**Learning Outcomes for PGC or Lecturer Training Programmes, as collected from the SEDA mailing list, in September 2018**

**Chosen from the selection collected by Donna Hurford, PhD, Special Consultant, Centre for Teaching and Learning, University of Southern Denmark SDU, Campusvej 55, DK-5230 Odense M, Denmark**

(Selected and anonymised into six case studies by Phil Race, as a means of comparing approaches to formulating learning outcomes for such programmes)

**Case study 1**

**Aims**

We have aims for our PGCert L&T in HE which are very closely aligned to the UKPSF – so are as follows:

* To support the current practice and future development of those who teach or support learning in Higher Education.
* To enhance the ability of participants to undertake the professional activities listed below:

1. Teaching and supporting learning in HE
2. Contributing to the design and planning of learning activities and/or programmes of study
3. Assessing and giving feedback to learners
4. Developing effective learning environments and learner support systems
5. Evaluating practice and professional development
6. Using research, scholarly activity and relevant professional work to inform and impact on teaching.

**Learning outcomes:** that map to the three modules (an intro one, an assessment one and an inquiry project one):

* Make research-informed and appropriate judgements and choices in relation to teaching, student engagement and other professional practices
* Frame and undertake a reflexive and rigorous scholarly investigation of an aspect of your teaching or related activity, and to disseminate this work in the context of the PGCert and beyond
* Engage effectively in collaborative peer review and development
* Evaluate your practice reflexively and rigorously and design appropriate plans for your own professional development.
* Demonstrate the ability to draw on a range of pedagogic skills and digital skills and approaches appropriate to your discipline/professional area, the characteristics of your students and the relevant institutional context.

**Case study 2**

**Aims**

* enable participants to evidence successful practice against Descriptor Two of the [UK Professional Standards Framework (UKPSF)](https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf) in order to gain Fellowship of the Higher Education Academy (FHEA);
* provide a means for probationary academic staff to demonstrate their knowledge, skills and development as competent and effective practitioners during their probationary period;
* inspire participants to become reflective practitioners by offering conceptual frameworks for critical reflection and practical mechanisms for building a teaching ePortfolio, thus securing a commitment to continuing professional development and to remaining in good standing;
* communicate the importance of evidence-based practice, providing opportunities for participants to engage critically with appropriate pedagogic literature and the Scholarship of Teaching and Learning in order to enhance their teaching practice;
* create opportunities for participants to benefit from peer support, evaluation and feedback in relation to their teaching practice;
* stimulate professional dialogue around learning and teaching, and to promote dissemination of good practice within and beyond departmental, disciplinary and institutional contexts;
* sustain the growth of an institutional culture which values, supports and rewards teaching excellence, and which unites teaching and research in effective, creative and innovative ways.

**Learning outcomes**

The intended learning outcomes of the APP TE programme are closely mapped to the UK Professional Standards Framework (UKPSF). The UKPSF is a nationally recognised framework for benchmarking success within HE teaching and learning support. Developed by the Higher Education Academy (HEA) on behalf of the UK higher education sector, Guild HE and Universities UK the framework is comprised of a set of descriptors which outline four categories of teaching and learning support in relation to the Dimensions of Professional Practice which fall into three categories:

* areas of activity undertaken by teachers and support staff;
* core knowledge needed to carry out those activities at the appropriate level;
* professional values that individuals performing these activities should exemplify.

APP TE is mapped against Descriptor Two (Fellowship). On successful completion of the programme participants will be able to:

**Areas of Activity**

* design and plan effective learning activities and/or programmes of study appropriate to students’ level and discipline [A1];
* teach and support student learning at all levels in higher education, which may include doctoral supervision, with an appropriate level of critical reflection and analysis [A2];
* select and implement a range of assessment techniques (formative and summative) which are designed to enhance student learning and/or to offer valid and reliable appraisal of student achievement [A3];
* create effective feedback and maximise opportunities for feedback in order impact positively upon student learning [A3];
* design effective learning environments (physical and virtual) within and beyond the classroom [A4];
* identify good practice in student support and guidance within the role of the personal tutor. [A4];
* engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices. [A5]

**Appropriate knowledge and understanding across all aspects core knowledge\***

* demonstrate and document appropriate methods for teaching, learning and assessing in their own discipline relevant to the level of study within the context of a research-intensive university [K2];
* demonstrate critical understanding of key concepts and theories relating to how students learn both generally and within their own discipline and to apply those theories in order to create engaged student learning [K3];
* recognise the use and value of technology to support teaching and learning and be able to select and employ technology appropriately and effectively to achieve specific pedagogical aims [K4];
* review and evaluate the effectiveness of their practice using a range of self, peer and student monitoring and evaluation techniques [K5];
* articulate the impact of quality assurance and quality enhancement within higher education practice [K6].

