

Teach Well: Principles to Practice Participant Guide

Module Code: M34674

Level: 7 (30 Credits)

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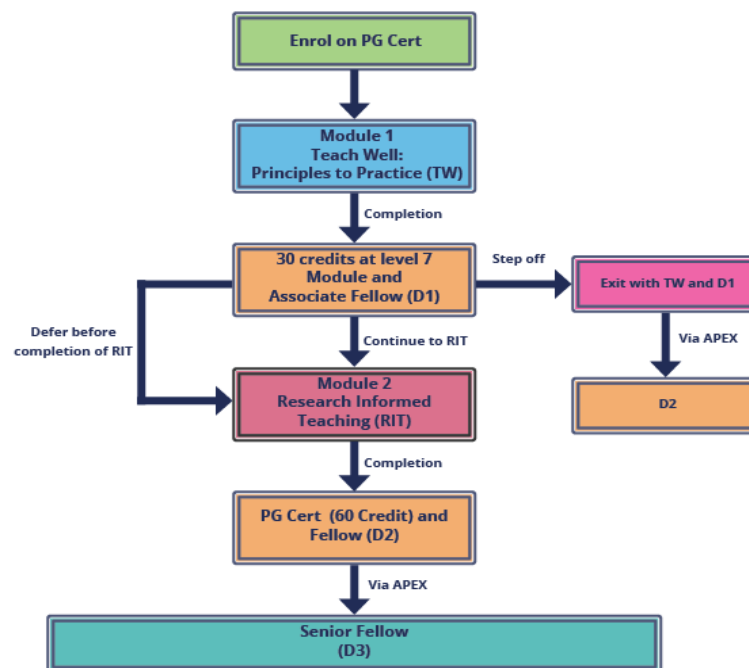
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1.0 Introduction and Welcome

On behalf of the Centre for Academic and Digital Innovation (CADI) and the School of Education, Languages and Linguistics (SELL), we are delighted to welcome you to the Postgraduate Certificate in Learning and Teaching in Higher Education.

As a participant, you will have the opportunity to explore and reflect on your own teaching practice in Higher Education. The programme is structured around two interconnected modules - Teach Well Principles to Practice and Research-Informed Teaching - both aligned with the Professional Standards Framework 2023 (PSF23). Over the course of these modules, you will become familiar with the framework and gradually build up a comprehensive picture of your practice.

Figure 1: Progression through the PGCert



Module 1 - Teach Well: Principles to Practice focuses on **Descriptor 1 (D1)**, introducing you to key principles through interactive pillar days and scaffolded activities designed to help you reflect on your teaching. Teach Well has a specific focus and narrative around that reflects institutional priorities and getting the basics right as a foundation to ensure that colleagues Teach Well, Consistently Well.

Module 2 - Research-Informed Teaching, allows you to showcase and deepen your practice by engaging with **Descriptor 2 (D2)** you will build upon the framework you have already looked at in a structured and meaningful way.

Our modules are designed to be accessible to colleagues in a variety of roles across the University of Portsmouth. You will hear from staff in different areas of the university, enriching your own practice and supporting others. This collaborative approach underpins the Portsmouth Pedagogy, helping us all to “Teach Well, Consistently Well”.

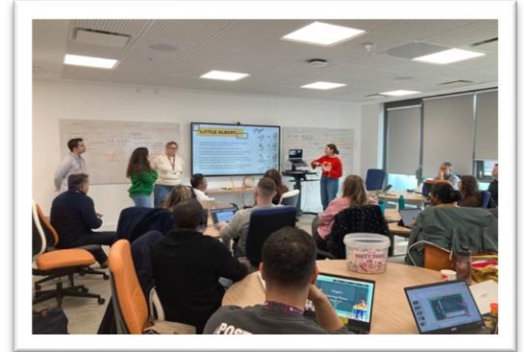
We look forward to working with you as you develop your expertise and confidence in Higher Education teaching.

1.1 Module 1 – Teach Well: Principles to Practice

Teach Well was first established in January 2023, as a standalone Level 7, credit-bearing short course. It has proved very popular, with over 100 participants from across the University, including colleagues in academic, professional services, technical and student-facing roles. As part of our re-accreditation with AdvanceHE Teach Well has now been incorporated into the PGCert as Module 1.

