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| 1size-bi | **Postgraduate Certificate in University Teaching and Learning**  **Module 1: 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. Three reflective journals:  * The context of UKHE and my role within it * Who am I? How do I learn? * So what for my lesson planning? | **1+ 3** | Journals 1 to 3. |  |
| 1. One PRLT with mentor and accompanying resources and reflection | **4** | PRLT Outputs. |  |
| 1. One annotated lesson plan with accompanying resources | **2+3** | Attached lesson plan and resources. |  |
| 1. Mapping of learning against the UKPSF |  | Attached mapping in PRLT output. |  |

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| 1size-bi | **Postgraduate Certificate in University Teaching and Learning**  **Summative Assessment of Reflective Teaching Portfolio: *To be completed by Participant*** |

**Name of participant: School / Directorate:**

**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. Describe the local and national contexts with respect to UK HE policy both generically and in their subject, and consider their role(s) within it. |  |  |
| 1. Plan and run sessions that support student learning by giving active roles to students, fostering critical and independent thinking according to the standards of their subject. |  |  |
| 1. Explore the relationship between research, scholarship, related professional activities and teaching and learning as relevant to their own teaching practice. |  |  |
| 1. Use PRLT to explore the impact of their teaching and/or support for learning on students’ learning, and plan modifications accordingly. |  |  |
| 1. Identify further professional development needs in relation to teaching and/or supporting student learning. |  |  |

**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. |  |  |
| 1. A commitment to reflection and evaluation and consequent improvement of professional practice. |  |  |
| 1. A respect for individual learners and for their development and empowerment, no matter what their circumstances. |  |  |
| 4. A commitment to scholarship in teaching, both generally and within their own discipline. |  |  |
| 1. A commitment to the development of learning communities, including students, teachers and those engaged in learning support. |  |  |
| 1. 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. |  |  |

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| **PCUTL activities** | **Areas of Activity** | | | | | **Core Knowledge**  Knowledge and understanding of: | | | | | | **Professional Values** | | | |
| **Module 1**  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. |
| Journals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mentor PRLT + resources + reflections |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Annotated lesson plan + resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Written text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other experiences illustrated in appendices and reflections |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Utilising the general assessment criteria assessors assess the participant’s achievement of each learning outcome and programme value (the latter appropriate to the participant's stage within the programme) and record their decision by placing a tick in the appropriate boxes below.

1. **Assessment of individual Learning Outcomes:**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcome | Distinctive pass | Pass | Fail |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

**b) Assessment of Programme Values:**

|  |  |  |  |
| --- | --- | --- | --- |
| Programme Value | Distinctive Pass | Pass | Fail |
| 1. Understand how students learn |  |  |  |
| 1. A commitment to reflection and evaluation of practice |  |  |  |
| 1. A respect for individual learners |  |  |  |
| 1. A commitment to scholarship |  |  |  |
| 1. A commitment to the development of learning communities |  |  |  |
| 1. A commitment to equality and diversity. |  |  |  |

A short summary of the strengths and weaknesses of achieving the learning outcomes (this should relate to the general assessment criteria). Assessors are invited to comment on issues raised by the participants during their self-assessment (attached). Markers are invited to offer formative comment on the participant’s developing engagement with the UKPSF as mapped in their submission.

Learning Outcome One (Describe the local and national contexts with respect to UK HE policy both generically and in their subject, and consider their role(s) within it.)

Learning Outcome Two (Plan and run sessions that support student learning by giving active roles to students, fostering critical and independent thinking according to the standards of their subject.)

Learning Outcome Three (Explore the relationship between research, scholarship, related professional activities and teaching and learning as relevant to their own teaching practice.)

Learning Outcome Four (Use PRLT to explore the impact of their teaching and/or support for learning on students’ learning, and plan modifications accordingly.)

Learning Outcome Five (Identify further professional development needs in relation to teaching and/or supporting student learning.)

Practice underpinned by the Programme Values:

Engagement with the UKPSF:

General comments / response to participant’s self-assessment / feed-forward to Module 2:

*Overall, the participant shows evidence of a*

**Pass Fail**

*Signed: Date:*

**Assessment criteria for all PCUTL modules**

Each Module Intended Learning Outcome will be assessed against the assessment criteria.

Criteria: As appropriate to the Intended Learning Outcome, the submission demonstrates characteristics of the following descriptions:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Distinctive Pass** | **Pass** | **Fail** |
| Critical reflection and evaluation | Sophisticated critical and creative evaluation of and reflection on practice with personal insights into processes and outcomes. | Evidence of critical reflection on practice. Some tendency towards the descriptive. Some development of insights into processes and outcomes. | Insufficient evidence of critical reflection on practice. Overly descriptive rather than critically reflective. Little evidence of personal insight. |
| Conceptualisation and analysis | Sophisticated grasp of ideas combined with rigorous independent thinking and insights. | Evidence of a developing analytical approach to explaining practice. | Insufficient evidence of a developing analytical approach to explain practice. |
| Knowledge and application | Comprehensive / detailed knowledge of module ideas with areas of specialisation developed and justified using own ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed. | Evidence that the core ideas of the module have been critically applied to practice through the use of a narrow range of generic and subject specific literature and research. | Insufficient evidence that the core ideas of the module have been applied to practice. Evidence is descriptive and links between theory and practice are not apparent. |
| Attention to purpose | Has addressed the purpose of the submission in a comprehensive and imaginative manner. | Has addressed the main purpose of the submission. | Attention to the purpose of the submission is poorly focussed. |
| Presentation and clarity | A polished and imaginative approach which is articulated in an exceptionally logical manner. | Shows organisation and coherence with language mainly fluent and accurate. | Submission marred by inaccuracies with examples of incoherence and poor focus. |