

**Academic Teaching
Development**



Professional Development in Higher Education Programme (PDHEP)

Handbook

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Introduction

The aim of the programme is to provide academic teaching staff at SOAS with the knowledge, skills and training to help them be more inclusive, effective and creative in their pedagogical delivery and academic support of learners.

The particular objective is to provide an internal programme for new lecturers¹ who have no equivalent teaching qualification and/or no less than three years equivalent teaching experience. The programme is also open to all members of teaching staff at SOAS. Graduate teaching assistants (GTAs) have had their own Higher Education Academy (HEA) accredited training programme since 2010. This is however being replaced by Module 1 of PDHEP.

The criteria adopted in the design of the programme are:

- To use reflective practice as its underlying philosophy
- To use Descriptors 1 of the **UK Professional Standards Framework** as its design criteria for Module 1 of the Programme and Descriptor 2 as its design criteria for Module 2

The PDHEP frames two HEA accredited courses that are aligned with UKPSF

1. Course Title: Module 1 of the Professional Development in Higher Education
Programme Level: Descriptor 1 - leading to Associate Fellowship of the HEA (AFHEA)
2. Course Title: Module 1 plus Module 2 of the Professional Development in Higher Education
Programme Level: Descriptor 2 - leading to Fellowship of the HEA (FHEA)

In order to qualify from PDHEP Module 1 of the Professional Development in Higher Education, a candidate has to attend all the Units in PDHEP Module 1 and complete satisfactorily Unit 1.7, Professional Development Portfolio – Module 1.

In order to qualify from PDHEP Module 1 plus Module 2 of the Professional Development in Higher Education, a candidate has to attend all the Units in PDHEP Module 1 and all the Units of Module 2 and complete satisfactorily Unit 2.11, Professional Development Portfolio – Modules 1 and 2.

The **UK Professional Standards Framework** is fully embedded into the programme and the two courses, which received full Higher Education Academy (HEA) accreditation in November 2012. The two-module programme is accredited at 60 M level credits (30 credits each module) as a nationally recognised qualification in line with practice at other institutions.

The Programme template was developed from the existing SOAS Graduate Teaching Assistant Training Programme (accredited with the HEA and aligned with UKPSF) and Academic Teaching Development Workshops, which are aligned to UKPSF.

The training programme will give candidates the necessary tools to develop their own personal pedagogical development strategy and effective teaching style.

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Academic Teaching Developer
Programme Leader (Professional Development in Higher Education)

¹ For whom attendance is a contractual/probationary requirement

Programme Aims:

- To introduce candidates to theory, methodology and resources that will help them to plan, present, manage and evaluate students' learning and their own teaching
- To provide candidates with the opportunity to practice teaching skills in a supportive learning environment
- To introduce newly appointed lecturers and teaching fellows to SOAS procedures, policies and practices related to learning and teaching
- To support new members of teaching staff to develop discipline specific learning and teaching support skills

Learning Outcomes:

The intention is that by the end of the programme, candidates will:

- Identify the learning needs of students and gauge appropriate learning outcomes
- Ensure that content, methods of delivery and learning materials are appropriate for defined learning outcomes
- Develop appropriate teaching methods and materials suitable for a variety of settings (ranging from small group tutorials to large lectures)
- Select and utilize relevant technologies to enhance approaches to learning, teaching and assessment
- Select and utilize relevant assessment instruments and criteria for both formative and summative assessment
- Provide critical and constructive feedback and guidance to learners
- Supervise the work of students (teaching and/or research related)
- Seek to improve personal teaching through acting on e.g. peer review/feedback, analysis of teaching design/delivery effectiveness and analysis of student/peer feedback
- Participate in teaching-related observations and mentoring activities to improve professional practice
- Engage in internal quality assurance processes and, through training and development opportunities, consolidate their understanding of the role of external examiners as part of formal quality assurance processes

Teaching Philosophy

In accordance with the criteria set out in the UK Professional Standards Framework, our courses are designed to support teaching and student learning. What guides the Professional Development in Higher Education Programme (PDHEPP) is its reflective nature. Our Training Modules reflect precisely this: beginning from an opening Module where candidates are introduced to a number of pedagogical methods and teaching techniques, we move to sessions led by candidates themselves, and based on their experiences of and reflections on teaching.

The idea of reflective practice is present in our teaching from the very beginning; suffice it to say that from the first day of training candidates are encouraged to reflect (in writing) on the teaching provided from their personal point of view, that of the group, and that of the teaching itself.

As the Units progress, the emphasis on reflective practice, autonomous learning and self-assessment becomes greater.

Candidates are given numerous opportunities to be assessed and gain feedback with the aim of helping and guiding their teaching. We strive for our courses to provide not only training, but also a whole network of support and guidance for our candidates. As part of this support network, candidates have the opportunity to have one-to-one pedagogical consultations and individually-tailored guidance on their teaching (on request). We are committed to developing and enhancing our community of learners as well as to continuously support our candidates' professional development. Finally, we make sure that our candidates fully understand the implications of quality assurance and enhancement for professional practice. Systematic monitoring and evaluation of the various aspects of our programme ensures that these standards of quality are being met.

The United Kingdom Professional Standards Framework (UKPSF)

On 2 November 2011, the Higher Education Academy unveiled the revised UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. The Professional Standards Framework has been part of an on-going professionalization of teaching and learning support in UK higher education sector.

