

Permission to use this reflective commentary given in an email from the former student on 12.12.18



THE UK PROFESSIONAL STANDARDS FRAMEWORK FOR TEACHING AND SUPPORTING LEARNING IN HIGHER EDUCATION

Obtaining Fellow of the Higher Education Academy (HEA) Post Graduate Certificate in Higher Education

HEA Personal Development Plan, PDP, 2017/18

The PDP process provides a mechanism by which you are invited to map your engagement with the UKPSF and to evidence development whilst on the PGCHE. The PDP process asks you:

- to plan how to use the course to meet your professional needs;
- to plan how you will use the course to meet the requirements of the UKPSF;
- to reflect on your learning as you progress through the various themes of the course (see course timetable);
- to gain feedback and guidance on this process.

Your PDP offers you the opportunity to evidence engagement with all aspects of the Areas of Activity, Core Knowledge and Professional Values and forms part of your teaching portfolio. Sections 1 and 2 should be filled in during your induction and section 3, on an ongoing basis, throughout the academic year and section 4 once you have completed your Teaching Portfolio.

Permission to use this reflective commentary given in an email from the former student on 12.12.18

Section 1

Email address:	
Surname:	
Forename:	
Middle name	
Date started course:	September 2017
Employing institution:	University of Huddersfield
Type of institution;	HE HE in FE Other please specify
Number of years HE teaching experience (state whether full-time or part-time)	1 full-time
Please state whether you are applying for Associate Fellow OR Fellow status	Fellow

Please make sure you provide this information accurately as it will be used for correspondence from the HEA including details of how you can log onto your HEA account in order to download a copy of your recognition certificate. The forename and surname will appear on your certificate.

N.B. If you would like your title to appear on their certificate, please input this before the forename.

To be completed by Course Leader

I confirm that has met the requirements to become a fellow of the Higher Education Academy

Print nameCourse Leader : Signature.....

Permission to use this reflective commentary given in an email from the former student on 12.12.18

Section 2

Please demonstrate how your role matches the HEA criteria for Fellow

Criteria for Fellowship of the HEA:	Typical individual role/career stage for which fellowship applies:	Brief description of own role and how it matches the HEA criteria for Fellow. Include number of years teaching HE.	Agreed by course tutor as appropriate for FHEA
<p>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:</p> <p>I. Successful engagement across all five Areas of Activity</p> <p>II. Appropriate knowledge and understanding across all aspects of Core Knowledge</p> <p>III. A commitment to all the Professional Values</p> <p>IV. Successful engagement in appropriate teaching practices related to the Areas of Activity</p> <p>V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice</p> <p>VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices</p>	<p>Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s).</p>	<p>I am a senior lecturer in XXXX although my remit is broad. As well as lecturing on the XXXX course, I also act as a personal/academic tutor and admissions tutor for the School of xxxxxx.</p> <p>In addition to this, I have research responsibilities at the University (contracted 50% research).</p> <p>Only I have only been teaching in HE for 1 year, I believe I have met the criteria for HE Fellowship as will be outlined and evidenced below.</p>	

Permission to use this reflective commentary given in an email from the former student on 12.12.18

--	--	--	--

Section 3

Evidence of HEA areas of activity, core knowledge and professional values


For HEA Fellow you must:

- demonstrate successful incorporation of the subject and pedagogic research and/or scholarship;
- evidence successful engagement in CPD in relation to teaching, learning, student support and assessment and where appropriate related professional practices;
- demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning;
- evidence engagement across the five Areas of Activity, knowledge and understanding, across all aspects of Core Knowledge and a commitment to all Professional Values.

