(New)
Postgraduate Certificate in
Academic Practice (PCAP)

Module 2 Handbook 2013-2014

Cohort number:

Student ID number:

Student user name:
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1. New Module 2 Overview: Developing Learning Design: Supporting Learning

Module 2 engages participants in discussion and exploration of assessment, student support and module design. The module is designed to support participants’ work in their 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 participant’s engagement, a background skill which will support all aspects of their 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, participants 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 both an assessment to support learning and 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 their ability to provide effective academic and/or pastoral support to students in an inclusive manner

Transferable and Generic Skills
As our participants are experienced staff who will have already demonstrated a wide range of skills, the list below is included more for completeness of this profile documents.

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 their discipline context
11. Enhance their teaching activities through the integration of their research findings and process
12. Display initiative and personal responsibility

In addition the new PCAP Professional Values underpin module 2
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: Assessment and feedback
- Session 2: Learning environments and student support
- Session 3: Module design

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 Coordinator. 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 A 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: Assessment and feedback

Session 2: Learning environments and student support
How to create an effective learning environment/climate. What does inclusive mean. Academic and pastoral support roles. Contexts- fees; retentions, widening participation, internationalization Where to send students for help. Practical approaches to student support. What you can and cannot do. Key principles in student support.

Session 3: Module Design
Approaches to module and programme design, outcomes based planning/alignment, internal and external guidance and frameworks for course design. Credits and levels. Quality assurance. Analysis of participants examples including alignment, nature, quantity and quality of sessions and assessments, impact of design on student approach to learning.

1.3 Assessment

1.3.1 Overview
A mapping document is provided in Appendix A 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 process reflective essay (1000 words)
- Map of activities against the UKPSF
Assessment is on a Pass/Fail basis. All assignments are given a percentage mark. You must pass all assignments in order to successfully complete each 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).

The new PCAP **Professional Values** underpin the assignments.

**Formative assessment** is available through peer, tutor and/or mentor meetings and discussions. PCAP surgeries provide you with an opportunity for PCAP 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://www.soton.ac.uk/library/infoskills/references/](http://www.soton.ac.uk/library/infoskills/references/) for useful advice and guidance on using this referencing system).

**All written submissions must**
- be no smaller than a size 11 font legible font (e.g. 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
- be anonymised – please remove all student and staff names

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 the PDU by the deadline date.

**1.3.2 Assessment deadlines**

Please refer to the PCAP M1 & M2 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 PCAP participants.

1.3.3.1 Assignment 1 Requirements
For this assignment you are required to prepare a 15 minute presentation (+5 min questions) on a formative or summative assessment used within your discipline.

For this assignment you are required to:
1. Select an example of 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) on your presentation for circulation to your new PCAP 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.

Any format of presentation is welcome, but if you wish to use a non-conventional format please discuss your plans with the programme or module leader.

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).

Presentation, maximum 15 mins + 5 mins for questions
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 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. Participants will be presenting to a group of peers and two assessors drawn from the PCAP team and other colleagues. The group size will normally be between 5 & 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. Guideline for providing feedback on the presentation delivery will be
based on those used for peer observations, and feedback sheets will be provided on the day.

Participants will be advised of their results within 24 hours of completion of the session (and normally within a much shorter period).

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. Assessment criteria for each learning outcome are indicated for a Fail, and passes at levels of Professional Certificate, Masters, 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

<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>
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<tr>
<td><strong>Assessment Critique</strong></td>
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</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>
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<td></td>
<td>Little or no evidence of wider reading</td>
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<tr>
<td></td>
<td>Very limited or no engagement with the literature</td>
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<td></td>
<td>Inadequate ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
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<td>Moderate ability to apply knowledge of educational theory and evidence to learning &amp; teaching situations.</td>
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<tr>
<td></td>
<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>Excellent at critically analysing and reflecting upon the design of both an assessment to support learning and an assessment to record achievement.</td>
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<td></td>
<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>
<td>Moderate 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><strong>Presentation aspects</strong></td>
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<tr>
<td>6</td>
<td>Inadequate ability to compose and communicate ideas effectively, both orally and in writing</td>
<td>Some ability to compose and communicate ideas effectively, both orally and in writing</td>
<td>Moderate ability to compose and communicate ideas effectively, both orally and in writing</td>
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<tr>
<td>9</td>
<td>Inadequate ability to apply education design and delivery skills in different contexts</td>
<td>Some ability to apply education design and delivery skills in different contexts</td>
<td>Moderate ability to apply education design and delivery skills in different contexts</td>
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</table>

*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 both an assessment to support learning and 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 ?? 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 that has been anonymised.
- 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 literature 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, 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 2, Student Support Case Study: Assessment Criteria

<table>
<thead>
<tr>
<th>LO</th>
<th>Refer</th>
<th>Professional Certificate (40-50%)</th>
<th>Masters Pass (50-60%)</th>
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<tr>
<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>
<td>Some ability to critically analyse and reflect 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 process 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, 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

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<thead>
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<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 Mapping of activities against the UK Professional Standards Framework

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 PCAP Module 1, you need to demonstrate all the UKPSF Dimensions, 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 PCAP module 1 folder (or see http://www.heacademy.ac.uk/ukpsf). This is 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 the elements of the areas of activity, core knowledge and/or professional values claimed. Two-four examples will normally be adequate for Module 1. Please see the mapping examples given out during the sessions and available on BlackBoard.
## Appendix A: Learning Outcomes Mapping

Mapping PCAP 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>
<tbody>
<tr>
<td>1. Apply knowledge of how students learn in reflecting upon various teaching and learning situations within your subject area</td>
<td>Session 1: Assessment and feedback</td>
<td>Presentation on assessment in your discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student support case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module review process reflective essay</td>
</tr>
<tr>
<td>2. Critically analyse and reflect upon the design of both an assessment to support learning and an assessment to record achievement</td>
<td>Session 1: Assessment and feedback</td>
<td>Presentation on assessment in your discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Critically analyse and reflect upon the alignment of an assessment with the learning outcome/s it is testing</td>
<td>Session 1: Assessment and feedback</td>
<td>Presentation on assessment in your discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Session 3: Module design</td>
<td>Module review process reflective essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Critically analyse and reflect upon their ability to provide effective academic and/or pastoral support to students in an inclusive manner</td>
<td>Session 2: Learning environments and student support</td>
<td>Student support case study</td>
</tr>
</tbody>
</table>
## Appendix B: Mapping of the PCAP Learning Outcomes against the UK Professional Standards Framework (Descriptor 2)

### Activity

<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>A1 Design &amp; plan learning activities and/or programmes of study</td>
<td>x</td>
<td>x x</td>
<td>x x x x x</td>
<td>x x x x x</td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
<td>x x</td>
<td>x x x x x x x x x x x</td>
<td>x</td>
<td>x x x x x</td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
<td>x</td>
<td>x</td>
<td>x x</td>
<td>x x x x x</td>
</tr>
<tr>
<td>A4 Develop effective environment and approaches to student support and guidance</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x x x x x x</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></td>
<td></td>
<td>x x x x</td>
<td>x x x</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</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>K1 The subject material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assumed, as all staff involved in teaching have been appointed on the basis of their expertise</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K3 How students learn, both generally and in the subject/disciplinary areas(s)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K4 The use and value of appropriate learning technologies</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K5 Methods for evaluating the effectiveness of teaching</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Values</td>
<td>Programme Learning Outcomes</td>
<td>Module 1 Learning Outcomes</td>
<td>Module 2 Learning Outcomes</td>
<td>Professional Values</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>V1 Respect individual learners and diverse learning communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional practice</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>