

Postgraduate Certificate in University Teaching and Learning

Module 3: Summative assessment

To be completed by Participant

Name of participant:

School:

Verification of contents

Please state the location of the following evidence:

| | Linked ILO | Location of compulsory evidence | Confirmed by marker |
|---|---------------------|---|---------------------|
| 1) Peer review related (must be in the area of design or assessment): a. One PCUTL-peer reciprocal PRLT with accompanying resources and reflections; b. One PCUTL-mentor PRLT with accompanying resources and reflections | 1, 2, 3, 4, 5 | Both peer review documents are attached. | |
| 2) Group project-related (must be in the area of design or assessment) a. Project presentation resources b. Group assessment using created assessment criteria; c. Project report; d. Evidence of group 'e' discussions e.g. wiki | 6 | a. Presentation resources linked to in supplementary resources document and screencast of presentation referenced (with url) in essay. b. Group assessment attached as an appendix to group report. c. Project report document. d. Evidence included in essay. | |
| 3) Examples of real feedback / feed-forward given to students | | Document attached of written feedback on class test, screenshots of email feedback included in essay and links to all videos that serve as feedforward and feedback mechanism included in supplementary resources document. | |
| 4) Response to feedback received from Module 2 assessment | | Response to feedback document. | |

| | | | |
|--|--|-------------------|--|
| 5) Mapping of learning against the UKPSF | | Attached mapping. | |
|--|--|-------------------|--|

Postgraduate Certificate in University Teaching and Learning

Summative Assessment of Reflective Teaching Portfolio: *To be completed by Participant*

Name of participant:

School:

Self assessment of your achievement of the Module's Intended Learning Outcomes:

| Learning Outcome | Location of evidence (e.g. page number) | Self-assessment including commentary to assessors |
|---|---|--|
| 1. Integrate scholarship, research and professional activities with teaching and supporting learning; | This is in the introduction of my essay and in my peer review with my mentor. | My discussion in the introduction of my essay addresses this ILO showing a creative reflection of my practice on the whole. I also feel that the pure amount of work I have put in to this portfolio shows my engagement with the course and thus my willingness to integrate scholarship, research and professional activities with teaching and learning. |
| 2. Design and plan effective modules or clusters of sessions or programmes of study that facilitate quality learning and the achievement of appropriate learning outcomes by a range of learners; | This is in section 2 and 3 of my essay. | This ILO has multiple dimensions to consider. I have given a details and critical description of my pedagogic methods which ensure quality learning by a range of learners. I fully justify this in section 2 of my essay taking data from feedback, literature and the group project. I have also addressed the appropriateness of my ILOs in section 2 of my essay by referring to the subject benchmarks, the relevant Cardiff university documents and also a wider discussion of what it means to be a mathematician. I finally address how my module fits in to the wider programme in the School of Mathematics in section 3. I feel that I have addressed this ILO |

| | | |
|---|---|---|
| | | comprehensively through the design of my new module. I feel that I have shown a sophisticated grasp of ideas whilst developing rigorous independent insights and approaches. |
| 3. Design and implement appropriate and effective assessment and feedback schemes using a range of methods that align with the tenets and principles of the Cardiff University Assessment Strategy and Feedback Policy; | This is in section 2 of my essay, in my peer reviews and also in the group project. | Firstly our group project was entirely on the subject of (formative) assessment. Through this group project we investigated the perceptions of assessment which allowed me to not only ensure that my assessment and feedback schemes were in line with the Cardiff University strategies but also would be well received by students. In Section 2 of my essay I give a clear description of how the entire module design is around the notion of feedback (a flipped classroom is a reactive and dynamic teaching method that ensures a constant feedback loop is in place). Furthermore I have considered the appropriateness of assessment in my essay but also in detail in my peer reviews (with my mentor concentrating on assessment of a particular part of the module and with my peers concentrating on feedback). I again feel that I have addressed this ILO very strongly. The details justification of my own novel ideas have not only been rigorously analysed (for example through the group project work) but have also been applied successfully. |
| 4. Draw on multi-source data to evaluate the impact of their module design and assessment on the breadth / diversity of students' learning and development, and plan modifications accordingly; | This is in section 2 and 3 of my essay and in my peer reviews. | I have achieved this ILO through a critical evaluation of my personal methodologies, in particular taking I to account comments by students and peers. |

| | | |
|--|---|--|
| 5. Identify further professional development needs in relation to designing and assessment for learning; | This is in the conclusion of my essay and in my mentor peer review. | I have identified a wide range of further dimensions for professional development in a comprehensive and imaginative way. |
| 6. Work with colleagues to enquire critically into an aspect of planning or assessment / feedback relevant to their context. | This is demonstrated by the group project and my peer reviews. | I feel that our group project showed a thorough analysis of student perceptions. I think our work is of publishable quality. |

Evidencing the Programme Values:

| Programme Value | Location of evidence (e.g. page number) | Self-assessment including commentary to assessors |
|---|--|--|
| 1. An understanding of how students learn. | Section 1, 2 and 3 of my essay. | I feel that I continue to show a good grasp of this. In particular I build on my understanding and critical review of the literature. |
| 2. A commitment to reflection and evaluation and consequent improvement of professional practice. | The entirety of my essay as well as my peer reviews. | I demonstrate this in my essay for example through my plans for further development that will concentrate on the evaluation of my teaching methodologies (a novel research area in itself). I believe to show this in a comprehensive and detailed way. |
| 3. A respect for individual learners and for their development and empowerment, no matter what their circumstances. | Section 2 of my essay as well as my peer reviews. | I show this by my care (throughout my portfolio) to ensure that no students are left behind by my novel teaching approaches. I also contribute to the empowerment of students through the novel inclusion of entrepreneurship skills. I feel that I have presented this in a polished and imaginative way. |
| 4. A commitment to scholarship in teaching, both generally and within their own discipline. | The introduction and conclusion of my essay. | I feel that I continue to show this in a committed and strong way. |
| 5. A commitment to the development of learning communities, including students, teachers and those engaged in learning support. | Section 2,3 and the conclusion of my essay. | As above, I feel that this is strongly shown in the conclusion of my essay. |
| 6. A commitment to encouraging participation in higher | Section 1 of my essay and my | I have addressed the main |

| | | |
|--|-------------------------------|---|
| education with respect to the issues of equality and diversity. In this regard, professional practice should be informed by equal opportunities legislation, policy and best practice. | peer review with Pete Burnap. | purpose of the submission with regards to this value, although this is one area for on going consideration and reflective practice. |
|--|-------------------------------|---|