**Commitment to professional values**

* show respect for individual learners and diverse learning communities [V1];
* evidence inclusive practice which promotes equality of opportunity for learners [V2];
* demonstrate a commitment to evidence-informed practice, incorporating outputs from research, scholarship and your own continuing professional development in order to enhance your own practice and student learning [V3];
* demonstrate an awareness of how institutional, national and other contexts impact upon your academic practice [V4].

*\* it is assumed that strong knowledge of the subject material was a condition of employment, and therefore Core Knowledge*

**Case Study 3**

Introduction to Learning, Teaching and Assessment (ILTA) 15 ECTS

1. Evaluate a range of practical approaches to teaching, learning and assessment, set within the context of learning theories.
2. Apply appropriate theories to the design and teaching of an episode of inclusive learning
3. Evaluate and critically reflect on personal teaching and the themes of the unit to identify and prioritise ongoing Continuing Professional Development.

**Case Study 4**

1. Engage students through teaching across a range of HE learning environments, supporting learning through effective teaching, assessment and feedback, employing context appropriate pedagogies, and use of digital learning technology.
2. Promote inclusive, intercultural and accessible engagement with peers and students, facilitating a diverse academic community and enabling a global learning experience that realises the transformational nature of teaching and learning.
3. Design and develop innovative and effective curricula that incorporate the development, implementation and evaluation of teaching resources, the digital environment, learning and assessment designs, and engagement with relevant stakeholders and services.
4. Develop research-stimulated teaching and learning, contributing to the knowledge of discipline pedagogy and your own practice through scholarly activity that positively benefits the student experience.
5. Demonstrate a commitment to ongoing engagement in professional learning and development, participating in development networks and activities, contributing to a community culture of teaching advancement, and obtaining (or furthering) professional recognition and teaching

qualifications.

**Case Study 5**

**Unit 1: Learning about Creative Education**

**LO1** Work creatively and collaboratively to propose new approaches and outcomes for creative education

**LO2** Justify how your educational practice meets the requirements of Descriptor 1 of the UK Professional Standards Framework

**LO3** Create learning activities/opportunities to meet the needs of a diverse student body

**LO4** Compare the educational benefits of a range of current and emerging learning technologies

**LO5** Engage with others and with literature to analyse own role in relation to creative education

**LO6**Synthesise creative education through your own professional and/or disciplinary context

**Unit 2: Analysing Creative Education**

**LO1** Use knowledge of quality assurance to undertake effective and fair assessment and provide feedback

**LO2** Synthesise academic research about higher education, social sustainability and wider context with your own professional role

**LO3** Justify how your educational practice meets the requirements of Descriptor 2 of the UK Professional Standards Framework

**LO4** Work creatively and collaboratively to plan and implement creative teaching activities that encourage successful engagement and meet the needs of diverse learning communities

**LO5** Evaluate a range of technologies to support learning and teaching

**LO6** Communicate to a wider audience the results of your reflections on your own professional development

­­­­­­­**Case Study 6**

**Programme aims.**

To enable learners to:

* 1. Become credible and authentic educators who enthuse and inspire others to learn.
  2. Strive for teaching excellence by embracing opportunities to develop themselves as competent, confident, reflexive and resilient teachers and supporters of learning within and beyond their disciplinary/professional context and sphere of influence.
  3. Explore and experiment with a range of strategies, methods, tools and working practices in transdisciplinary and disciplinary contexts to acquire the knowledge, skills and experience to support this development.
  4. Share their experience, expertise and evidenced informed practice to contribute to the teaching practices of colleagues within and beyond their sphere of influence, in a manner which respects the diversity of disciplines and professions, their practes and members.

**Programme learning outcomes**

*Knowledge and Understanding*

K1 Knowledge of the models, theories and approaches associated with the Scholarship of Teaching, Learning and Assessment (eg the learning process; learner characteristics and context; curriculum design and implementation; developing reflective and reflexive practice).

K2 Knowledge of the wider Higher Education context and associated political agenda and how this translates into practice at the University.

*Skills and other attributes*

S1 Critically engage in the Scholarship of Teaching and Learning, and contribute to its development through the sharing of evidence-informed practice beyond their sphere of influence.

S2 Develop an evidence-informed approach to the on-going evaluation of teaching practice to support all learners and learning.

S3 Design and implement curriculum-appropriate learning opportunities and experiences to reflect all aspects of the learning process in light of the subject, academic level, learner characteristics, context and the development of academic and transferable skills.

S4 Create and manage inclusive learning environments that promote engagement with the learning process and support.

S5 Discuss the wider context in which Higher Education, the university and subject area operates in relation to policy and practice in learning and teaching.