## Appendix 2: UKPSF Diagnostic Tool:

**Diagnostic Tool: What is my current profile for teaching and learning?**

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| **Area of Activity** | **Have you?** | | **Are you?** | | **Do you?** | **How do you know?**  **Comments/reflections/observations** |
| Designed and planned teaching | Never | Sometimes | Unsure | Novice | Support | * Designed and delivered BSc and MSc modules, both as a contributor and as a module leader |
| Always | Often | Confident | Expert | Lead |
| Designed programmes/modules | Never | Sometimes | Unsure | Novice | Support | * Developed 2 new modules for 2 undergraduate courses as a module leader |
| Always | Often | Confident | Expert | Lead |
| Taught or supported student learning at different levels and in different contexts | Never | Sometimes | Unsure | Novice | Support | * Designed and delivered BSc and MSc modules, both as a contributor and as a module leader, to both ergonomics and design students |
| Always | Often | Confident | Expert | Lead |
| Assessed student work | Never | Sometimes | Unsure | Novice | Support | * Performed assessment and marking of a variety of assessments at both BSc and MSc level, including exams, coursework, group and individual presentations, final year vivas |
| Always | Often | Confident | Expert | Lead |
| Given feedback to students on their learning and progress | Never | Sometimes | Unsure | Novice | Support | * Provided formative and summative feedback on coursework and exams, as well as part of in-class activities |
| Always | Often | Confident | Expert | Lead |
| Developed effective learning environments | Never | Sometimes | Unsure | Novice | Support | * Developed technology-enhanced learning experiences as part of several modules * Received positive feedback from students both in terms of their learning as well as on the applications of their knowledge (i.e. during placement) |
| Always | Often | Confident | Expert | Lead |
| Developed approaches to student support and guidance | Never | Sometimes | Unsure | Novice | Support | * Developed a framework for student support as a part of my teaching (e.g. via tutorials, and 1-on1 meetings) and pastoral roles (e.g. being a placement and year 1 tutor) |
| Always | Often | Confident | Expert | Lead |
| Engaged in CPD in subjects/disciplines and their pedagogy | Never | Sometimes | Unsure | Novice | Support | * Attended several courses and workshops on developing evidence-based teaching, research and leadership |
| Always | Often | Confident | Expert | Lead |
| Incorporated research, scholarship and evaluation of professional practices | Never | Sometimes | Unsure | Novice | Support | * Most of my teaching activities are research-led and -informed, and leverage on this unique aspect to provide more immersive learning experiences |
| Always | Often | Confident | Expert | Lead |

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| **Core Knowledge** | **Level of Knowledge** | | **Do you?** | | |  |
| Your subject area | Novice | Expert | Manage | Lead | Contribute | * Established research niche and international reputation * Developed my own laboratory and supported students in conference attendance and in developing research practice and independence |
| Awareness of different strategies for teaching | Novice | Expert | Manage | Lead | Contribute | * Attendance of the PGCAP and related activities have helped me developing a portfolio of teaching strategies that I have been to introduce in my teaching |
| How students learn generally and within their subject discipline areas | Novice | Expert | Manage | Lead | Contribute | * Attendance of the PGCAP and related activities have helped me developing knowledge on individual learning styles and ways to develop inclusive learning |
| Make effective use of and value appropriate learning technologies | Novice | Expert | Manage | Lead | Contribute | * I have endorsed technology as a tool to maximize the impact of my teaching activities as well to develop more appropriate role-oriented skills in my students * Received positive feedback on how technology-enhanced learning helped my students with their placement work |
| Methods for evaluating the effectiveness of teaching | Novice | Expert | Manage | Lead | Contribute | * I have developed effective teaching assessment strategies (e.g. formative feedback mid-module) that are rooted in evidence provided during the PGCAP, and that have helped me tailoring my teaching to my students’ needs |
| Implications of quality assurance and enhancement for academic and professional practice focusing on teaching | Novice | Expert | Manage | Lead | Contribute | * I have developed knowledge of QA in the context of the teaching offer provided as part for the courses I teach in, and I have applied this over the past 2 years * I have observed an improvement in the feedback received for modules taught several times, and in my confidence in delivering these |

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| **Professional Values** | **How often do you?** | | **Degree of Awareness/knowledge** | | | **How do you know?**  **Comments/reflections/observations** |
| Demonstrate respect for individual learners | Never | Sometimes | Unsure | Confident | Strategic | * My teaching sessions are now more diverse and use technology to support the needs of different learners and learning styles |
| Always | Often |
| Work with diverse learning communities | Never | Sometimes | Unsure | Confident | Strategic | * The experience of teaching both BSc and MSc modules have helped defining more effective approaches to target different communities of students (e.g. full time, part time, mature, in a profession, etc.) |
| Always | Often |
| Use evidence-informed approaches | Never | Sometimes | Unsure | Confident | Strategic | * The design of my lecturers and materials, as well as of my assessments is rooted on Bloom taxonomy and in innovative advances on alternative teaching approaches (e.g. flipped classroom) |
| Always | Often |
| Incorporate outcomes from research, scholarship and CPD | Never | Sometimes | Unsure | Confident | Strategic | * I have purposely re-designed some of my teaching material to incorporate evidence from my research that is relevant to the students I teach * Students’ feedback has improved and has confirmed a greater level of engagement |
| Always | Often |
| Acknowledge the wider context of HE and the implications of this for practice | Never | Sometimes | Unsure | Confident | Strategic | * I have matured a deeper understanding of the HE sector in the UK, and of the role I play within this; * I have joined the union and took part in the 2018 sector strike over the pension fund |
| Always | Often |

**After completing the self-review, consider the following**:

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| **What are my main strengths?**  I have developed into a more self-reflective teacher, and my practice is clearly rooted into the evidence surrounding students’ learning and how to maximize this; I have a clear perspective on the learning outcomes I consider relevant for my students and I tailor my learning experiences to meet these; I am an avid user of technology to support more immersive and effective teaching experiences; I am a good listener; I have develop effective approaches to inclusivity and respecting diversity in learning; My teaching and learning activities are accessible and engaging; |
| **What areas do I need to develop to progress to the next descriptor?**  Developing effective approaches to teach larger groups (~100 students) as I have had little opportunities to teach groups bigger than ~50 students |

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