Teach Well is designed for both new and experienced staff who wish to enhance their teaching or learning support practice. Whether you are looking to refresh your approach, explore new ideas, or articulate your practice more confidently; the module offers structured opportunities for reflection and development at any stage of your career.

The module has been shaped by participant feedback and continues to evolve to reflect the diverse contexts in which teaching and learning take place at the University of Portsmouth. Previous participants have highlighted the impact of Teach Well in helping them connect theory to practice, reflect more deeply on their teaching, and develop confidence in supporting high-quality learning experiences.



'The Teach Well course really motivated me to reflect more on the how, what and why of my teaching, and helped me articulate this better with plenty of exploration of underlying teaching and learning theories'

'Teach Well helped identify the areas of development required in my own knowledge personal practice which has given me the confidence and skills to support the creation and improvement of teaching and learning activities'

'The Teach Well course joined up the dots of my prior knowledge and put theoretical concepts into context, the impact it has had on my professional practice has been tremendous. I'm now armed with the ability to ask the right questions when talking to my academic colleagues, so that together we can improve modules and courses from several different aspects'

In the module you will explore what it means to **Teach Well, Consistently Well** through a blend of face-to-face workshops, online sessions and guided independent learning. As shown in Figure 2, the module focuses on three interconnected pillars of practice: **learning design, teaching practice and assessment and feedback**. This inherently affords conversations around how we support and guide students, and how your own CPD informing your practice.

Figure 2: The Structure of Teach Well



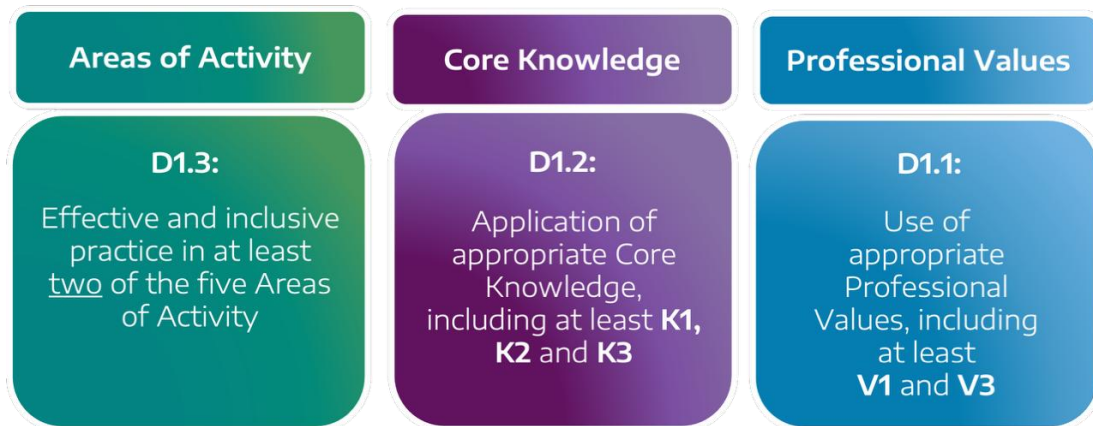
You will participate in face-to-face pillar days, online sessions and guided independent learning that promote collaborative discussion, practical exploration and reflective practice, all aligned with the University's Blended and Connected approach. Group work, peer dialogue and shared design activities are embedded throughout the module to support your learning and professional development.

Throughout the module, the PSF23 is used as a reference point for reflection and evidence-building. You will engage in activities that support accreditation requirements, including [peer observation](#), verification of practice through micro-teaching, and structured reflection aligned to the PSF23 dimensions. You will also be introduced to wider developmental opportunities and resources, such as [Collaborative Growth](#), [Designing Learning Outcomes](#) and [SMART Capture](#) approaches, which support the articulation and evidencing of professional practice. Together, these elements enable you to meet the threshold requirements for [Descriptor 1](#) (Associate Fellow) and provide clear pathways towards [Descriptor 2](#) (Fellow) via APEX or progression to Module Two of the PGCert HE.

On successful completion of this module, you should be able to:

1. *Identify pedagogical approaches and models for different modes of study*
2. *Compare, critique and implement learning design approaches*
3. *Generate, analyse and implement approaches leading to effective student-centred teaching practice*
4. *Critique and compare assessment approaches, justifying their selection and use in context with the learner*
5. *Engage confidently with the Professional Standards Framework.*

At the end of the module, you will also be able to evidence your practice against the criteria for Associate Fellow (D1).



