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1. Module 2 Overview: Developing Learning Design: Supporting Learning

In Module 2 you will engage in discussion and exploration 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. We are expecting that reflection will have become a normal part of your engagement, a background skill which will support all aspects of your development as an academic.

1.1 Aims and Learning Outcomes

Aims
The aim of the module is to explore and evaluate issues related to assessing and supporting students within the context of session and module design and 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
2. Critically analyse and reflect upon the design of an assessment to support learning and/or an assessment to record achievement
3. Critically analyse and reflect upon the alignment of an assessment with the learning outcome/s it is testing
4. 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
5. 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 who will have already demonstrated a wide range of skills, the list below is included for completeness.

6. Compose and communicate ideas effectively, both orally and in writing
7. Organise and integrate your own learning with existing commitments, and produce work to deadlines
8. Apply self-directed learning skills which are essential for a learning with limited contact time
9. Apply education design and delivery skills in different contexts
10. Apply reflective skills outside of your discipline context
11. Enhance your teaching activities through the integration of your research findings and process
12. Display initiative and personal responsibility.
In addition the PGCAP Professional Values underpin module 2 (see Programme Handbook).

1.2 Core sessions
All dates for module 2 can be found in your key dates document in your file. Any changes to the dates of teaching sessions will be communicated via Blackboard and/or email.

Module 2 consists of three 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: Developing Scholarship of Teaching and Learning
- Session 6: Additional Learning Activity

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 will be used as points of reflection.

Session 1: Module Design
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
(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? The session will use examples of practice to stimulate discussion of 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
The session is primarily about enhancing the skills of staff fulfilling a Personal Academic Tutor (PAT) role. An overview of the Personal Academic Tutor and Senior Tutor support system for students will be provided and Enabling Services will present their role and cases from individuals with specific learning differences. The workshop will explore the creation of a safe and supportive environment and topics covered will include establishing boundaries, raising awareness in the use of communication skills, recognising stress signs, providing initial pastoral support for students/individuals within an academic context, when to seek Senior Tutor and/or central support, and key aspects of interacting with the counselling (and support) services.
(UKPSF Dimensions: A4, 5/K2,3,4,5,6/V1,2,3,4)

Session 5: Developing Scholarship of Teaching and Learning
Working in a group, this session will allow you to find and read some scholarly articles around a variety of topics, think about their application to your own practice and report the main learning points to the group.
(UKPSF dimensions: A5 / K1,5,6 / V3,4)

Session 6: Additional Learning Activity
You are required to complete one additional learning activity which supports the development of skills appropriate to your needs, for which a short log/reflection sheet is provided in Appendix A. This offers the opportunity for more theme or discipline-based topics to be covered. Examples of such additional learning events include: 1) CPD sessions in the standard ILiA portfolio; 2) discipline-based sessions; 3) cross-university sessions 4) external education related events organised by the Higher Education Academy, professional bodies or equivalent, etc.

1.3 Assessment

1.3.1 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

- Presentation on assessment in your discipline (15+5 mins), + abstract
- Student support case study (1000 words)
- Module review reflective essay (1000 words)
- 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 and submit the Additional learning activity log in order to successfully complete this module. 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 (e.g if five LOs are being assessed, each one will be weighted at 20%).

The PGCAP Professional Values underpin the assignments.
Assessment Weightings

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>1  Presentation on assessment in your discipline (15+5 mins)</td>
<td>50</td>
</tr>
<tr>
<td>2  Student support case study (1000 words)</td>
<td>25</td>
</tr>
<tr>
<td>3  Module review reflective essay (1000 words)</td>
<td>25</td>
</tr>
<tr>
<td>4  Mapping of activities against the UKPSF</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Requirements for Completion
- Additional learning activity reflective log
  Although these will not be formally assessed they are a requirement for you to demonstrate completion of your contact hours and engagement with the topics.

Formative assessment is available through peer, tutor and/or mentor meetings and discussions. PGCAP surgeries provide you with an opportunity for PGCAP tutors to discuss ideas for assignments and give 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.

Citation of Literature
In all summative assignments 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 fail.
You are welcome to use the referencing style that you are most familiar with. The recommended method of referencing is the Harvard referencing style (see http://library.soton.ac.uk/referencing for useful advice and guidance on using this referencing system).