Section 3 should be completed on an ongoing basis, throughout the academic year. It is suggested that you consult your PDP on a weekly basis, after each PGCHE workshop. Throughout your time on the PGCHE, you should be able to put together a detailed and robust PDP that evidences engagement with all aspects of the UKPSF. Whilst the completion of your PDP is discussed in detail at your course induction and referred to after each workshop, table 1 (see below) offers examples of section 3 PDP entries. Please note that the example is limited to one Area of Activity, one aspect of Core Knowledge and one example of Professional Values. It is anticipated that your PDP will include multiple entries for all dimensions of the UKPSF. You should fill in table 2 over the academic year

Permission to use this reflective commentary given in an email from the former student on 12.12.18

Table 2 (to be filled in over the academic year)

	Evidence	Examples of where evidence is located I within your portfolio	Agreed by learning set tutor (tutor signature)
Areas of Activity (all 5 for fellow)			
A1 Design and planning of learning activities and/or programmes of study	<p>.</p> <p><i>July 2017 –</i> XXXXXXXX is a relatively new degree at the University of Huddersfield and the University is seeking accreditation from the professional body for this degree. My colleague and I asked for a curriculum mapping meeting to help us understand when and where things were being taught. My colleague suggested in the meeting that we design our curriculum in accordance with the professional body's learning outcomes and I agreed. However, this was met with reluctance from the Head of Department initially (for reasons unknown, although I assumed it was due to the amount work involved). However, after the meeting I proposed to my colleague that we take this on (see P1E2). We approached the HoD with this suggestion and he said he had actually decided to appoint two new roles to lead on course design, although our positions of newly appointed staff would mean we would not be suitable. Rather, he suggested we work closely with the appointed staff members in a consultancy role. I have been working closely engage with Teachers A and B about suitable course content and resulted in a change to the module specification for SFB1011 (P1E2).</p> <p><i>October 2017</i> The research skills tutorials that I teach on are deliberately not prescribed, with only a brief tutorial plan circulated to all tutors (P2E1). I therefore had a lot of freedom with</p>	Portfolio	 Scheme of work and lectures Activities P1E10-11, P1E17, P1E19 &20

Permission to use this reflective commentary given in an email from the former student on 12.12.18

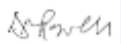
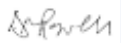
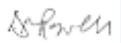
	<p><i>regard to design and planning. I have designed lessons to try and encourage student to share ideas and also activities such as active reading (see P2E2-P2E4 for examples of design and planning for this module).</i></p> <p><i>February 2018</i> <i>I have designed 6 lectures for Module 1. I put a lot of thought into how to deliver complex material to 1st year undergraduates who may not have a lot of background knowledge within the area. After engaging in research into effective modes of instruction I designed my content according to the principles of direct instruction and cognitive load theory, using scaffolding and worked examples (P1E4-P1E9).</i></p>	<p><i>Reflective commentary Portfolio</i></p> <p>Reflective commentary Portfolio.</p> <p>Observations</p>	
A2 Teaching and/or supporting student learning	<p><i>Module 1. In addition to the lectures that I delivered, I additionally designed quizzes (P1E17), revision material (P1E19, P1E20), arranged non-timetabled revision sessions (P1E20), had 1:2:1 revision sessions with students (P1E22), emailed support to help explain concepts (P1E23), helped a student with depression apply for EC (P1E25) (which involved giving him guidance on how he should obtain evidence for this).</i></p> <p><i>Module 2 Research Skills: In addition to the tutorials that I delivered, I have offered teaching and pastoral support in the form of 1:2:1 meetings (P2E15, P2E19), help with revision plans for resits (P2E21), and support around getting an extension (P2E22).</i></p> <p><i>Another one of my tutees, who transferred from another course with no credits, had very poor attendance early on in the year. I tried to encourage her to attend as much as possible and to catch up on the work missed (I don't think she realised the seriousness of her non-attendance and the impact it would have on her attainment). My aim therefore was to communicate this to her and make her aware of the implications of her having 2 failed attempts on two separate HE courses and to encourage her when she did attend (P2E23).</i></p>	<p><i>Reflective commentary</i></p> <p>Portfolio</p>	 <p>Observation of teaching (P5E2, P5E3) also evidence.</p>

	<p><i>Module 3 A student contacted me, concerned that some members of her group (who she was supposed to deliver a presentation with) were not putting enough effort in. She was concerned as the group would be given a mark as a whole rather than individually. I first tried to encourage her to engage her group herself (as this is a very important skill to have) (P3E2). However, she emailed me back to say she was still very concerned. At this point I became involved to try and engage the group (P3E3). I felt one of the reasons for the non-engagement was perhaps the difficulty of the task at hand (presentation based upon a research paper on a topic that I can't imagine the students had much background knowledge in). I therefore emailed to group to help with the structure and content of the presentation, asking them to email me what they were going to present (to ensure they engaged with the process)</i></p> <p><i>December 2017 The student who emailed me with her initial concerns emailed me again shortly before the Xmas break. She came to see me and asked if would be possible for her group to present in front of me and the other marker only. I said this was not possible as it was important for her learn how to present in front of an audience. At this point she broke down in tears, explaining that she performed badly when presenting in the 1st year (she forgot what she was going to say and froze). I could tell this experience really affected this student's confidence therefore my aim was to encourage her, but also to ensure she was successful. I had already see her slides and knew they were good. I gave her lots of presentation tips, highlighting the importance of deliberate practice (Ericsson, Krampe, & Tesch-Römer, 1993) (she hadn't really practiced her 1st year talk). I told her with hard work and practice, she would do brilliantly (which I genuinely believed). To ensure the rest of the group performed well, I sent an email out to encourage the group to practise over the Xmas break, encouraging them to engage in retrieval practice to remember the content. I also arranged a practice run-through (P3E4).</i></p> <p><i>This group performed really well and achieved the highest mark in the year. I was really proud of them but a little concerned that I had perhaps 'coached' them a little too much (by structuring, reviewing their slides and doing a practice run through with them). However, the student from this group contacted me to say that her and other members of the group delivered another presentation and performed very well again (P3E6).</i></p> <p><i>Module 4. I offered support to one of my dissertation student's in particular via feedback on drafts (P4E4) but also via email in response to feedback. The student had completely misunderstood the findings of a statistical test (although they had carried the test out correctly). I tried to encourage them to have another attempt at reporting their results although this student became slightly distressed, concerned that they would have to "do everything again". I spent considerable time constructing an</i></p>		
--	--	--	--

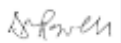
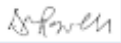

Permission to use this reflective commentary given in an email from the former student on 12.12.18

	<i>email both reassuring them and attempting to help them get round their misunderstanding (P4E5). This misunderstanding was resolved.</i>		
A3 Assess and giving feedback to learners;	<p><i>I have performed assessments and feedback across all of the modules that I teach on. This has been both assessment for learning (formative) (P2E6, P2E8, P2E10) and assessment of learning (summative) ((P2E7, P2E9, P2P11, P2E12). I led a session whereby my tutee group delivered positive feedback to their peers (E2E2) and provided feedback on summative oral presentations (P2E16, P2E17, P2E18). I also provided 1:2:1 feedback to students who carried out the summative oral presentations in year 2 (P3E5) and feedback on drafts for my project students (P4E4). Throughout this, my aim was to provide feedback specific to the mark scheme (P2E14, P3E1 within the module handbook), ensure this feedback was developmental where possible (i.e. clear guidance on how to improve), timely (within 3 weeks) and realistic.</i></p> <p><i>I also assessed 1st year Module 3 exam scripts and dissertations (where reports were 2nd marked and consensus reached between staff). Dissertations were not included in the portfolio due to their excessive length.</i></p>	<p>Reflective commentary</p> <p>Portfolio</p>	<p><i>Sfwen</i></p>
A4 Developing effective environments and approaches to student support and guidance	<p><i>For all of my teaching, I try to come across as approachable (building rapport with students P5P3). I aim to create a positive, inclusive environment (P2P2 and reflective commentary). Although initially I had confidence issues around appearing too approachable with my tutee group initially (see reflective commentary), I do not have these concerns any more.</i></p> <p><i>I also asked for a change to a lecture room as it was unsuitable for the lectures I was delivering (P1E24).</i></p>	<p>Reflective commentary portfolio</p>	<p><i>Sfwen</i></p>
A5 Engage in CPD in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	<p><i>I have been active with research writing grants proposals and attending symposiums related to my research area (see Misc section at the back of portfolio). This will ensure the content I teach is up to date.</i></p> <p><i>In July I will be attending a ResearchEd Teacher Development Conference (https://researched.org.uk/)</i></p>	<p>Reflective commentary</p> <p>Observations</p> <p>Meetings with mentors</p> <p>Action Learning Sets</p>	<p><i>Sfwen</i></p> <p>P6E1, P6E7</p>
Core Knowledge:			