The framework is intended to encourage institutions and practitioners to develop excellence in teaching and demonstrate the professionalism of teaching staff to students and other stakeholders in higher education. The main object is to facilitate the benchmarking of teaching and learning support roles within higher education.

The UKPSF is composed of descriptors that characterise four broad categories of teaching and learner support roles in relation to three dimensions:

- the areas of activity of those who teach and support learners within higher education
- the core knowledge to undertake these activities
- the professional values of teachers in higher education

Candidates are encouraged to make the UKPSF as part of their pedagogical engagement and use the framework to reflect on their professional role, plan their personal professional development.

For details of PDHEPP alignment with UKPSF see Appendix 1

For the full text of the UKPSF click on to the following link:

<http://www.soas.ac.uk/add/academicteachingdev/file74152.pdf>

Module 1 Teaching, supporting, assessing and motivating student learning

Candidates have to attend all 6 taught units (Units 1.1 – 1.6) to complete the required attendance for Module 1

1.1 Class activities, dynamics and management

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s)	V1 Respect individual learners and diverse learning communities

- **Introduction to Programme**
 - Introduction to Programme structure, aims and philosophy
 - Provide copies of UKPSF and explain the role of the framework in the design, delivery, implementation and assessment of the Programme.
 - UKPSF as guide to personal professional development
- **What makes a good/effective teacher?**
 - Brainstorming session on the qualities a good/effective teacher should have.
- **What makes a successful teaching session?**
 - Structuring class activities and ensuring that teaching session runs smoothly.
- **Seminar simulation**
 - Start thinking about some of the possible difficulties involved in delivering a seminar (e.g. seminar structure, progression during seminar, interaction, disruptive students, questioning of tutor’s methods and organisation, having too much material etc.).
- **The attributes of teacher-centred teaching v. student-centred teaching**
 - Discuss similarities and differences between two approaches; think about where each one of them can be used.
- **Reflective teaching practice**
 - Generate ideas for the classroom/seminar/tutorial and come up with problem-solving strategies.
- **Reflection: I/They/It analysis**
 - Think of and discuss how the findings from first day’s sessions impact on the tutor (“I”), the students (“they”), and the tutorial/seminar/lecture (“It”).

Learning outcomes:

By the end of the session candidates will:

1. be familiar with a variety of class activities and know how they can be used optimally depending on the learning objectives of the teaching session (both generic and specific), student profile and level of course.
2. understand the fundamentals of class management skills and class dynamics.
3. be able to identify the qualities of effective teaching.
4. understand the relative advantages and disadvantages of teacher-centred and student-centred teaching.

1.2 Teaching practice and assessment

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance	K1 The subject material K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K5 Methods for evaluating the effectiveness of teaching K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities

- **One-to-one teaching (teaching practice and feedback on teaching)**
 - Plan and deliver a one-to-one tutorial of about 10 minutes. (Candidates take turns in acting as tutors and students. All candidates have the opportunity to play both roles.) Tutorial should be on a non-academic topic so that focus is on teaching approach rather than content. Teaching is followed by feedback from the student, which aims to highlight the student's perspective and experience of the learning situation.
- **Assessment of written work**
 - Assessment of two different pieces of work and discussion of marks and feedback in groups of two followed by general discussion. Reflection: how subjective can marking be?

Learning outcomes:

By the end of the session candidates will:

1. understand the mechanism of teaching and break teaching down into individual, interrelated components.
2. understand the mechanism of learning and learning strategy.
3. understand the main issues in assessing student work objectively.
4. understand the function of feedback as pedagogical support to students and how to help students in devising their own learning strategies.
5. evaluate different methods of assessment in relation to the lesson topic, learning objectives, student skills acquisition, learning styles and class profiles
6. plan teaching observations and set learning objectives for those observations.

1.3 Learning outcomes and planning teaching sessions

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K1 The subject material K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K5 Methods for evaluating the effectiveness of teaching K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

- **Learning objectives: what do we want students to learn?**
 - Identify the importance of having clear learning objectives. Discuss how clear learning objectives can lead to clearer tutorial planning, organisation and delivery.
- **Planning your lecture/teaching session**
 - Produce a realistic plan of a teaching session, including goals, methodology, and expected learner outcomes. How flexible should we be in putting our plan into practice?
- **Alternative forms of assessment: what are they/how can they help?**
 - Identify forms of assessment other than written essays and exams (e.g. oral exams, practicum, work placement, reflective journals etc.), as well their advantages and disadvantages.
- **Teaching observation**
 - Observation of lectures/tutorials/seminars through DVD and discussion on effective/non-effective teaching techniques.
- **Evaluation of and feedback on the training course**
 - Reflect and discuss what has been learned over the three-day training.

Learning outcomes:

By the end of the session candidates will:

1. understand Bloom's Taxonomy and its variants.
2. be familiar with the experiential cycle of learning

3. comprehend the importance of setting and defining learning objectives within the learning and teaching context.
4. learn how to plan and structure a teaching session
5. identify and prioritise subject specific and generic learning outcomes within the planning and structuring of a lesson plan.

1.4 Reflection on teaching practice – (Tutorials, seminars and small groups)

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K4 The use and value of appropriate learning technologies	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K5 Methods for evaluating the effectiveness of teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

Unit 1.4 is designed for GTAs who are currently teaching or have taught at SOAS. It encourages candidates to reflect on their teaching experience, understand their strengths and weaknesses, and identify areas for improvement in their teaching practice. The module takes the form of an open discussion led by an Academic Teaching Development Tutor, and evolves around two questionnaires: a preparatory one (completed prior to the module), and a reflective one (completed after completion of the module).

