skills in different contexts | All sessions | Presentation on Module Review |

# Appendix B: Mapping of the PGCAP Learning Outcomes against the UK Professional Standards Framework (Descriptor 2)

**Activity**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | Programme  Learning Outcomes | | | | | | | | Module 1 Learning Outcomes | | | | | | Module 2  Learning Outcomes | | | | | Professional Values | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| A1 Design & plan learning activities and/or programmes of study | x |  |  | x | x |  |  |  | x |  | x | x | x | x | x | x |  | x |  | x | x | x | x |  |
| A2 Teach and/or support learning | x | x |  |  | x |  | x | x | x | x | x | x | x | x | x |  |  | x | x | x | x | x | x |  |
| A3 Assess and give feedback to learners |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  | x | x |  |  | x | x | x | x |  |
| A4 Develop effective environment and approaches to student support and guidance |  |  |  |  |  |  |  | x |  |  |  |  |  | x |  |  |  |  | x | x | x | x | x |  |
| A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  | x |  |  |  |  | x |  | x | x |  |  |  | x | x | x |  |  | x | x |  |  |  | x |

**Core Knowledge**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Core Knowledge | Programme  Learning Outcomes | | | | | | | | Module 1  Learning Outcomes | | | | | | Module 2  Learning Outcomes | | | | | Professional Values | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| K1 The subject material | Assumed, as all staff involved in teaching have been appointed on the basis of their expertise | | | | | | | | | | | | | | | | | | | x | x | x | x | x |
| K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme | x |  |  | x | x | x |  |  | x |  | x | x |  |  | x | x |  | x |  |  |  |  |  |  |
| K3 How students learn, both generally and in the subject/disciplinary areas(s) | x |  |  | x |  |  |  | x | x |  | x | x | x |  | x |  | x | x |  | x |  |  |  |  |
| K4 The use and value of appropriate learning technologies |  |  |  |  | x |  |  | x |  |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |
| K5 Methods for evaluating the effectiveness of teaching | x |  |  |  |  | x | x | x | x |  |  |  |  | x |  | x |  | x |  | x |  | x |  | x |
| K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  | x |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  | x |  | x | x |  | x | x |

**Professional Values**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Professional Values | Programme  Learning Outcomes | | | | | | | | Module 1  Learning Outcomes | | | | | | Module 2  Learning Outcomes | | | | | Professional Values | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| V1 Respect individual learners and diverse learning communities |  |  |  | x | x |  |  | x | x |  |  | x |  |  |  |  |  | x | x |  | x | x | x |  |
| V2 Promote participation in higher education and equality of opportunity for learners |  |  |  | x | x |  |  | x |  |  |  | x |  |  |  |  |  | x | x |  | x |  | x |  |
| V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional practice | x | x |  | x | x | x | x |  | x |  | x | x | x | x | x | x |  | x |  | x |  |  |  | x |
| V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice | x |  |  |  |  |  |  |  | x | x |  |  |  | x | x |  |  |  | x |  | x | x | x |  |

# Appendix C: Further Guidance for Assignments

#### Further Guidance for Assignment 1: Presentation on Module Review

Assignment surgeries are timetabled for you to get more guidance and feedback on the assignment. In addition some information is provided below.

This ***checklist*** *and questions below* might help guide you with this assignment. You are not expected to answer all of these questions

* **Design of the Module –** 
  + *Do the aims fit the original intention of the course/strategic priorities/other general reasons for the course/wider programme (programme specification).*
  + *Do the learning outcomes fit with the aim of the course and are they appropriately written? Are the teaching and learning activities well designed to match to both the learning outcomes and the student characteristics?*
  + *Do they encourage a deep approach to learning?*
  + *Do they align with the learning outcomes?*
  + *Are the assignments well designed to match to both the learning outcomes and the student characteristics?*
  + *Are they aligned with the learning outcomes?*
  + *Is there an appropriate balance between formative and summative assessments?*
  + *Are the assignments explicit, valid and transparent?*
  + *Do they encourage a deep approach to learning?*
  + *Is the marking and moderation reliable?*
  + *Who was doing the marking? Was the feedback to the students timely, positive and constructive?*
  + *How did the students respond to their mark?*
  + *How did the students respond to the feedback provided?*
  + *Are the evaluation methods well designed to match to both the timing and nature of the course and the student characteristics?*
  + *Do they measure just the teaching or do they measure the learning, resources and other parts of the module?*
  + *Overall what are the main strengths and weaknesses of the course and is it overall well aligned.*
* **Delivery of the Module** –
  + *How much learning happened and how do you know?*
  + *Did the students attend the sessions and take up formative assessment opportunities?*
  + *Did they interact when asked to and how did they get on with the summative assessments.*
  + *Did they understand the learning outcomes?*
  + *Did they make use of the learning resources?*
  + *Were there any management difficulties with the course?*
* Evaluation Data – *What evaluation data did you get, what is your analysis and reflection upon this data and how will/did you respond to it. Have you included evidence from student feedback? If you don’t have any evaluation data, what would you collect and how would you use it?*
* Future Iterations – *What* *changes would you make to the module in future and why? Have any of your previous assumptions changed? What literature is there that supports your suggested changes? What exactly does the literature say and how does that relate?*
* Have you done enough critical analysis? *E.g. have you examined, questioned and/or investigated the strengths and weaknesses of this module?*
* Have you done enough critical reflection? *E.g. have you explored and explored and thought about through the factors that may have influenced the success or failure of this module?*
* Evidence *– What evidence do you have for what you are saying or suggesting to do in future? Do you have evidence from peers, the students, self-reflection or literature? What exactly is that evidence and how has it influenced you?*
* This assignment Assessment criteria *– Does your assignment demonstrate the learning outcomes associated with this assignment (listed in the assignment details)?* ***Have you looked at the assessment criteria?***
* References *– Have you referred to the literature in several places? Have you used both generic and subject specific literature? Do you agree with the literature? How does what the literature says relate to your experience? You must demonstrate scholarly engagement with this topic.*
* Supporting documents *– Have you included additional documents to support your presentation? Have you referred to them in the main body of your presentation?*
* Academic Integrity statement *– Have you included one? You MUST.*

References should include mostly formal educational literature (textbooks and papers) but web articles and other less formal ‘teaching guides’ can be used in addition, if appropriate.

1. **Further Guidance for Assignment 2: Student Support Case Study**

Assignment surgeries are timetabled for you to get more guidance and feedback on the assignment. In addition, some information is provided below.

This ***checklist***might help guide you with this assignment. You are not expected to answer all of these questions.

* Choice of support provided - *Did you act appropriately, were you inclusive, did you provide the support the student needed?*
* Delivery of student support - *Were you able to provide the support necessary? Were there any aspects that made you feel uncomfortable or ill-equipped to handle the situation?*
* Professional Development – *what student support skills might need further development? Can you identify any appropriate professional development opportunities in order to do this?*
* Have you done enough critical analysis? *E.g. have you examined, questioned and/or investigated the experience from your own and the student’s perspective and how you dealt with it?*
* Have you done enough critical reflection? *E.g. have you explored, thought about, revealed and/or shown your own thoughts and beliefs in relation to this experience? Were you able to communicate well? How personable was the  relationship/communication, did you ask the right sort of questions, did you have any personal reactions to the situation/discussion, how well did you facilitate the students’ coping with the situation, what sort of support resources did you use (colleagues, Enabling Services etc.)? Reflect on what you did well, what you could do better, what you learnt from the situation.*
* Have you applied principles of inclusivity to this situation? *E.g. Recognising, accommodating and meeting the learning needs of all students, acknowledging that students have a range of individual learning needs and are members of diverse communities, avoiding pigeonholing students into specific groups with predictable and fixed approaches to learning.*
* Future Iterations – *what would you do differently if you had to provide the same support in future and why? Have any of your previous assumptions or beliefs changed? What literature is there that supports your suggested changes? What exactly does the literature say and how does that relate?*
* Evidence – *What evidence do you have for what you are saying or suggesting to do in future? Do you have evidence from peers, the students, self-reflection or literature? What exactly is that evidence and how has it influenced you?*
* Assessment criteria *– Does your assignment demonstrate the Learning outcomes associated with this assignment (listed in the assignment details)?* ***Have you looked at the assessment criteria?***
* References *– have you referred to the literature in several places? Have you discussed what the reference says and related it to your experience? Can you paraphrase what the reference is saying or do you need to include a quotation from the literature? Do you agree with the literature? How does what the literature says relate to your experience? You must demonstrate scholarly engagement with this topic.*
* *Supporting documents – have you included additional documents to support your assignment? Have you referred to them in the main text? Have you clearly organised them as appendices?*
* *Academic Integrity statement – have you included one? You MUST.*

References should include mostly formal educational literature (textbooks and papers) but web articles and other less formal ‘teaching guides’ can be used in addition if appropriate.

# Appendix D: Completing the PGCert in Academic Practice

Successful completion of modules 1 (Associate Fellow of the HEA) and 2 (Fellow of the HEA) leads to the choice of a third module to complete the programme (PGCAP). Within M3 you can produce an artefact (see M3 handbook) select either an educational development (LT) or a research design and management (RDM) focus:

* **Module 3LT** **Enhancing Academic Practice: Learning and Teaching** – builds on modules 1 and 2 and supports you taking a greater role in learning and teaching (educational) development/innovation and design
* **Module 3RDM** **Enhancing Academic Practice:** **Research Design, Management & Supervision** – can be taken independently, in parallel or progressively with M1 and M2, and provides the foundation for the research aspects of your academic role.

PLEASE NOTE

Typically M1 and M2 take a year. If you wish to do M3 and complete the PGCert in Academic Practice, M3 will normally be completed within the following year as this is a fixed two year programme.