Permission to use this reflective commentary given in an email from the former student on 12.12.18

K1 The subject material	<p><i>I spent substantial time ensuring I had very good subject knowledge. I see this as crucial for my credibility as a HE lecturer and for my effectiveness as a teacher as strong evidence suggests good subject knowledge has positive effects on student outcomes (Coe, Aloisi, Higgins, & Major, 2014). To achieve this, I used numerous textbooks (P1E15) covering the same material (related to the content I was lecturing for SFB1011) and obtained electronic instructor copies for many more. Although the material was ostensibly the same, I found each one had something different to offer by way of explanation.</i></p> <p><i>In addition to these sources, I had numerous conversations with colleagues and also a good friend who works as a researcher within the field of drug metabolism (P1E16) to ensure I had a complete understanding of the topics I was teaching.</i></p> <p><i>Furthermore, as evidence by my reflective journal, I have engaged in considerable reading around pedagogy this year.</i></p>	<p>Reflective commentary</p> <p>Portfolio</p>	
K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	<p><i>Based upon literature, I opted for a direct instruction method of teaching my 1st year undergrads (P1P4-P1P9). I received good feedback from students telling me they really liked my approach to teaching (P1P11), P1P13, P1P4,).</i></p> <p><i>With my final year dissertation students, I opted for more of discovery learning approach (due to the expertise reversal effect, which shows the efficacy of direct instruction is reduced the greater the knowledgeability of the learner) with questions that the students had to obtain answers for themselves (P4E3). However, if I could see a student was struggling, I reverted back to more of a direct instruction approach (P4E5)</i></p>	<p>Reflective commentary</p> <p>Portfolio</p>	
K3 How students learn, both generally and in the subject/disciplinary area(s)	<p><i>This is an area of pedagogy that I have particular interest in detail within my reflective commentary.</i></p>	<p>Reflective commentary</p>	

Permission to use this reflective commentary given in an email from the former student on 12.12.18

