

PDP

Areas of Activity	Evidence	
A1 Design and planning of learning activities and/or programmes of study	<p>This year I have designed and planned learning activities on a number of modules including Hands on History and Mindsets, Institutions and Madness, using key literature from the PGCHE course and guidance of my mentor to inform my practice.</p> <p>Module specification</p>	<p>Reflective commentary</p> <p>Portfolio</p>
A2 Teaching and/or supporting student learning	<p>I have taught workshops and seminars throughout the year, supported student learning through assessment and feedback including in Mindsets, Institutions and Madness, Hands on History, and in dissertation supervisor. I have taught on the History in Sport course for Journalism and Media, and have also delivered supported learning sessions, coordinated the peer mentoring scheme and worked on the peer assisted learning scheme.</p> <p>This year I coordinated Flying Start for MHM, including running sessions for first year Journalism and Media Students, and have continued to offer academic skills support and generic student support throughout the year.</p>	<p>Reflective commentary</p> <p>Portfolio</p>
A3 Assess and giving feedback to learners;	<p>I have provided feedback in person, through Turn-it-in and also in email (see appendices for examples) and have had meetings with students to go through feedback throughout the year. I participated in a micro teach session as part of this course, and have also observed, and been observed, by a peer on this course.</p> <p>Part of my role as a GTA includes working with students on a range of courses to help them understand feedback they have received.</p>	<p>Reflective commentary</p> <p>Portfolio</p>
A4 Developing effective environments and approaches to student support	My supported learning sessions are an effective approach to student support and guidance, and I email students to offer individual appointments for them to	Reflective commentary

and guidance	<p>discuss any issues they may have.</p> <p>Our learning set discussed the gendered dimension of student support, and how to effectively support students from a range of backgrounds.</p> <p>I developed the peer mentor scheme for MHM, which is currently operational and developed a series of drop in sessions for students seeking support three times per week with additional office hours available for student support.</p> <p>I have developed an effective relationship with my students, including dissertation students, and have been involved in directing students to disability and wellbeing, the international office and to the students union for various issues.</p>	Portfolio
A5 Engage in CPD in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	<p>I have development my understanding educational/pedagogical theory through PGCHE course and have been involved in a micro Teach, working with peers to develop learning to look and observe, as well as learning best practice.</p> <p>I have recently undertaken the mentoring and coaching module for the MA HE, and participate in teaching and learning conferences as well as history subject meetings on a Wednesday.</p> <p>I also have a weekly meeting with my mentor, Rob Ellis.</p>	<p>Reflective commentary</p> <p>Portfolio</p>
Core Knowledge:		
K1 The subject material	<p>I am undertaking further study at the University, and work with Rob Ellis on his research into mental health and public history, see example lecture slides. I continue to work closely with archive and heritage services, shown by the exhibition developed in partnership with heritage quay. I am allocated time for development of my subject knowledge each week.</p>	<p>Reflective commentary</p> <p>Portfolio</p> <p>Mentor</p>
K2 Appropriate methods for teaching	Using the knowledge developed over this part year, I have developed	Reflective commentary

and learning in the subject area and at the level of the academic programme	<p>workshops and activities in modules (Lecture slides, student output) and used brightspace resources (appendices) to create additional supportive resources, as well as trying to integrate elements of the flipped classroom.</p> <p>Observations by peer and mentor allow me to check appropriate methods are being used.</p>	<p>Observations (portfolio)</p> <p>Portfolio</p>
K3 How students learn, both generally and in the subject/disciplinary area(s)	<p>Pedagogical knowledge developed through PGCHE course, including discussion of learning styles, how students learn, learning environments and student led teaching in reflective commentary</p> <p>Examples/evidence of feedback given to students, opportunities for students to have post assessment feedback meetings</p> <p>Ongoing development at History Subject meetings</p> <p>Mentor meetings</p>	<p>Reflective commentary</p> <p>Portfolio</p>
K4 The use and value of appropriate learning technologies	<p>Brightspace</p> <p>Lecture capture</p> <p>Flipped classroom and Blended learning (reflective commentary)</p> <p>Development of online mentor application form and training (appendix)</p>	<p>Reflective commentary</p> <p>Portfolio</p>
K5 Methods for evaluating the effectiveness of teaching	<p>I have included feedback opportunities in all my sessions, this included asking students to write down their favourite and least favourite sessions, note their concerns or anything they are struggling with so far, and also general feedback. Alongside this, assessment is used to check learning, and module evaluation supports this.</p> <p>For flying start, I developed an evaluation to check the effectiveness of sessions students undertook, and respond to student feedback in person or in email.</p>	<p>Reflective commentary</p> <p>Observations</p> <p>Learning Set</p>

K6 The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching	<p>Discussion of TEF and GTA role in reflective commentary</p> <p>Discussion of quality assurance in reflective commentary</p> <p>Feedback from peer and mentor observations</p> <p>Attendance at departmental away days</p> <p>Additional internal observations by history department (Rob Ellis, Rob Light)</p>	<p>Reflective commentary</p> <p>Observations</p> <p>Meetings with mentors</p> <p>Learning Sets</p>
Professional Values		
V1 Respect for individual learners and diverse learning communities	<p>This year I have worked with a range of students and always demonstrate respect; I am the lead member of staff working with CUC students and international students, have worked closely with students with a range of PLSPs, as well as mature students. As the flying start coordinator for MHM, I am also responsible for assisting the transition to HE for first year students, and in supporting 'harder to reach' students, such as those from a Btech background, commuter students and those with disabilities. I have also undertaken staff development on supporting students emotionally</p> <p>Working with heritage quay for archive exhibition</p> <p>Involvement with mental health museum and West Yorkshire Queer stories for 'Hands on History' (module handbook)</p> <p>Involvement with 'I have Strings', play about mental health developed by my mentor Rob Ellis.</p>	<p>Reflective commentary</p> <p>Learning Sets</p>
V2 Promote participation in higher education and equality of opportunity for learners	<p>I have been involved in open days, applicant visit days and, shortly, clearing.</p> <p>I have supported students at risk from withdrawing and suspending, and have been involved in organising support for students who are struggling on both the</p>	<p>Reflective commentary</p>

	Mindsets and Hands on History course. I have also supported a student in continuing to MA study.	
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	<p>My teaching links to the TEF action plan for the history department (Appendix)</p> <p>I accommodate for all students through my inclusive use of resources and activities in student led teaching</p> <p>I have drawn on key research in mentoring and coaching in my student support practice (reflective commentary)</p> <p>I have introduced subject specialists and specialist museums, archives and oral history societies into my teaching (reflective commentary & module handbook)</p>	<p>Reflective commentary</p> <p>Observations</p> <p>Portfolio</p>
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	<p>Hands on History created a public output for an exhibition, linking wider university departments and services, and demonstrating the department to the wider community. Heritage and public history enable local residents to engage with the scholarship of the university</p> <p>Involvement with the 'I have strings' play has linked the research of the department to the wider community, including schools both locally and abroad</p> <p>The 'Mindset' module is a study of mental health and learning disability, this has significant ramifications and is an empathetic module which challenges preconceptions about mental health, giving students knowledge to work against stereotypes in this field</p>	<p>Reflective commentary</p> <p>Portfolio</p> <p>Learning Sets</p>