Postgraduate Certificate in University Teaching and Learning

Module 2: 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) One PCUTL-peer reciprocal PRLT with accompanying resources and reflections	2	PRLT outputs	
2) Two annotated lesson plans and accompanying resources	**1 + 3**	Lesson plans.	
3) Lesson and resource design rationale and critique		Module 2 Lesson plan, covering claim and "Pedagogic Models, Inclusive Teaching and Technology" document.	
4) Response to feedback received from Module 1 assessment		Response to feedback document.	
5) Mentor discussion sign off sheet and accompanying resources as appropriate		Attached sign off sheet.	

		Attached mapping.	
6) Mapping of learning against the UKPSF			

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: ILOs in red = core ILOs for Module

Learning Outcome	Location of evidence (e.g. page number)	Self-assessment including commentary to assessors
1. Describe key pedagogical models relevant to teaching and supporting learning in their subject discipline, and relate them to their own practice.	Covering claim, Section 3 of Pedagogic Models, Inclusive Teaching and Technology (PMITT) document and my PRLT outputs.	I expected to find this ILO very difficult as it was very far from my comfort zone. Having said that I've thoroughly enjoyed this and feel I have done very well at achieving this ILO. I have demonstrated a sophisticated grasp of the ideas as well as a personal critique of these as applied to my own field. Furthermore I demonstrated a wider understanding of pedagogic models in my PRLT.
2. Plan and run teaching sessions that explicitly considers contact and non-contact learning support and account for individual differences between learners. Critique the use of technology to enhance learning during contact and non-contact time learning.	Covering claim, Section 2, 3 and 4 of PMITT and my lesson plan.	As opposed to the previous ILO I was looking forward to tackling this one as it is very much in my comfort zone. I have thoroughly investigated a range of sources to justify my use of technology in a way that enhances the value of contact and non-contact time
3. Draw on multi-source data to evaluate the impact of their teaching and/or support for learning on the breadth / diversity of students' learning, and plan modifications accordingly.	Covering claim, Section 1 and 3 of PMITT and PRLT.	I have evaluated my teaching in two ways, firstly by rigorously analysing feedback from students and secondly by evaluating a wide range of pedagogic models to identify myself within them. The modifications of my lesson planning take all of this in to account and the planned modifications have been evaluated for my PRLT.

4. Identify further professional development needs in relation to teaching and/or supporting student learning.	Section 5 of PMITT.	I have identified a wide range of further dimensions for professional development in a comprehensive and imaginative way.

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 PMITT.	I have addressed this programme value through a careful consideration of multiple pedagogic models in the literature. I have also carefully considered the learning of my own students through analysis of feedback. I feel I have done this in a critical manner showing insight in to my personal processes. I feel I have addressed ILO 1,2 and 3 through this programme value.
2. A commitment to reflection and evaluation and consequent improvement of professional practice.	The entire PMITT document addresses this.	The immediate fact that I am doing PCUTL shows this. Furthermore the large amount of work I have put in to this portfolio is a further demonstration of this.

			Finally my ideas for further development that are both general and precise are a good demonstration of this programme value.

I address all ILOs through this programme value. |
| 3. | A respect for individual learners and for their development and empowerment, no matter what their circumstances. | My covering claim, Section 2 of PMITT as well as my lesson plan. | My particular consideration of inclusivity and diversity in my lesson plan and PMITT demonstrate this in a logical manner.

I have addressed ILO 1,2 and 3 through this programme value. |
| 4. | A commitment to scholarship in teaching, both generally and within their own discipline. | PMITT. | I have committed myself fully to this portfolio (at the detriment of quite a lot of my other responsibilities). Further more I have shared a variety of my findings both within the university and to a wider audience through my blog and social media and even participated in a HEA workshop.

I have addressed all the ILOs through this programme value. |
| 5. | A commitment to the development of learning communities, including students, teachers and those engaged in learning support. | Section 4 of PMITT. | I demonstrate this at multiple levels, firstly my communication on the PCUTL discussion boards, my consideration of non contact time with students, and my wider |

		dissemination of resources and findings through social media and my blog. I have addressed ILO 2 and 3 through this programme value.
6. A commitment to encouraging participation in higher 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.	This is shown throughout PMITT.	Whilst I have not considered this programme value directly, the points raised in my first portfolio are still valid (with regard to a majority of my outreach work) as well as the specific considerations of inclusivity I give in this portfolio. I have addressed ILO 1,2 and 3.

PCUTL activities	Areas of Activity					Core Knowledge Knowledge and understanding of:						Professional Values			
Module 2 UKPSF mapping	Design and plan learning activities and / or programmes of study	Teach and / or support learning	Assess and give feedback to learners	Develop effective learning environments and approaches to student support and guidance	Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	The subject material	Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	How students learn, both generally and in their subject /disciplinary area(s)	The use and value of appropriate learning technologies	Methods for evaluating the effectiveness of teaching	The implications of QA and QE for academic and professional practice with a particular focus on teaching	Respect for individual learners and diverse learning communities	Promote participation in higher education and equality of opportunity for learners	Use evidence-informed approaches and the outcomes from research, scholarship and CPD	Acknowledge the wider context in which HE operates recognising the implications for professional practice.
Peer PRLT, resources, reflections	✔	✔	✔	✔		✔	✔	✔	✔			✔	✔	✔	✔
Lesson plans + resources	✔	✔	✔	✔		✔	✔	✔	✔			✔	✔	✔	✔
Resource design + critique	✔	✔	✔	✔		✔	✔	✔	✔						
Written text	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	
Discussions with mentor	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Other experiences illustrated in appendices and reflections	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