Learning outcomes

The general expected learner outcome of 1.4 is to encourage candidates to perform

- self-evaluation
- reflective practice

More specifically, the focuses on the following points:

- **Teaching experience (general/theoretical)**
 - Discuss the most successful and rewarding aspects of the candidates' teaching experience: What can be learned from these? How can they be transferred to other areas of teaching?
 - Discuss the most challenging and difficult aspects of the candidates' teaching experience: What could have been done differently? How can these be avoided in the future?
 - Reflect on teaching from the point of view of students: What did they learn? How was the teaching experience for them?
- **Teaching experience (specific/practical)**
 - Teaching delivery
 - Lesson plans

- Classroom management
- Class/student profile
- Teaching material
- Course structure
- Student evaluation and feedback
- Use of VLE and other technology in general

1.5 Teaching students with Learning Differences

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K4 The use and value of appropriate learning technologies	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K5 Methods for evaluating the effectiveness of teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

The aim of this part of the session is to shift assumptions about disability in relation to teaching and learning by applying the Social Model to how one teaches, as well as to develop expertise in identifying and responding to the needs of students with Specific Learning Differences (SpLDs).

This part includes the following sessions and expected learner outcomes:

- 1. Understanding the Social Model of Disability:** Experiential simulation exercise to sensitise candidates to the social model of disability and the continuum of difference.

For the purposes of the exercise, candidates have a “learning difference” involving taking notes with their non-writing hand only (i.e. left hand if they are right-handed, right hand if they are left-handed). A short lecture (5 minutes) is delivered during which candidates are asked to take notes that are as detailed and neat as possible which will be used to assess whether they have understood all the key points in the lecture.

Discussion/reflection (groups):

- How did the “learning difference” affect their learning?
- How would learning have been affected if the lecturer changed his/her way of lecturing (e.g. gave handout of structure of lecture beforehand/told students lecture would be on the VLE/gave students choice regarding assessment)?
- Input on social model of disability (i.e. that the extent of “disability” is affected by society, context and attitudes, e.g. a wheelchair user is not disabled in a lecture theatre if it has a ramp; it is the lecture theatre without the ramp that would “disable” a student in this situation).

- 2. Specific Learning Differences (SpLDs)**

- What do candidates already know about SpLDs?
- Video footage of students with dyslexia, dyspraxia (and possibly ADHD and/or Asperger's) talking about their learning experiences.
- Summary of key features.

3. Ranking exercise

- Candidates (individually) rank teaching techniques from 1-3: most useful to least useful.
- Discussion: This discussion is the heart of the session in that the ranking list raises a range of issues to be considered in lectures, tutorials and one-to-one meetings, in setting reading tasks and essays, in language teaching and in creating opportunities for students to make needs known. It also raises the question of the extent to which "good teaching" of students with SpLDs is just good teaching for all.

Learning outcomes:

By the end of this session, candidates will:

- Understand the Social Model of disability and how this applies to learning and teaching.
- Recognise that students with disabilities fall along a continuum of differences rather than constituting a separate category.
- Identify some of the key features of Specific Learning Differences (dyslexia, dyspraxia, ADHD, Asperger's) and how these might impact on learning across a range of contexts (including lectures, group work, reading tasks, language teaching and one-to-one meetings).
- Be better equipped to identify which teaching methods would be more or less inclusive of students with a variety of Specific Learning Differences.
- Know how to provide opportunities for students to make their individual learning needs known.

1.6 Diversity, disability and difference

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K4 The use and value of appropriate learning technologies K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Applying the UK Equality & Diversity legislation to a HE setting.

This session will focus on the following discussion points:

1. What are the responsibilities of each member of staff and each student under this legislation?
2. What are the issues staff members (i.e. lecturers and GTAs) need to be aware of in different situations?
3. Whose job is it to challenge inappropriate behaviour in the classroom?
4. Where within the School can a lecturer obtain assistance with issues which may arise whilst they are teaching?

Learning outcomes

By the end of this session, candidates will:

1. acquire at least a superficial understanding of their responsibilities as members of staff under the UK equality legislation and of the rights and responsibilities of their students.
2. Be more aware of equality-related issues which can arise in the classroom.
3. understand that it is the lecturer's role to challenge inappropriate behaviour in their own classroom and will begin to learn some methods for managing such situations.
4. have an increased awareness of the range of services available within the School to support them in their teaching role.

1.7 Professional Development Portfolio – Module 1

- A. Reflective analysis on teaching and pedagogical support
- B. Practicum

Unit 1.7 represents the research-and-writing component of Module 1 of the SOAS Professional Development in Higher Education Programme. It is the final unit of the Module, which is an accredited programme in its own right.

It aims to encourage tutors to conduct their own research around the issues of teaching and pedagogy, and to reflect on their teaching practice in writing. In addition to this, tutors are invited to reflect on how the reality of teaching relates back to the training they received in the preceding modules.

A. Reflective analysis on teaching and pedagogical support

Candidates are asked to provide a document of between **2500 and 3500** words consisting of five clearly defined and similar length sections (see below), and to append sample material from their teaching practice which relates to the discussion (not included in the word count).

The document submitted in support of Module 1.7 needs to be made up of the following five sections:

1. Lecture/tutorial preparation

- How the lecture/tutorial is planned and prepared: Division of time, activities involved, material prepared or handed out etc.

