

UKPSF Practice

UKPSF Mapping sheet for D1

UKPSF (HEA) requirements

For module one M01ODL/M07ODL

NOTE – Explore the mapping sheet below and plan to evidence the requirements to be submitted with the final submission in your portfolio.

Descriptor 1 – Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.

- 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

AREAS OF ACTIVITY

EVIDENCE

A1 Design and plan learning activities and/or programs of study

- I have designed and set studying materials for Year One of LLB for all 4 Modules. Of course it was all in line with Learning Outcomes set specifically for the acquiring of the LLB qualification. The material included tutoring sessions on one-one basis, introductory sessions, engaging activities such as moots and role plays. The material was accepted and tutored fully during academic year 2017/2018
- The Modules are 106LEG, 107LEG, 108LEG, 109LEG
- I have planned and outlined the Module Schemes for all of the above module. This includes the Timetable on daily basis for the entire block of 6 weeks. Tutors who assisted in the course were given the freedom to alter the time progress as long as they sustained the LO's designed for the period. Details of the progress and requirement per subject provision is clearly documented on the MS on the LDrive and the Moodle for Tutors and Learners.
- In that process, Learners have the freedom to enquire about a subject or a title that may have been omitted by the

		<p>Tutor or is taking longer than what is allocated on the Scheme form. It brings the learner to feel that they are sharing in the running of their learning process and contribute to how it progresses.</p> <p>– I got the students to form their learning groups where they were encouraged to contact each other for help. They coordinated and formed a “WhatsApp” group where they continuously communicate with each other as a class. I am not included in that group for obvious ethical reasons. As a result, students began to present questions to their peers all the questions they were embarrassed to openly ask in the class. Unanswered questions are placed on the Moodle or asked collectively in the class which removed the awkwardness from the original enquirer. Matters that were discussed in that group also included collective requests for workshops and revision support sessions.</p>
A2	Teach and/or support learning	<p>– My teaching sessions in 2017/18 were over 60 classes, adding to almost 900 hours of teaching including Tutorials and online support. Assignment markings will be additional 200 hours. In those hours I presented the pre-set material. However, in addition I strived to develop the practical side of studying Law through:</p> <ul style="list-style-type: none"> • Character and self-development sessions arranged with a fellow Tutor (Livia Ostafe) • Lawyer embedded skills development • Individual one-to-one tutor and group sessions on learning plans and progress.
A3	Assess and give feedback to learners	<p>All assessments in CUL is formative, oral and written. This takes place in all sessions, using activities and online technology. Furthermore, I breakdown feedback given for students from summative assessments of modules in order to inform methods to progress from strong to stronger and from lack of clarity to education.</p>
A4	Develop effective learning environments and approaches to student support and guidance	<p>When developing module materials, it is structured with the aim of building a structure that progresses on actual and</p>

effective learning outcomes that are related to real-life environment. At the start of each session, aims and expectations are provided by both sides – Learners and Tutor. That session is considered as an individual/group support meeting when expectations and support options are discussed. Results of those sessions are documented on Tutorial forms.

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| A5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices | <ul style="list-style-type: none"> – I am a practicing Lawyer, Arbitrator (Judge) and Magistrate at Chelmsford Criminal Court. I bring to class pedagogy of academic Law with the updated professional practices as the industry progresses. – PGCERT candidate. – Active in discussions on FutureLearn and within workplace on learning and teaching experiences and progressing. – I have a blogger and chatter on peer WhatsApp group and regular service surveys on group reflections and evaluation of teaching in CUL and self-improvement within the entire practice in general. – Evidence is in WhatsApp chats and online Blogs. |
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CORE KNOWLEDGE

EVIDENCE

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| K1 | The subject material | <p>I have a ten year record of teaching postgraduate and qualified lawyers in becoming professionally qualified Chartered Arbitrators. Previous background is in teaching Post Grad students at University of Pittsburgh where I trained as Associate Professor of Economics and Law. I acquired PG Diploma in Law Teaching Skills. I am consistently improving my knowledge through my current practice as a Lawyer Magistrate and Arbitrator being actively researching development in the legal system domestically and internationally. I also took HE Teaching training and aiming to qualify for FHEA.</p> |
| K2 | Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program | <p>I work closely with course directors and colleagues who have many years of HE experience. They and I ensure that I am directed towards right levels of practice</p> |

		<p>with the information relevant to the course structure and subject.</p> <p>I find and use multiple methods to differentiate learning methods for diversified groups.</p>
K3	How students learn, both generally and within their subject/disciplinary area(s)	<p>Different groups and grade levels will require certain skills in teaching and learning. I do not only develop my teaching skills to meet the requirements of diversified learners. I also try to develop the learning skills of the learners to be able to achieve their ultimate learning goals.</p>
K4	The use and value of appropriate learning technologies	<p>I have made a perceptive duty and spent all effort to include learning technologies in my teaching methods. This occurred consciously after I became PGCERT candidate this year. I had a chance to observe the difference on student engagement during the last two modules of Summer 2018. The students were a collection of repeaters and first timers. These changes were created using Moodle lessons, engagement workshops and completion of data are tracked through student communications and support plans.</p>
K5	Methods for evaluating the effectiveness of teaching	<p>Each Module ends with a feedback survey "EMQ".</p>
K6	The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	<p>It is the Coventry University announced Policy to provide and assure quality of academic practice. After all, it guarantees the maintenance and improving of the rating of the entire CU Group. Thus the stress of the training and regular evaluating of Student feedback and focusing on Tutor development programs.</p>

PROFESSIONAL VALUES

EVIDENCE

V1	Respect individual learners and diverse learning communities.	<p>– Higher Education environment is overwhelmingly diverse and so is my experience here in the UK and the US. I am diverse in supporting learning across multicultural in two universities (CUL and University of East London). The experience and PGCERT training I have come across so</p>
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far underlines the importance of knowing our students and links the element “effective learning” to the success of teaching learners to learn through design of learning activities. I get the chance to know my students quite well and this makes me alert to respond their variety of questions and keeps me well prepared. Each time I create a presentation or re-edit the material in a Module, I question whether a student with certain needs or lack of specific learning habits will be able to acquire, learn and benefit from the material as the one sitting next to him. That's one of the landmarks I use to deal with diversity in my classroom.

- 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