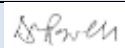
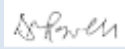
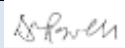
<p>K4 The use and value of appropriate learning technologies</p>	<p><i>I have used numerous learning technologies this year, one of my favourite being Turningpoint Software (for its benefits to me as a teacher, see K5, but also for the benefits to students). They enjoyed it and it also made them aware of their own learning and areas they need to work on) (see P1 Module 3 for numerous examples of my use of this technology)</i></p> <p><i>I have also used TurnItIn (see P2 for examples its use), the use of the quick marks feature being particularly useful although I do not think I used it enough this year (I spend an inappropriately long time delivering feedback). I will try and use this more next year. Turnitin has been invaluable for spotting plagiarism (P4P9)</i></p> <p><i>I attended a Uniconnect Training Session and offered a student (who was at home for Easter) the option of having teleconference with when they were struggling with their analysis (P4P5)</i></p> <p><i>Finally, I have been using the Brightspace VLE and have undergone an 'awareness' and a 'build' training session (P6E6). I felt this VLE was intuitive and am excited about some of the features it has to offer.</i></p>	<p>Reflective commentary</p> <p>Portfolio</p>	<p></p>
<p>K5 Methods for evaluating the effectiveness of teaching</p>	<p><i>In Feb 2018 I used the a post-it note exercise to evaluate my teaching of my lectures on Module 2. I asked students to write down: what they had learnt and also, what they found difficult and still needed help with (which I would cover in the revision session) (P1E10, P1E11, P1E14)</i></p> <p><i>Feb 2018</i> <i>Throughout my teaching on Module 3 I used TurningPoint questions (see P1E4-E9). This was highly effective and students enjoyed using it (see reflective commentary)</i></p>	<p>Reflective commentary</p> <p>Observations</p> <p>Portfolio</p>	<p></p>
<p>K6 The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching</p>	<p><i>May 2018. My colleague approached me as he wanted me to moderate some yr. 2 practical reports for a practical he designed and delivered (this was also the practical I observed, P5E1). He was concerned due to the very high marks many students achieved, especially given the attention grade inflation has received over the past few years. However, upon moderating, it was clear why students performed well. A lot of the questions were calculations with the lecturer providing many worked examples</i></p>	<p>Reflective commentary</p> <p>Observations</p>	<p> P1E26</p>

Permission to use this reflective commentary given in an email from the former student on 12.12.18

	<p><i>and formative practice examples. Also for the short answer questions, the lecturer had given extremely clear guidance on the 'type' of answer he was looking for, again with examples. There was a bimodal distribution of marks with students adhering to the guidance doing very well and those not performing very badly. My conclusion was that it was just very good teaching and a huge effort from my colleague that resulted in the very high grades. I see lecturers going to this of effort a lot at the University of Huddersfield, I know we are often accused of grade inflation (and I have witnessed this on one occasion where I second marked a report), however in most instances I think it is just good teaching.</i></p> <p><i>November 2017, February 2018, April 2018,</i></p> <p><i>I performed lesson observations for this PG Cert qualification but also a school peer observation. These observations take place every year within our school and ensure all lecturers, new and experienced, think about their practice. Obviously new lecturers can learn from experienced lecturers (my teaching practice was directly informed by what I saw during my observations P5E5 and P6E9) however, experienced lecturers may also learn they need to update their practice from new lecturers (fresh from their PG Cert HE course!). It is crucial we maintain our reputation for teaching quality within the school, it is difficult to compete with the Russell Group universities on research, teaching quality is our main drawer.</i></p>	<p><i>Meetings with mentors</i></p> <p><i>Action Learning Sets</i></p>	
--	--	--	--

Professional Values			
V1 Respect for individual learners and diverse learning communities	<p>September 2017</p> <p>I am a researcher with a particular focus on XYZ. I up with some final year project ideas that were related to XYZ. However, considering the diversity of our students, I was concerned that the focus of Y would mean that some student would feel they would not be able to undertake a project with me. I therefore additionally came up with a project idea around Z (P4E2)</p> <p>Throughout the year I also check for PLSP before I start any teaching to make myself aware of any adjustments I would need to make to my teaching (P1E3). I always ensure my lecture notes are uploaded online 48 hours before a</p>	<p><i>Reflective commentary</i></p> <p><i>Observations</i></p> <p><i>Meetings with mentors</i></p> <p><i>Learning Sets</i></p>	<p><i>Stephen</i> P1E10, P1E11, P1E14</p>

Permission to use this reflective commentary given in an email from the former student on 12.12.18

