

APPENDICES

Appendix 1

**SOAS Professional Development in Higher Education Programme (PDHE)
Mapping programme alignment with United Kingdom Professional Standards Framework (UKPSF)**

Areas of Activity	Module Units
A1 Design and plan learning activities and/or programmes of study	1.1, 1.3, 1.4, 1.5, 1.7 2.1, 2.2, 2.3, 2.5, P.1, P.2, P.3
A2 Teach and/or support learning	1.1, 1.2, 1.4, 1.5, 1.6, 1.7 2.1, 2.2, 2.5, 2.7 P.1, P.2, P.3
A3 Assess and give feedback to learners	1.2,1.3, 1.4, 1.5, 1.6, 1.7 2.5 P.1, P.2, P.3
A4 Develop effective learning environments and approaches to student support and guidance	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 2.1, 2.2, 2.5, 2.7 P.1, P.2, P.3
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of	1.3, 1.7 2.1, 2.2, 2.5, 2.7

professional practices	P.1, P.2, P.3
Core Knowledge	Module Units
K1 The subject material	1.2, 1.3, 1.7 2.6 P.1, P.2, P.3
K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 P.1, P.2, P.3
K3 How students learn, both generally and within their subject/disciplinary area(s)	1.1, 1.3, 1.4, 1.5, 1.7 2.1, 2.2, 2.4, 2.5, 2.7 P.1, P.2, P.3
K4 The use and value of appropriate learning technologies	1.5, 1.7 2.2, 2.3, 2.6, 2.7 P.1, P.2, P.3
K5 Methods for evaluating the effectiveness of teaching	1.2, 1.3, 1.5, 1.7 2.1, 2.5, P.1, P.2, P.3
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	1.2, 1.3, 1.7 2.1, 2.2, 2.4, 2.6, 2.7 P.1, P.2, P.3

Professional Values	Module Units
V1 Respect individual learners and diverse learning communities	1.1, 1.2, 1.3, 1.4, 1.6, 1.7 2.4, 2.5, 2.6, 2.7 P.1, P.2, P.3
V2 Promote participation in higher education and equality of opportunity for learners	1.4, 1.5, 1.7 2.4, 2.5, 2.6, 2.7 P.1, P.2, P.3
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	1.4, 1.5, 1.7 2.6, 2.7 P.1, P.2, P.3
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice	1.3, 1.7 2.3, 2.6, 2.7 P.1, P.2, P.3

Appendix 2

University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)

Request for exemption from PDHE units on the basis of Accreditation of Prior Certified Learning (APCL)

Name:	Department:
Position Title:	SOAS email:

SOAS PDHEP Units from which exemption is requested		Exemption on the basis of the following study			
Unit No.	Unit Title	Course Title	Institution	Basis for exemption*	Credits

**Provide a brief summary of ILOs (Intended Learning Outcomes) and alignment with UKPSF. Attach any other corroborating evidence, where necessary.*

Appendix 3

SOAS
University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)

Request for exemption from PDHE units on the basis of Accreditation of Prior Experiential Learning (APEL)

Name:	Department:
Position Title:	SOAS email:

SOAS PDHEP Units from which exemption is requested		Exemption on the basis of the following experiential learning. <i>Provide a brief summary of unit ILOs (Intended Learning Outcomes) and how they have been met. Show how they align with UKPSF. Attach any other corroborating evidence, where necessary.</i>
Unit No.	Unit Title	

Appendix 4

SOAS
University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)
Pro forma marking template for Module 1, Unit 1.7

Name:	Department:
Position Title:	SOAS email:

Candidates are instructed to combine personal observation and reflection with research into pedagogical scholarship and that the reflective document should demonstrate a full engagement with Dimension 1 of the UKPSF.

Candidates are also instructed to reference appropriate teaching/pedagogical theory, or any other academic or non-academic material they may be using, as well as specific Areas of Activity, Core Knowledge and Professional Values as defined in the UKPSF they may be engaging with.