2. From plan to lecture/tutorial

- Relationship between plan and reality: Reflect on whether the teaching plan works or not; need to change or adapt plan before, during, or after the lecture/tutorial.

3. Assessment process and feedback

- Two-way feedback and assessment: how teaching staff assess ; how they use the feedback they get from their students and how they give constructive feedback to inform and enhance a students' learning strategy.

4. Class dynamics and class management

- Reflect on dynamics of different groups and strategies adopted for class management: how lecturers deal with different situations or problems arising during teaching.

5. Personal comment

- Open section: Reflect on any other issues/observations relating to teaching practice, your development as a teacher or observations about how students learn.

In writing the document, please note that it should combine personal reflection with research into pedagogical scholarship. It should demonstrate a full engagement with the UKPSF.

The candidate must remember to reference:

- appropriate teaching/pedagogical theory, or any other academic or non-academic material he/she may be using.
- specific Areas of Activity, Core Knowledge and Professional Values as defined in the UKPSF he/she may be engaging with

The document described above should be accompanied by an **Appendix** comprising the following:

Sample of:

1. Lesson plan
2. Lesson material (e.g. PowerPoint presentation, handouts)
3. Feedback given to students and/or taken from students
4. E-journal entry
5. Or any other material pertinent to his/her research

The Appendix should not contain more than 12 separate documents and shouldn't exceed 2500 words.

The document should also include a separate **research bibliography**.

Assessment Criteria:

1. Lecture/Tutorial preparation

Candidates' comments should include reflection on the following points:

1. Preparation (i.e. conceptualisation, writing) of lecture/tutorial plan
2. Division of time
3. Activities involved
4. Material prepared or handed out

2. From plan to lecture/tutorial

Candidates' comments should include reflection on the following points:

1. Lecture/tutorial plan implementation
2. Changing and adapting plans
3. Experience of a *successful* plan
4. Experience of an *unsuccessful* plan
5. Flexibility during teaching

3. Class dynamics and class management

Candidates' comments should include reflection on the following points:

1. Class dynamics
2. Class management
3. Impact of challenging situations on teaching and/or students
4. Importance of class management skills

4. Assessment process and feedback

Candidates' comments should include reflection on the following points:

1. Importance of feedback for them
2. Importance of feedback for their students
3. How feedback can improve teaching
4. How (if at all) feedback influences class dynamics

5. Personal comment

Candidates' comments should include reflection on the following points:

1. Cycle of reflective practice (I/We/It)

2. Personal approach to teaching – “teaching philosophy”
3. Teacher-student interaction
4. Gains/setbacks from teaching

B. Practicum

The Practicum is a practical section of the Programme involving peer observation of teaching. It invites candidates to observe their peers' teaching, as well as to have their teaching observed by peers. Though the framework of the module is set by the Academic Teaching Development Unit, the module itself is entirely led by the candidates. Following peer observation, candidates are asked to submit a document (see below) to the Academic Teaching Development Unit for evaluation.

The practicum consists of the following three phases:

- **Negotiation meeting between observer and observed:**

In this initial meeting, in the presence and guidance of the Academic Teaching Developer or the Assistant Academic Teaching Developer or a CPDP mentor, the two candidates agree on the criteria that they will use in their observation. The observer explains to the observed what they will be looking for, and the observed spells out the areas and aspects of teaching that they want observed and why. Following negotiation of how the observation will be conducted, observer and observed produce a protocol detailing the focus of the observation and the criteria included. The protocol should be signed by both candidates, and submitted to the Academic Teaching Development Unit.

- **Observation:**

During observation, the observer takes notes on the process. Following the session, the observed writes post-teaching reflective notes. These documents are then submitted to the Academic Teaching Development Unit. The ATD representative who was present at the negotiation stage will also observe the session

- **Closing meeting between observer and observed:**

Observer and observed meet again in the presence and guidance of the Academic Teaching Developer or the Assistant Academic Teaching Developer or a CPDP mentor to exchange reflections based on their notes from the previous phase. After discussion, each candidate produces a document (between 400 and 700 words).

- The **observer's** document consists of (a) general feedback on the teaching session, (b) feedback/notes relating the teaching session back to the protocol of the initial meeting and asking whether the initial goals have been achieved, and (c) notes on what the observer learned through the process of observation.
- The document produced by the person **observed** consists of (a) a summary of post-teaching reflections, (b) comments on the process of observation and the observer's feedback, and (c) an action plan for future teaching.

Aligning evidence with UKPSF

Throughout the *Reflective analysis on teaching and pedagogical support* text and the *Practicum* documents, candidates will clearly indicate their engagement with **Descriptor 1 of the UKPSF** by providing:

1. evidence of successful engagement with at least two of the five Areas of Activity
2. evidence of successful engagement in appropriate teaching and practices related to these Areas of Activity
3. evidence of appropriate Core Knowledge and understanding of at least K1 and K2
4. evidence of a commitment to appropriate Professional Values in facilitating others' learning
5. evidence of relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

6. evidence of successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Module 2 Developing and enhancing academic practice

Candidates have to attend all 10 taught units (Units 1.1 – 1.6) to complete the required attendance for Module 2

2.1 Learning outcomes and teaching aims

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K5 Methods for evaluating the effectiveness of teaching K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities

The aim of the workshop is to allow candidates to identify the main elements of a well defined learning outcome, and to write their own. The workshop will examine the use of learning outcomes in designing assessment methods and evaluate effectiveness of teaching. It will also look at the relationship between learning outcomes and Bloom's Taxonomy.

Learning outcomes:

By the end of the session candidates will:

- be able to base the use of learning outcomes on sound pedagogical principles
- use learning outcomes as useful tools for both learners and teachers
- relate learning outcomes to the different parts of the learning and teaching cycle
- be able to critique the discourse of/on learning outcomes within current trends in higher education.

2.2 Seminar and small group teaching and management skills

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning		V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners		V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance		

The aim of the workshop is to introduce candidates to the general dynamics of small group teaching sessions. The workshop will be conducted in such a way as to model the facilitation of a small group teaching session using group discussion and exercises, mini lectures and activities. It will familiarise candidates with a range of strategies and techniques for designing sessions that engage students in small groups. It will also help candidates understand how students in HE learn and how to engage students in critical analysis using effective questioning.

Learning outcomes:

By the end of the session candidates should:

- have a range of strategies to draw from to engage students in the learning process
- understand better the purpose of seminars and tutorials and the role of the tutor
- be able to address management issues in the classroom
- be able to establish and maintain a supportive learning environment that recognises and accommodates diversity

2.3 Effective Lecturing Skills

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K4 The use and value of appropriate learning technologies K5 Methods for evaluating the effectiveness of teaching	V2 Promote participation in higher education and equality of opportunity for learners V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

This workshop is hands-on and interactive, offering tips on how to give an effective lecture. It is designed to help candidates make the best use of their voice and body language so that lectures are delivered in a way that captures and holds the student's interest. The session also covers how to prepare for a lecture and how to ensure that students leave with a good grasp of content.

Learning outcomes:

By the end of the session candidates will:

- know how to be effective communicators in the lecture theatre, the seminar room or in a conference hall
- know how to get their message across and keep students engaged
- be aware of techniques for presenting complex ideas and personalising their delivery style
- be aware of the basic technologies of communication and how to use them optimally
- know how to pace and modulate delivery

2.4 Planning a teaching session

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K4 The use and value of appropriate learning technologies K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V1 Respect individual learners and diverse learning communities

The workshop will examine the factors influencing the planning of a teaching session, such as learning outcomes, skills acquisition, teaching and learning activities, technology and timing.

Learning outcomes:

By the end of the session candidates will:

- be able to understand the learning outcome-based approach to session planning
- write expected learning outcomes for a specific course or session
- factor in different student learning styles
- select appropriate teaching and learning activities to support outcomes
- be aware of the advantages and disadvantages of various teaching technologies

2.5 Effective assessment and feedback

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K3 How students learn, both generally and within their subject/disciplinary area(s)	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A4 Develop effective learning environments and approaches to student support and guidance		
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		

This workshop will look at the different functions of assessment and feedback, not only as a mechanism for appraisal, but also as a tool to encourage learning. It will also explore assessment feedback as one of the most powerful ways of improving student understanding and performance and as one of the most important factors shaping a student's learning strategy.

The workshop will also examine how to determine the structure of assessment, setting assessment questions, frameworks and marking assessment.

Learning outcomes:

By the end of the session candidates will:

- identify the purposes and requirements of assessment
- be fully aware of the role of feedback in developing academic and reflective skills in students
- consider practical aspects of setting, marking and providing feedback on assessments
- be aware of the role feedback plays in making assessment more effective
- consider the different forms of feedback and feedback as a formative tool
- know the role of learning outcomes in determining assessment methods

2.6 Re-thinking assessment

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K3 How students learn, both generally and within their subject/disciplinary area(s) K5 Methods for evaluating the effectiveness of teaching	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

We are increasingly being asked to assess our students and their work for different purposes - for the development of core skills, knowledge and understanding; to give feedback in formative assessments and to mark and grade in summative assessments. Traditional forms of assessment have their limitations and therefore there is a need to consider a wider range of assessment methods. This workshop will evaluate new and newer approaches that have been used, with specific reference to the appropriateness of the methods in assessing stated learning outcomes.

Learning outcomes:

By the end of the session candidates will:

- understand the key issues and modes of assessment
- consider the advantages and disadvantages of a range of assessment methods including self and peer assessment
- design a strategy to assess student collaborative work, oral presentations, simulations etc.
- share experiences and current practices of assessment
- see assessment in the wider context of student learning styles and differences

2.7 Supporting Information Literacy

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme K4 The use and value of appropriate learning technologies	V1 Respect individual learners and diverse learning communities V2 Promote participation in higher education and equality of opportunity for learners V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Information Literacy is a wide concept incorporating traditional information skills (finding, retrieving and evaluating information effectively) and also newer skills such as digital literacies (effective use of computer & mobile devices) and media literacies (use of A/V technologies). It is important to develop information literacy skills throughout a student's programme of study as these skills are transferable and support lifelong learning. Students with good information skills can produce a higher standard of work, are able to complete independent research effectively, can source a wide range of information and are adept at transferring knowledge to new situations.

Developing information literate teachers

For teachers it is important to have a good understanding of the resources available at their own institution and at others nearby to be able to refer students to these resources and support them.

- Primary sources available in SOAS Library & online
- Secondary sources available in SOAS Library & online
- Finding and retrieving print and electronic materials
- Finding and evaluating information on the web
- Ethical information issues – plagiarism, citing and referencing
- Effective use of social media

Providing course materials for students

Access to course materials is a reported concern for students and the ability to access recommended readings can affect a student's experience at SOAS.

- Designing a course – considering Library & Archival materials
- Considering new programme and course proposals
- Producing effective reading lists
- Recommending resources for purchase

- Making good use of other libraries
- Copyright and practical considerations for study packs, scanning & the VLE

Learning outcomes

By the end of the session the candidate will:

1. Have a good understanding of information literacy and its importance for students
2. Be able to incorporate information literacy objectives in to programme/course proposals
3. Be aware of good practice in information literacy training
4. Have practical examples of how information literacy could be embedded in their teaching
5. Be aware of support for Information Literacy teaching within the School

2.8 Reflection on lecturing practice

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K4 The use and value of appropriate learning technologies	V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
A4 Develop effective learning environments and approaches to student support and guidance	K5 Methods for evaluating the effectiveness of teaching	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	

Unit 2.8 is designed for lecturers, senior teaching fellows and fellows who are currently lecturing or have lectured at SOAS. It encourages candidates to reflect on their teaching experience, understand their strengths and weaknesses, and identify areas for improvement in their teaching practice. The module takes the form of an open discussion led by an Academic Teaching Development Tutor, and evolves around two questionnaires: a preparatory one (completed prior to the module), and a reflective one (completed after completion of the module).

Learning outcomes

The general expected learner outcome of Unit 2.10 is to encourage candidates to perform

- self-evaluation
- reflective practice.

More specifically, the unit focuses on the following areas:

- **Teaching experience (general/theoretical)**
 - Discuss the most successful and rewarding aspects of the candidates' lecturing experience: What can be learned from these? How can they be transferred to other areas of teaching?
 - Discuss the most challenging and difficult aspects of the candidates' lecturing experience: What could have been done differently? How can these be avoided in the future?
 - Reflect on lecturing from the point of view of students: What did they learn? How was the teaching experience for them?
- **Teaching experience (specific/practical)**
 - Teaching delivery
 - Lecture plans

- Class/student profile
- Teaching material
- Course structure
- Student evaluation and feedback
- Use of VLE and other technology in general

2.9 Lecturer as dramaturge and performer

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A2 Teach and/or support learning A3 Assess and give feedback to learners A4 Develop effective learning environments and approaches to student support and guidance	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V1 Respect individual learners and diverse learning communities

The aim of the workshop is to make candidates explore the various performative aspects of their teaching sessions. Candidates will look at diction, voice projection, body language, posture and some of the meditative exercises used by actors to enhance their effectiveness on stage.

Learning outcomes:

By the end of the session candidates will:

- be aware of the principles of voice projection
- be able to do basic relaxation exercises before teaching
- be aware of the fundamentals of body language in teaching
- be aware of the role of speech modulation in delivery
- be able to practice Stanislavsky's circles of concentration/awareness

2.10 Reading lists as a teaching tool

Alignment with UKPSF Dimensions

<i>Areas of Activity</i>	<i>Core Knowledge</i>	<i>Professional Values</i>
A1 Design and plan learning activities and/or programmes of study	K1 The subject material	V1 Respect individual learners and diverse learning communities
A2 Teach and/or support learning	K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	V2 Promote participation in higher education and equality of opportunity for learners
A3 Assess and give feedback to learners	K4 The use and value of appropriate learning technologies	V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice
A4 Develop effective learning environments and approaches to student support and guidance		

What is the purpose of an academic reading list? How does such a list relate to and align with the learning outcomes of a course or programme? How does it engage the student and how does it help to shape student learning and research strategy? Can reading lists ever be fully objective and comprehensive?

The task then is to see how we can make reading lists pedagogically more effective and make them an integral part of the student's learning and research strategy. We also have to bear in mind that we do not want them to become an instrument of academic spoon-feeding. Should we in fact consider the reading list a dialogue, a part of the pedagogical conversation between teacher and student?

Couldn't the student contribute to the design of reading lists and can that contribution become an assessable transferrable skill and part of the course design and assessment?

Learning outcomes:

By the end of the session candidates will:

- know how to assess the pedagogical effectiveness of a reading or resource skill
- be able to design an effective reading or resource list that will contribute to the student's acquisition of autonomous research skills
- be able to develop an effective reading or resource list that will encourage the student to build an effective learning strategy during studies
- be able to create a reading or resource list that aligns comprehensively and constructively with the learning outcomes and pedagogical aims of the unit/module/programme

[To be finalised]

2.11 Professional and Academic Development Portfolio – Modules 1 and Module 2

A. Professional development analysis

B. Practicum

C. Reflective Analysis

The Portfolio represents the culminant section of the PDHEP Programme. Candidates are to demonstrate their engagement with the philosophy of reflective practice and their use of the UKPSF as the benchmark of their professional and pedagogical development and practice.

The Portfolio consists of 3 sets of documents as set out in P.1, P.2, P.3 below, with supporting evidence material

Portfolios must be submitted for assessment either by the last day of the Autumn Term or the last day of the Summer Term

Throughout and across the Portfolio documents (Professional development analysis, Practicum and Reflective Analysis), candidates are to demonstrate a broad and extensive understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning and indicate their engagement with Descriptor 2 of the UKPSF by providing:

1. evidence of successful engagement across all five Areas of Activity
2. evidence of appropriate knowledge and understanding across all aspects of Core Knowledge and understanding of all core knowledge
3. evidence of a commitment to all the Professional Values
4. evidence of successful engagement in appropriate teaching practices related to the Areas of Activity
5. evidence of successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
6. evidence of successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

A. Professional development analysis

The Professional development analysis invites candidates to deliberate over classroom practice, re-examine their teaching practice in general, assess new and innovative teaching techniques and tools available to them, determine future teaching strategies, and prepare the groundwork for a personal development plan in teaching.

The Professional development analysis includes the following sessions and expected learner outcomes:

- **SWOT analysis of teaching cycle**
 - Discuss **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats relating to teaching practice. Candidates are asked to think about and discuss what they are good at, what they could improve, what external factors could help them along in their teaching, and what external factors or personal limitations might impede their teaching.
- **Student motivation**
 - Reflect on how teachers can make their students more motivated (e.g. by capitalising on the students' existing needs or by making students more active in learning).
- **Student learning**
 - Reflect on different learning styles, and on how different teaching techniques/approaches can accommodate them.
- **Preparation for Personal Development Plan**
 - Discuss objectives, methods, support, success criteria and timeline of personal development plan. Candidates are asked to think about the following: What do I want/need to learn? What will I do to achieve this? What support/resources will I need? How will I recognise my success? What are my target dates for review and completion?

ASSESSMENT CRITERIA

SWOT ANALYSIS AND PERSONAL DEVELOPMENT PLAN

Candidates are asked to do the following:

- Identify and discuss **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats relating to their teaching practice: What are they good at? What could they improve? What external factors could help them along in their teaching? What external factors or personal limitations might impede their teaching?
- Identify and explain what development opportunities are currently available to them, and what other recourses they need for their development.
- Reflecting on their current competencies and needs as teachers, candidates are asked to construct a Personal Development Plan.
- Explain the process they will follow to implement their Plan, as well as the ways in which they will evaluate and assess it.

Candidates' comments should include reflection on the following points:

- | |
|---|
| 1. Their current competencies and needs as teachers |
|---|

2. Student motivation and learning styles
3. How to support student learning strategy
4. Development opportunities available to them
5. Other resources they need for their development
6. Process to follow for their personal development
7. Ways to evaluate and assess their Personal Development Plan

B. Practicum

The Practicum is a practical section of the Programme involving peer observation of teaching. It invites candidates to observe their peers' teaching, as well as to have their teaching observed by peers. Though the framework of the module is set by the Academic Teaching Development Unit, the module itself is entirely led by the candidates. Following peer observation, candidates are asked to submit a document (see below) to the Academic Teaching Development Unit for evaluation.

The Practicum consists of the following three phases:

- **Negotiation meeting between observer and observed:**

In this initial meeting, in the presence and guidance of the Academic Teaching Developer or the Assistant Academic Teaching Developer or a CPDP mentor, the two candidates agree on the criteria that they will use in their observation. The observer explains to the observed what they will be looking for, and the observed spells out the areas and aspects of teaching that they want observed and why. Following negotiation of how the observation will be conducted, observer and observed produce a protocol detailing the focus of the observation and the criteria included. The protocol should be signed by both candidates, and submitted to the Academic Teaching Development Unit.

- **Observation:**

During observation, the observer takes notes on the process. Following the session, the observed writes post-teaching reflective notes. These documents are then submitted to the Academic Teaching Development Unit. The ATD representative who was present at the negotiation stage will also observe the session

- **Closing meeting between observer and observed:**

Observer and observed meet again in the presence and guidance of the Academic Teaching Developer or the Assistant Academic Teaching Developer or a CPDP mentor to exchange reflections based on their notes from the previous phase. After discussion, each candidate produces a document (between 500 and 1000 words).

- The **observer's** document consists of (a) general feedback on the teaching session, (b) feedback/notes relating the teaching session back to the protocol of the initial meeting and asking whether the initial goals have been achieved, and (c) notes on what the observer learned through the process of observation.
- The document produced by the person **observed** consists of (a) a summary of post-teaching reflections, (b) comments on the process of observation and the observer's feedback, and (c) an action plan for future teaching.

C. Reflective Analysis

The aim of the Reflective Analysis is to encourage teaching staff to conduct their own research around the issues of teaching and pedagogy, and to reflect on their teaching practice in writing. This enables them to demonstrate their commitment to a reflective approach to teaching practice, support and development. Candidates will have a broad understanding of effective approaches to teaching and learning support as key contributions for high quality student learning and students' learning strategies.

In addition to encouraging reading and research into educational and pedagogical scholarship, tutors are invited to reflect on how the reality of teaching relates back to their teaching experience.

Candidates are asked to provide a document of a total of between **3500 and 5000** words reflecting on any issues/observations relating to teaching practice and support, their development as a teacher or observations about how students learn.

In writing the document, please note that it should combine personal reflection with research into pedagogical scholarship. It should demonstrate a full engagement with Descriptor 2 of the UKPSF.

The candidate must remember to reference:

- appropriate teaching/pedagogical theory, or any other academic or non-academic material he/she may be using.
- Specific Areas of Activity, Core Knowledge and Professional Values as defined in the UKPSF he/she may be engaging with

The document described above should be accompanied by an **Appendix** comprising the following:

Sample of:

1. material pertinent to his/ Lesson plan
2. Lesson material (e.g. PowerPoint presentation, handouts)
3. Feedback given to students and/or taken from students
4. Or any other material pertinent to his/her research

The Appendix should not contain more than 20 separate documents and shouldn't exceed 3000 words.

The document should also include a separate **research bibliography**.

Candidates' comments should include reflection on the following points:

1. Cycle of reflective practice
2. United Kingdom Professional Standards Framework
3. Personal approach to teaching – "teaching philosophy"
4. Student learning styles and learning strategies

Teacher-student interaction

Pathways and Assessment

A candidate registers on the programme with Academic Teaching Developer (ATD). The ATD informs the candidate of the structure, conditions and requirements of the programme. The ATD explains the educational principles upon which the SOAS PDHEP is based. These are: reflective practice, inclusivity, critical engagement, experiential pedagogy and supporting student learning strategy. The ATD also explains how these principles are reflected in the United Kingdom Professional Standards Framework (UKPSF), the significance of each of the Descriptors and the relationship between these and the three Dimensions of Practice.

PDHEP Pathway to D1 recognition

The candidate must attend and complete all the taught units of Module 1 - (Units 1.1 – 1.6).

Once the units have been completed, the candidate discusses the written reflective part of Module 1, Unit 1.7, the *Professional Development Portfolio - Module 1* with the Academic Teaching Developer, who will explain the general aims and requirements of the unit, its alignment with UKPSF and the School's Learning and Teaching Strategy.

The candidate completes Unit 1.7 under the guidance and supervision of the ADT.

Associate Fellowship [D1] Review

The submitted *Professional Development Portfolio - Module 1* is then reviewed by the Academic Teaching Developer or Staff Learning & Development Manager. Either having been suitably trained with a minimum requirement of FHEA.

In the portfolio, the candidate must demonstrate that he/she meets the criteria of Descriptor 1 (D1) of the United Kingdom Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

The candidate must show an understanding of specific aspects of effective teaching, learning support methods and student learning and demonstrate:

Descriptor 1 – AFHEA
D1.1 Successful engagement with at least two of the five Areas of Activity.
D1.II Successful engagement in appropriate teaching and practices related to these Areas of Activity.
D1.III Appropriate Core Knowledge and understanding of at least K1 and K2.
D1.IV A commitment to appropriate Professional Values in facilitating others' learning.
D1.V Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.
D1.VI Successful engagement, where appropriate, in professional development activity related to teaching, learning, and assessment responsibility

Academic Decision

The portfolio is deemed “Completed Satisfactorily” or “Not Completed”. If the Portfolio is deemed “Not Completed”, the candidate may review his/her portfolio and re-submit within 3 months. He/she will receive support and consultation as necessary, agreed between the candidate and Mentor.

If the resubmission has been assessed as “Not Completed”, the candidate may restart the whole process from the start at the next academic session or appeal the assessment to the ARB only on procedural grounds

External Moderation

A sample of Portfolios is selected at random for moderation. The sample is 10 % of Professional Development Portfolios with a minimum of 5 portfolios being seen. The External Moderator monitors the quality of the assessment, its alignment with UKPSF and SOAS Learning and Teaching Strategy. The Moderator confirms the **academic decision** and grants **recognition at D1**, Associate Fellowship of the HEA.

PDHEP Pathway to D2 recognition

The candidate must attend and complete all taught units of Module 1 and Module 2 (Units 1.1 – 1.6 and Units 2.1 – 2.10).

Once the units have been completed, the candidate discusses the written reflective part of Module 1 and Module 2, Unit 2.11, *Professional Development Portfolio - Module 1 and Module 2* with the Academic Teaching Developer (ATD), who explains the general aims and requirements of the unit, its alignment with UKPSF and SOAS Learning and Teaching Strategy.

The candidate completes Unit 2.11 under the guidance and supervision of the ADT.

Fellowship [D2] Review

The submitted *Professional Development Portfolio - Module 1 and Module 2* is then reviewed by the Academic Teaching Developer or Staff Learning & Development Manager. Either having been suitably trained with a minimum requirement of FHEA.

In the portfolio, the candidate must demonstrate that he/she meets the criteria of Descriptor 2 (D2) of the United Kingdom Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

The candidate must show an understanding of specific aspects of effective teaching, learning support methods and student learning and demonstrate:

Descriptor 2 – FHEA
D2.I Successful engagement across all five <i>Areas of Activity</i> *.
D2.II Appropriate knowledge and understanding across all aspects of <i>Core Knowledge</i> *.
D2.III A commitment to all the <i>Professional Values</i> *.
D2.IV Successful engagement in appropriate teaching practices related to the <i>Areas of Activity</i> *.

D2.V Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.

D2.VI Successful engagement in continuing professional development in relation to teaching, learning, assessment and where appropriate, related professional practices.

Academic Decision

The portfolio is deemed “Completed Satisfactorily” or “Not Completed”. If the Portfolio is deemed “Not Completed”, the candidate may review his/her portfolio and re-submit within 3 months. He/she will receive support and consultation as necessary, agreed between the candidate and Mentor.

If the resubmission has been assessed as “Not Completed”, the candidate may restart the whole process from the start at the next academic session or appeal the assessment to the ARB only on procedural grounds.

External Moderation

A sample of Portfolios is selected at random for moderation. The sample is 10 % of Professional Development Portfolios with a minimum of 5 portfolios being seen. The External Moderator monitors the quality of the assessment, its alignment with UKPSF and SOAS Learning and Teaching Strategy. The External Moderator confirms the **academic decision** and grants **recognition at D2**, Fellowship of the HEA