	<p>lecture and that lecture capture is on. This is to ensure I accommodate all students who learn at different rates.</p> <p>March 2018 I delivered a revision session for Module 3. My approach was to ensure every student understood, however, feedback from my mentor (P5E3), was that in using this approach, I was actually neglecting my 'fast learners'. Catering to fast learner, as well as those who need more support, is something I will incorporate into my teaching practice next year.</p>		
V2 Promote participation in higher education and equality of opportunity for learners	In addition to Open Days and Applicant Visitor Days (I am Admission Tutor for Curriculum Area 1 therefore I attend all of these), I also have attended Outreach events with a focus on promoting the subject (P6E5, P6E6,	Portfolio	
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<p>I feel very strongly about the importance of evidence based practice. I feel my teaching practice has been directly informed by evidence around effective pedagogy. For example, the effectiveness of clear guidance and direct instruction for novice learners has directly influenced my teaching of 1st year modules. However, evidence that this approach may not be suitable for those with more knowledge meant I adapted by approach for final year students (Kirschner, Sweller, & Clark, 2006).</p> <p>The poor evidence around the efficacy of teaching to different 'learning styles' meant I did not incorporate this into my practice. Instead I focused my approach</p> <p>I will be attending a ResearchEd conference in July. My intention going forward is that my teaching practice will always be evidence informed.</p>	Reflective commentary	
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	In a Departmental meeting, we were informed that the building work occurring in our building would not be completed until Easter (original completion date October previous year). This meant our current final year students would not be able to benefit the refurbishment. Due to concerns over poor NSS scores, we were told to "keep out project students happy". One of my students (although very bright) would often miss appointments and ignore my emails, although they would send an email on a Friday and follow this up on a Saturday if I had not responded. Initially I did not challenge this behaviour as I was mindful of 'keeping them happy'. However, when asked by my Head of Department	<p>Reflective commentary</p> <p>Observations</p> <p>Meetings with mentors</p> <p>Action Learning Sets</p>	

	<p>if I would be willing to take this student on as a PhD student, I said no. This made me realise this student's behaviour could seriously affect their employment in the future. If their behaviour put me off from working with them, would it put others off? Considering the change to the Teaching Excellence Framework metrics, reducing the influence of NSS scores and instead introducing a new student outcomes and earnings metric, I knew I had to challenge this student on this behaviour. This is what I did (see P4E7). However, I did not want to be too harsh to this student as I did not want to negatively affect our relationship. In future I will set my make expectations clear around email and appointments.</p> <p>P4E9 plagiarism</p> <p>I had a very stressful situation at the end of the year whereby Turnitin flagged one of my dissertation student's discussion as being highly plagiarised (P4E9). This presented me with a huge dilemma, as I knew the penalty for plagiarism when in final year was extremely severe. Also, it didn't look good for me as a new lecturer to have a student having an Academic Integrity Violation against their name. However, this student had a history of acting 'without integrity' as they did not carry out their study correctly but reported in their write-up that he had. When I challenged them on this, they lied about it, even though I had proof! This student wanted to go onto further study to obtain a position that would ultimately mean they would have people under their care. For a position like this I felt integrity would be extremely important. Also, Education is not just about good exam grades, as Kemmis puts it, the broad aim of education can be considered to "help people to live well, in a world worth living in". To me, a world without integrity is not a world worth living in. After consideration of this, I submitted a notice of a suspected breach of academic integrity.</p>		
--	--	--	--

Section 4

Self-assessment of your Teaching Portfolio

When your Teaching Portfolio is complete you should undertake a self-assessment of it, using the criteria below

<p>Is it accessible? Is there a clear structure? Have you included a Contents Page and an Index of Documentary Evidence? Have you numbered your pages? Have you clearly labelled each item of evidence?</p> <p>Labelled with a numbered system.</p>
<p>Is it integrated? Does the Teaching Portfolio convey a holistic, well-integrated picture of your personal development? Is there a 'theme' to the portfolio (e.g. your development of designing, delivering, assessing, supporting and evaluating a module)?</p> <p>I hope so. I have separated my portfolio my module, including an observation section and a Misc section at the end.</p>
<p>Is it referenced? Are your sources adequately referenced, using normal forms of academic referencing (e.g. APA 6)?</p> <p>yes</p>
<p>Is your Reflective Commentary genuinely reflective? Does it include critical analyses of 'critical incidents' (i.e. incidents critical to your personal development)? Does it provide rationales for your adopted approaches and activities? Does it evaluate the success of your adopted approaches and activities?</p> <p>Day, 1993, argues that 'much 'lip service' is paid to the need for teachers to reflect upon their worth, but that not enough is understood about the benefits of opportunities and challenges for reflection of different kinds at different levels'. I have endeavoured to make my commentary genuinely reflective throughout, examining critical incidents and events carefully.</p>