In order to be consistent with UKPSF, the reflective document submitted should demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. To complete the unit, the candidate will have to satisfactorily demonstrate understanding and application of each area as defined below. A candidate can only re-submit his/her document once. This has to be done within one academic year.

The Candidate should be able to provide evidence of:	Satisfactorily demonstrated	Partly/not demonstrated	Comment
Successful engagement with at least two of the five Areas of Activity			
Successful engagement in appropriate teaching and practices related to these Areas of Activity			

Appropriate Core Knowledge and understanding of at least K1 and K2			
A commitment to appropriate Professional Values in facilitating others' learning			
Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities			
Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities			

SOAS
University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)
Pro forma marking template for P1 Professional Development Analysis

Name:	Department:
Position Title:	SOAS email:

Candidates are instructed to combine personal observation and reflection with research into pedagogical scholarship and that the reflective document should demonstrate a full engagement with Dimension 2 of the UKPSF.

Candidates are also instructed to reference appropriate teaching/pedagogical theory, or any other academic or non-academic material they may be using, as well as specific Areas of Activity, Core Knowledge and Professional Values as defined in the UKPSF they may be engaging with.

In order to be consistent with UKPSF, the reflective document submitted should demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. To complete the unit, the candidate will have to satisfactorily demonstrate understanding and application of each area as defined below. A candidate can only re-submit his/her document once. This has to be done within one academic year.

The Candidate should be able to provide evidence of:	Satisfactorily demonstrated	Partly demonstrated	Comment
Successful engagement across all five Areas of Activity			
Appropriate knowledge and understanding across all aspects of Core Knowledge			
A commitment to all the Professional			

Values			
Successful engagement in appropriate teaching practices related to the Areas of Activity			
Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice			
Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices			

SOAS
University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)
Pro forma marking template for P2 Practicum

Name:	Department:
Position Title:	SOAS email:

Candidates are instructed to combine personal observation and reflection with research into pedagogical scholarship and that the reflective document should demonstrate a full engagement with Dimension 2 of the UKPSF.

Candidates are also instructed to reference appropriate teaching/pedagogical theory, or any other academic or non-academic material they may be using, as well as specific Areas of Activity, Core Knowledge and Professional Values as defined in the UKPSF they may be engaging with.

In order to be consistent with UKPSF, the reflective document submitted should demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. To complete the unit, the candidate will have to satisfactorily demonstrate understanding and application of each area as defined below. A candidate can only re-submit his/her document once. This has to be done within one academic year.

The Candidate should be able to provide evidence of:	Satisfactorily demonstrated	Partly/not demonstrated	Comment
Successful engagement across all five Areas of Activity			
Appropriate knowledge and understanding across all aspects of Core Knowledge			
A commitment to all the Professional Values			

Successful engagement in appropriate teaching practices related to the Areas of Activity			
Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice			
Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices			

SOAS
University of London
Academic Development Directorate
Academic Teaching Development
Professional Development in Higher Education Programme (PDHE)
Pro forma marking template for P3 Reflective Analysis

Name:	Department:
Position Title:	SOAS email:

Candidates are instructed to combine personal observation and reflection with research into pedagogical scholarship and that the reflective document should demonstrate a full engagement with Dimension 2 of the UKPSF.

Candidates are also instructed to reference appropriate teaching/pedagogical theory, or any other academic or non-academic material they may be using, as well as specific Areas of Activity, Core Knowledge and Professional Values as defined in Dimension 2 of the UKPSF they may be engaging with.

In order to be consistent with UKPSF, the reflective document submitted should demonstrate understanding of specific aspects of effective teaching, learning support methods and student learning. To complete the unit, the candidate will have to satisfactorily demonstrate understanding and application of each area as defined below. A candidate can only re-submit his/her document once. This has to be done within one academic year.

The Candidate should be able to provide evidence of:	Satisfactorily demonstrated	Partly/not demonstrated	Comment
Successful engagement across all five Areas of Activity			
Appropriate knowledge and understanding across all aspects of Core Knowledge			
A commitment to all the Professional Values			
Successful engagement in appropriate			

teaching practices related to the Areas of Activity			
Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice			
Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices			