



University of Sussex

Teaching and Learning Development Pathway

HANDBOOK 2012-2013

**Teaching Learning Development Unit
&
Doctoral Training Centre**

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1 Introduction

The Sussex Teaching and Learning Development Pathway (TLDP) is a phased three-term course for doctoral researchers with funded studentships, and other new researchers with teaching responsibilities.

It is aligned to the UK Professional Standards Framework for Teaching and Learning (at Standard descriptor 1) and to the Researcher Development Framework.

Successful completion of the programme leads to Associate Fellow status of the Higher Education Academy (HEA).

The TLDP consists of three modules:

- The first is a pre-teaching module designed to prepare you for teaching.
- The second module has been designed to be taken while you are teaching so that you can address arising issues and develop your skills.
- The third module will enable you to put a case together to gain Associate Fellow HEA status.

Further details on what's covered in the modules can be found on pages 4 – 6.

Further information on the benefits of having AHEA status is available on the HEA website: <http://www.heacademy.ac.uk/professional-recognition>

2 Key Contacts

The course is co-ordinated through the Teaching and Learning Development Unit (TLDU).

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3 Design

The course consists of three modules:

- **Introduction to Teaching in Higher Education (ITHE)** – a pre-teaching module designed to prepare you for teaching. It can be taken by those who will be teaching in the following term or by those who want to undertake training as part of their CPD but who do not have any teaching duties allocated.
- **Starting to Teach** - for those who have been assigned teaching in that term. The ITHE (module 1) or equivalent, or previous experience is a pre-requisite.
- **Associate Fellow HEA Pathway (AHEA Pathway)** - this involves completing a case demonstrating how your teaching aligns with the UK Professional Standards Framework at Descriptor 1, thereby meeting the HEA requirements and achieving professional recognition: Associate Fellow HEA status.

3.1 Structure

Module 1 - Introduction to Teaching consists of 4 two-hour sessions.

Session 1: Teaching and Supporting learning

- Teaching and Learning in your discipline
- How students learn
- Teaching methods
- Reflecting on your teaching

Session 2: Design and Planning

- Planning and preparing for sessions
- Integrating research and developing student research skills into teaching/planning
- Creating an effective learning environment
- Using technology

Session 3: Assessment and Feedback

- Principles of assessment
- Assessment techniques used in disciplines

- Marking
- Giving effective feedback

Session 4: Micro-teaching

- 10 – 15 minutes micro-teaching. This is a process often used in teacher training which enables participants to reflect on their teaching practice in order to consider their strengths and areas for development. There will also be an opportunity to get feedback from other participants.

The sessions will include presentations; pair work; small and large group discussion and experiential learning.

Module 2 - Starting to Teach consists of two workshops and teaching observations

Workshop 1 (2hrs):

- Sussex procedures – using Sussex Direct; supporting disabled students; marking procedures; Health and Safety; CEQs
- Planning peer observation of teaching
- Reflecting on your teaching – theory and practice

Workshop 2 (variable hours):

- Chosen from the 'menu' of Teaching, Learning and Development Events and related to your own teaching and learning/professional development needs. E.g. Marking and Feedback; Teaching in small groups etc

Teaching observations

1. Peer observation of teaching

- Preparation for this will be covered in Workshop 1. You will undertake an observation of another course participant's teaching. The emphasis will be on learning from observing.

For further details on the Peer Observation process, see Appendix 2.

2. Mentor observation of teaching.

- Your mentor will carry out an observation of your teaching. If for some reason an observation by the mentor cannot be arranged, you will be able to request an observation by a TLDU tutor instead.

Module 3 Associate Fellow HEA Pathway; achieving Professional Recognition

Completing the case for Associate Fellow recognition will enable you to demonstrate how your teaching aligns with the UK Professional Standards Framework at Descriptor 1, thereby meeting the HEA requirements and achieving AFHEA status. You will be guided through the process by an advisor from the TLDU.

For further details on achieving AF HEA status, see page 7.

4 Supporting the TLDP

4.1 Departmental Support

Typically a mentor may act as a source of information to teaching in your discipline area and on navigating local practices and procedures and to useful contacts and networks. Mentors often also perform a role as a critical friend by providing feedback on teaching developments and by giving the opportunity for reciprocal peer review or observation of teaching.

4.2 Study Direct (SyD)

Further support is provided through the accompanying Study Direct Site (SyD) as well as the AHEA Pathway site. You will find reading lists, links and videos relating to teaching and learning as well as other documents you may find useful. Both sites have discussion fora, where you can share your ideas, discuss and reflect on issues arising from your teaching.

Once you have registered you will be able to access the TLDP site here –

<https://studydirect.sussex.ac.uk/course/view.php?id=15219&rel=home>

The AHEA Pathway site is here -

<https://studydirect.sussex.ac.uk/course/view.php?id=10753&rel=home>

5 Programme learning outcomes

(aligned to UK Professional Standards Framework at level 1)

- Design and plan learning activities
- Teach and/or support students' learning
- Assess and give feedback to learners
- Evaluate teaching practice

- Demonstrate knowledge and understanding of the Core Knowledge and Professional values as outlined in the UK Professional Standards Framework (Appendix 1)
- Engage with and address 2 Areas of Activity as outlined in the UK Professional Standards Framework (Appendix 1)

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. Achievement of learning outcomes is normally shown through formative and assessed work. Learning outcomes indicate the threshold level needed to pass.

6 Assessment

Introduction to Teaching in Higher Education (module 1) and Starting to Teach (module 2)

i) Required formative assessment tasks including:

A plan for the micro-teaching session and peer feedback on it; a short review of the observation/shadowing experience; a short reflection on your own learning points; a record of attendance and any other material you wish to include.

Associate Fellow HEA Pathway (Module 3)

ii) Summative Assessment: preparing a case for professional recognition. Hand-in date by agreement with the course tutor.

The case you submit will be assessed by advisors from the TLDU on a pass or fail basis.

6.1 Achieving Professional Recognition

Completed application forms will be assessed by advisors from the TLDU. Following this, the TLDU will notify the HEA and the HEA will post the certificates to participants. The assessors will look for evidence of:

- significant experience of the areas of professional activity, as aligned to the UK Professional Standards Framework
- your use of core knowledge and professional values
- your awareness of pedagogical issues, both generally and within your own discipline

- your ability to choose, adapt and apply methods and approaches to learning and teaching that are relevant to the context in which you work
- your informed understanding of pedagogy to explain and justify your examples of practice
- creative ways you approach your teaching and support your students' learning
- where you have adopted different approaches or adapted according to the different needs of particular student groups
- the way you integrate scholarship, research, and professional activities with teaching and supporting learning
- synergy between research, scholarship and professional activities with your teaching and your students' learning experiences
- your ability to demonstrate that evaluation and continuing professional development inform your practice

If the assessors do not feel that your application demonstrates that you have met the criteria for Associate Fellow status, your application will be referred back to you with an explanation of the reasons for referral and a request for further additional information to support your application.

7 Resources and links

Resources and links to other material are provided through an accompanying Study Direct course site and the StudyDirect AHEA site. You are encouraged to read generic and subject specific material. A good starting point could be a chapter from O'Neill, G, Moore, S & McMullin, B (eds.) 2005. *Emerging issues in the practice of University Learning and Teaching*. This is available on the AHEA Pathway site.

8 Progression to higher awards

On successful completion of this Pathway, and if your teaching role is continuing and expanding, you might consider registering your interest in the Postgraduate Certificate in Learning and Teaching in Higher Education (PGCertHE) course. The PGCertHE is a professional qualification for staff at the University of Sussex. The route to the qualification is flexible, work-based. It is normally completed on a part-time basis over 2 years. It is essential to have ongoing teaching activity covering a range of responsibilities during the course.

The PGCertHE is externally accredited by the Higher Education Academy (HEA). Members of staff who gain the qualification are eligible to apply to become a Fellow of the HE Academy (FHEA).

9 Frequently asked questions (FAQs)

Q I have just started my PhD, can I do module 1, Introduction to Teaching in Higher Education (ITHE) in my first year?

A. It is better for PhD students to start the ITHE towards the end of their first year or later.

Q. Do I need to let my supervisor know that I would like to do the ITHE?

A. Yes, you will need to let your supervisor know and discuss with her/him whether this is a realistic expectation. This may arise as part of the Training Needs Analysis (TNA) discussion you have at the beginning of each academic year.

See the Doctoral School website for further information:

<http://www.sussex.ac.uk/doctoralschool/internal/resources/tna>

Q. What happens if I miss one of the sessions?

A. If session 1, 2 or 3 are missed then there will be an opportunity to 'catch up'.

This will involve undertaking some reading on 'Creating Effective Learning Environments' (in relation to the topic of the missed session) as well as

participating in an alternative workshop which will be arranged by the tutor.

If you miss session 4, you may be able to arrange with a group to participate in their 4th session or discuss other options with the tutor.

Appendix 1

UK Professional Standards Framework

The UK Professional Standards Framework for teaching and supporting learning in Higher Education was launched by the Higher Education Academy in 2006 and revised in 2011. It provides a nationally recognised benchmark for institutions and individuals. The framework is made up of four levels of descriptors which are related to areas of activity, core knowledge and professional values.

(<http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf> (accessed 19/12/2011))

The AHEA Pathway is mapped against **Descriptor 1**. Individuals are required to demonstrate an understanding of specific aspects of teaching, learning support methods and student learning and provide evidence of:

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

AREAS OF ACTIVITY

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

CORE KNOWLEDGE

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)

K4 The use and value of appropriate learning technologies

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

PROFESSIONAL VALUES

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 recognizing the implications for professional practice

Please see <http://www.heacademy.ac.uk/professional-recognition>

Researcher Development Framework domains addressed:

B: personal effectiveness, especially B1.4 Self-confidence; B1.5 Self-reflection; B1.6 Responsibility; B2.3 Time management; B3.2 Continuing professional development; B3.1 Career Management

D: engagement, influence and impact, especially D3.1 Teaching; also D1.1 collegiality; D1.8 Equality and diversity; D2.1 Communication methods, D2.2 Communication media

Appendix 2

The observation process

In line with the University's Peer Observation of teaching policy, there are three stages involved in the observation process:

- A pre-observation meeting
- An observation
- A post-observation meeting.

As a general guide, the meetings will take about an hour each. The observed session can be between 50 minutes -1 hour 30 minutes long. There will be an opportunity for you to arrange the dates and times for the above meetings with your mentor or advisor.

Pre-observation meeting

During this meeting you and your mentor or advisor will discuss how you prepared and planned for the session. There will also be an opportunity to discuss any arising issues or concerns.

The observation

The underlying principle of the observation is one of a supportive, developmental approach which will encourage you to reflect on your teaching practice. It can also be an opportunity for you to identify areas or elements of your teaching that you would like to develop.

The post-observation meeting

This meeting will occur within a few days of the observed session. The emphasis of this meeting is to encourage you to reflect on the session- to identify your strengths and areas you'd like to develop.