All written submissions must
- be no smaller than a size 11 legible font (eg Lucida Sans), 1.5 line spacing
- must 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 ILLaD 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 Academic Units. 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

1.3.2 Assessment deadlines
Please refer to the PGCAP key dates document for the assessment deadlines.
1.3.3 Assignment 1: Presentation on assessment in your discipline
(15+5 minutes)

Alongside the formal assessment requirements, this assignment is designed to share good practice in assessment between PGCAP participants.

1.3.3.1 Assignment 1 Requirements
For this assignment you are required to prepare a 15 minute presentation on a formative or summative assessment used within your discipline.

You are required to:
1. Select an example of (formative or summative) assessment used within your discipline
2. Within a presentation:
   a. Discuss the design, delivery, alignment, student results and their moderation, and effectiveness of the assessment
3. 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

Your presentation should include:

- A brief description of the course involved and the learning outcomes the assessment relates to
- A description of the assessment and whether its main intention is to support learning or to record achievement
- An analysis of and reflection upon the design of the assessment including its alignment with the learning outcome/s it is testing
- An analysis of and reflection upon the delivery of the assessment
- A summary of the results and reflection on the assessment’s fitness for purpose
- A plan for future iterations of the assessment
- Evidence for your statements including citation of relevant literature

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. We encourage you to think about using an innovative and different presentation method for this assignment.

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 (i.e. you cannot compensate between them).

Alongside sharing practice, the main purpose of the presentation is for you to demonstrate achievement of LOs 1-3, but you are also required to achieve the minimum of a Professional Certificate pass for the presentation aspects, LOs 6 & 9. Please note that the learning outcomes in this assignment are weighted differently (see the assessment criteria table below).

Process
Please return your abstract 2 weeks in advance of your presentation. Abstracts will be circulated to all cohort participants in advance of the day of the presentations. Please see the key dates document for dates. You will be presenting to a group of peers and two assessors drawn from the PGCAP team. The group size will normally be between 5 and 7,
and the presentation sessions will normally last for 3 hours. All participants are required to stay for the duration of the session.

Peers will be asked to contribute feedback but not to formally participate in the assessment process.

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. If you would like a copy of the recording, you are able to request this.

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

1.3.3.2 Further Guidance for Assignment 1: Assessment in your Discipline

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

Questions that might help guide you with this assignment are clustered into topics below. You are not expected to answer all these questions.

- **Design of the assessment** – *Was the assessment aligned with the learning outcomes? Did it include feedback to the student? Did it promote quality learning? Did it record achievement? Was it explicit, transparent, valid and reliable?*

- **Delivery of the assessment** - *Did the students understand the assessment? How did they react to the assessment? Did the assessment test the learning outcomes? How confident were you in making judgements on the assessments? Was your feedback to the students positive and constructive? How did the students respond to their mark? How did the students respond to the feedback you gave them?*

- **Future Iterations** – *What changes would you make to the assessment 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 assessment and the effectiveness or weakness(es) of the assessment?*

- **Have you done enough critical reflection?** *E.g. have you explored and thought about the factors that may have influenced the success or failure of the assessment?*

- **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 and used it to inform your discussion. Do you agree with the literature? How does what the literature says relate to your experience?*

• *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.

1.3.3.3 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 are indicated for a Fail, and passes at levels of Professional Certificate, Masters Pass, Good and Excellent. 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 1, Assessment in your Discipline: Assessment Criteria

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<tr>
<th>LO*</th>
<th>Weigh ting</th>
<th>Refer (&lt;40%)</th>
<th>Professional Certificate (40-50%)</th>
<th>Masters Pass (50-60%)</th>
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<td>Some knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</td>
<td>Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques</td>
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<td>Very limited or no engagement with the literature</td>
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<td>Inadequate ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
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<td>2</td>
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<td>Inadequate ability to critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement.</td>
<td>Some ability to critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement.</td>
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<td>3</td>
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<td>Inadequate ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session.</td>
<td>Some ability to critically analyse and reflect upon the alignment of learning and teaching activities with learning outcomes of a session.</td>
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<td>Inadequate ability to apply education design and delivery skills in different contexts</td>
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*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.
LO6 Compose and communicate ideas effectively, both orally and in writing
LO9 Apply education design and delivery skills in different context*
1.3.4 Assignment 2: Student support case study (1000 words)

1.3.4.1 Assignment 2 Requirements, 1000 words +/- 10% + bibliography

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 documents. Your discussion should identify the mix of pastoral and academic support which was provided, such as to help deal with an issue/concern. You will be expected to include a discussion of the personal dimension of your support.

The case study should include:

- A brief description of the student, your relationship to them and how you came to support them (e.g., 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 was there a natural rapport, are you a good listener, where you able to establish trust (see also further guidance notes)
- Evidence for your statements including citation of relevant literature
- Bibliography - full details of all literature cited within the report should be provided

The purpose of the supporting documentation is to enable you to use existing documentation without having to rewrite it within the report.

The supporting documents could include:

- A copy of any written correspondence with the student that you refer to in the report (please anonymise)
- Any other anonymised paperwork that you wish to use to support your report e.g., leaflets provided, feedback provided, advice from colleagues, reflective logs from appropriate additional learning activities or other related materials

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 (i.e. you cannot compensate between them).
1.3.4.2 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.

Questions that might help guide you with this assignment are clustered into topics below. 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?

- **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.

### 1.3.4.3 Assignment 2 Assessment Criteria

The table on the following page indicates the main assessment criteria for this assignment. Assessment criteria for each learning outcome are indicated for a Fail, and passes at levels of Professional Certificate, Masters Pass, Good and Excellent. 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.
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<td>Excellent at applying knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
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<td>5</td>
<td>Inadequate critical analysis and reflection upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner</td>
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*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
1.3.5 Assignment 3: Module review reflective essay (1000 words)

1.3.5.1 Assignment 3 Requirements, 1000 words +/- 10% + bibliography

The main purpose of this assignment is for you to demonstrate the knowledge and ability to collate the requisite information to support a robust health check of a module.

For this assignment you are required to critically analyse and reflect upon the design and delivery of a module that you are involved with by means of a reflective and analytical essay with appropriate supporting documents.

The review should include

- A brief description of the programme involved and where the module fits into this programme.
- An analysis of and reflection upon the design of the module which should include:
  - a separate analysis of each component of the module:
    - Aims
    - Learning outcomes
    - Teaching and learning activities
    - Learning Resources
    - Delivery
    - Assessments (formative & summative) and moderation
    - Evaluation methods
  - an analysis of the alignment of the teaching and learning activities and assessment methods with the learning outcomes
- A description of any changes you would make
- Evidence for your statements including citation of relevant literature
- Bibliography - full details of all literature cited within the report should be provided

The purpose of the supporting documentation is to enable you to use existing documentation without having to rewrite it within the report.

The supporting documents should include:

Module outline documentation, evaluation data, and any other anonymised paperwork that you wish to use to support your report e.g. external examiner’s comments.

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.

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 (i.e. you cannot compensate between them).
1.3.5.2 Further Guidance for Assignment 3: Module Design Reflective Analysis

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

Questions that might help guide you with this assignment are clustered into topics below. 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 assessments well designed to match to both the learning outcomes and the student characteristics? Is there an appropriate balance between formative and summative assessments? Do they encourage a deep approach to learning? Do they align with the learning outcomes? 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. 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 module and how it went?

- Have you done enough critical reflection? E.g. have you explored and questioned your own thoughts in relation to module design and delivery?

- **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 used both generic and subject specific literature? Do you agree with the literature? How does what the literature says relate to your experience?*

• 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.

1.3.5.3 Assignment 3 Assessment Criteria

The table on the following page indicates the main assessment criteria for this assignment. Assessment criteria for each learning outcome are indicated for a Fail, and passes at levels of Professional Certificate, Masters Pass, Good and Excellent. 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 3, Module Design Reflective Analysis: Assessment Criteria

<table>
<thead>
<tr>
<th>LO*</th>
<th>Refer</th>
<th>Professional Certificate (40-50%)</th>
<th>Masters Pass (50-60%)</th>
<th>Merit (60-70)</th>
<th>Distinction (70 +)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Critique</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Little or no knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</td>
<td>Some knowledge of key aspects of educational theory and evidence with little conceptual understanding of ideas and techniques</td>
<td>Moderate knowledge of key aspects of educational theory and evidence with acceptable conceptual understanding of ideas and techniques</td>
<td>Good systematic knowledge of key aspects of educational theory and evidence with good conceptual understanding of ideas and techniques</td>
<td>Comprehensive systematic knowledge of key aspects of educational theory and evidence with excellent conceptual understanding of ideas and techniques</td>
</tr>
<tr>
<td></td>
<td>Little or no evidence of wider reading</td>
<td>Some evidence of wider reading</td>
<td>Moderate evidence of wider reading</td>
<td>Significant evidence of wider reading</td>
<td>Evidence of extensive wider reading</td>
</tr>
<tr>
<td></td>
<td>Very limited or no engagement with the literature</td>
<td>Some engagement with the literature</td>
<td>Moderate engagement with the literature</td>
<td>Significant engagement with the literature</td>
<td>Excellent engagement with the literature</td>
</tr>
<tr>
<td></td>
<td>Inadequate ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
<td>Some ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
<td>Moderate ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
<td>Good at applying knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
<td>Excellent at applying knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td>Some 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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