Permission to use this reflective commentary given in an email from the former student on 12.12.18

Is your Reflective Commentary 'scholarly' and at masters-level? Does it underpin practice with theory/engagement with literature in learning & teaching/research into learning & teaching? Do you take into account the 'Underpinning Knowledge and Understanding' relating to each course outcome? Do you take into account the University's masters-level criteria?

I have review the QAA guidelines for what constitutes 'M' or level 7 criteria. I am confident it meets these characteristics.

Do you address all the learning outcomes? Does the evidence clearly address the achievement of the outcomes? Where no evidence is available, do you provide evidence in your reflective commentary?

I believe so.

Is your evidence effectively contextualised? Can the reader/assessor understand what the evidence shows, which learning outcomes it relates to, the circumstances from which it was derived and who was involved in its production?

I believe so.

Is it focused? Is the Teaching Portfolio too bulky? Have you included too much evidence? Have you included evidence items which are similar in nature? Have you evidenced each learning outcome with a separate item of evidence instead of grouping outcomes where this is feasible?

I hope so. I tried to include example only. E.g. for feedback, I included examples of students who had obtained a low mark, medium mark and high mark.

Do the teaching observations make a major contribution to the evidence? Have you included evidence of the four required teaching observations? Have you critically reflected upon your teaching observations in your Reflective Commentary? Have you included plans for the future development of your teaching in your Reflective Commentary?

Within the limitations of the word count, yes. There is additional evidence of reflection and plans for further development on my actual observation forms.

How is the UKPSF covered by your commentary, supporting evidence and PDP?

For the reflective commentary, I focused on my teaching from two modules only. For my portfolio and PDP, I made references to, and included evidence from, all 4 modules that I taught on last year. Therefore, additional evidence will be included in my portfolio that was not included in my reflective commentary.

My reflective commentary focuses on the following: A1 (both for Modules 1 and 2), A2 (both for Modules 1, 2, and 3), A3 ('Reflections Regarding Assessment and Support for the "Research Skills" module, A4 ('How I altered my approach to the following tutorial in-light of this experience' and 'What I learnt from my

Permission to use this reflective commentary given in an email from the former student on 12.12.18

experiences this year and intentions for next year'), K1 (mainly in relation to Module 1 under 'direct instruction'), K2 ('direct instruction' and 'Reflections on the influence of Cognitive Science on my Teaching Practice within Module 3), K3 ('learning theory', 'direct instruction' and 'Reflections on the influence of Cognitive Science on my Teaching Practice on Module 3) K4 ('Reflections on the influence of Cognitive Science on my Teaching Practice on Module 3) and K5 ('Reflections on the influence of Cognitive Science on my Teaching Practice on SFB1011') and V3 (mainly in the section related to my teaching on Module 4 including the 'learning theory' section) and V4 (briefly mentioned in the 'What I learnt from my experiences this year and intentions for next year' section). For all of the criteria mentioned in this paragraph, the PDP should also be referred to for additional examples.

The following criteria were evidenced solely within the PDP and portfolio: A5 (in the miscellaneous section of portfolio), K6 (see PDP, also P1E26 Analysis of University QA of modules including SFB1011 module evaluations and report), V1 (see PDP), V2 (see PDP).

- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching?* Retrieved from The Sutton Trust:
- Day, C. (1993). Reflection a necessary but not sufficient condition for professional development. *British educational research journal*, 19(1), 83-93.
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363-406. doi:10.1037/0033-295X.100.3.363
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, 41(2), 75-86. doi:10.1207/s15326985ep4102_1