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

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

You are required to complete a mapping exercise of your learning and teaching activities against the UK Professional Standards Framework (UKPSF) using a mapping template, which will be provided in the sessions and which is available from Blackboard. For PGCAP Module 2 you need to demonstrate all the UKPSF Dimensions which are 5 areas of activity, 6 areas of core knowledge and the 4 professional values, as listed on page 3 of the UK Professional Standards Framework (UKPSF), which you were given in your PGCAP module 1 folder (or see http://www.heacademy.ac.uk/ukpsf). As well as being a requirement for completion of module 2, this is also a requirement for Fellowship (Descriptor 2) recognition by the HEA.

Your examples of mapping should be compact, no more than a few sentences, fairly focussed, demonstrating all the elements of the areas of activity, core knowledge and/or professional values mapped. Four-five examples will normally be adequate for Module 2. Please see the mapping examples given out during the sessions and available on BlackBoard.
Appendix A: Reflective Log Proforma

PGCAP participants are strongly recommended to complete this form or similar for each additional workshop/learning event that they undertake.

It is a requirement of the module that you complete an additional learning activity for which you have to submit a log which includes a brief reflection as suggested in this document.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Optional Session/Activity</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>Outline of the activity as advertised</td>
</tr>
</tbody>
</table>

To be completed BEFORE the activity/session

*What are you hoping to learn/gain from the session/activity?*
To be completed AFTER the activity/session

What did you learn from the session?

1.

2.

3.

4.

To be completed AFTER the activity/session

What might you do differently in your teaching and learning duties as a result of this session/activity?

1.

2.

3.

4.
To be completed AFTER the activity/session

<table>
<thead>
<tr>
<th>What can you find in the literature to support or discuss what you learnt from the session and/or what you are going to change as a result of the session/activity</th>
</tr>
</thead>
</table>

| Does other evidence support your change? (e.g. evaluation data such as student feedback) |
## Appendix B: Learning Outcomes Mapping

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

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Learning and Teaching Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 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: Developing Scholarship of Teaching and Learning | Presentation on assessment in your discipline  
Student support case study  
Module review reflective essay |
| 2. 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 assessment in your discipline |
| 3. 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 assessment in your discipline |
| 4. 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 | Module review reflective essay |
| 5. 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 |
## Appendix C: Mapping of the PGCAP Learning Outcomes against the UK Professional Standards Framework (Descriptor 2)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Programme Learning Outcomes</th>
<th>Module 1 Learning Outcomes</th>
<th>Module 2 Learning Outcomes</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>A1 Design &amp; plan learning activities and/or programmes of study</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>A4 Develop effective environment and approaches to student support and guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Core Knowledge

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

---

**Notes:**
- X indicates the level of emphasis on the knowledge.
- The table layout is designed to align core knowledge with learning outcomes and professional values.
<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Programme Learning Outcomes</th>
<th>Module 1 Learning Outcomes</th>
<th>Module 2 Learning Outcomes</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1 Respect individual learners and diverse learning communities</td>
<td>X X X X X</td>
<td>X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
<td>X X X X</td>
<td>X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>V3 Use evidence-informed approaches and the outcomes from research, scholarship and</td>
<td>X X X X X X X</td>
<td>X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X</td>
</tr>
<tr>
<td>continuing professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V4 Acknowledge the wider context in which higher education operates recognising the</td>
<td>X</td>
<td>X X X</td>
<td>X X X X X X X X X X X X</td>
<td></td>
</tr>
<tr>
<td>implications for professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- X indicates the presence of the value in the corresponding learning outcome.
- The table represents the alignment of professional values with programme learning outcomes, module 1 learning outcomes, and module 2 learning outcomes.