This participant guide and the module Moodle page provide key information about the module structure, assessments, support and expectations. Together, they are designed to help you understand how Teach Well aligns with [Descriptor 1 \(Associate Fellow\)](#) of the PSF23 and the threshold requirements associated with this Descriptor. Throughout the module, activities and assessments are explicitly mapped to the Areas of Activity, Core Knowledge and Professional Values aligned to Descriptor 1.

On successful completion of the module, you will have developed and evidenced practice that meets the threshold expectations for Associate Fellowship, supported by reflection, peer observation and practical teaching. We look forward to working with you as you explore and articulate your practice and contribute to a shared culture of excellent learning and teaching across the University.

1.2 What does it mean to Teach Well, Consistently Well?

At the University of Portsmouth, teaching well is grounded in a shared commitment to creating meaningful, inclusive and engaging learning experiences for every student. Our vision is shaped by the principles of Teach Well, Consistently Well, underpinned by Active Blended Learning (ABL) and the University's Blended and Connected approach. Together, these approaches ensure that teaching is purposeful, evidence-informed, and responsive to the diverse needs of our learners.

Teaching well means designing and facilitating learning that is:

- **Inclusive and learner-centred** - We create learning environments where all students feel respected, supported and able to participate fully.
- **Actively engaging** - Teach Well promotes active blended learning that encourages students to collaborate, question and apply their understanding.
- **Evidence-informed** - Teaching well means using research, scholarship and reflective practice to guide decisions and continually refine your approach.
- **Well-designed and aligned** - Effective learning design ensures clear outcomes, purposeful activities and assessments that connect meaningfully through constructive alignment.
- **Supportive of professional growth** - Teach Well supports ongoing professional development by using PSF23 as a reference point for reflection, helping you strengthen and articulate your practice.
- **Collaborative and connected** - We value collaboration, drawing on shared expertise and peer learning to enhance practice across the University.

Teach Well is, above all, an invitation to think deeply about what teaching means to you. With a focus on how you can shape it intentionally, and how your practice contributes to the wider educational priorities of the University.

Throughout Teach Well, you will use the PSF23 to guide your development and reflect on your practice. We've outlined above how each of the pillar days will contribute to your alignment with the PSF framework.

Further to this, Teach Well will help you to:

- Understand the PSF structure, including the Areas of Activity, Core Knowledge and Professional Values.
- Recognise how your practice aligns with the PSF, using examples from your teaching or support activities.
- Build confidence in discussing your practice through reflective writing, peer observation and Micro-teaching.
- Articulate how you evidence Descriptor 1, including:
 - V1 and V3 (Professional Values)
 - K1, K2 and K3 (Core Knowledge)
 - Effective and inclusive practice in at least two Areas of Activity
- Prepare for future Fellowship pathways, including D2 (Fellow) through APEX or by completing Module Two of the PGCert HE.

1.3 Academic Integrity and Ethical Practice

Academic integrity is fundamental to your engagement with Teach Well and Fellowship. Fellowship is awarded on the basis of authentic, reflective engagement with professional practice, and applicants are expected to demonstrate honesty, responsibility and ethical judgement throughout the assessment process.

Your assessment must represent your own professional practice, judgement and reflective thinking. While the module team will be there to guide you throughout the module, responsibility for the content, interpretation and presentation of evidence rests with you.

On all routes to Fellowship across the University, Fellowship requires a commitment to integrity, transparency and ethical practice. The assessors are looking for reflective honesty and for evidence that you can critically evaluate your practice, including its limitations and areas for development.

Fellowship recognises professional credibility. Its value depends on trust: trust in the integrity of the participants, trust in the fairness of the process, and trust in the standards that Fellowship represents. Engaging with Fellowship ethically and reflectively protects that credibility and ensures recognition remains meaningful for individuals and the institution.

1.4 Use of Artificial Intelligence (AI)

Artificial intelligence (AI) tools are increasingly part of professional and academic practice and the application of AI will be discussed in the module. In terms of your own use, AI can be used appropriately and ethically to support reflection and thinking but the baseline expectation is clear: AI must not be used to write any part of your final assessments. Fellowship is awarded on the basis of authentic, reflective engagement with your own professional practice. The reflective practice components of your assessment portfolio must be written in your own voice, grounded in your own judgement, and based on your lived experience as an educator.

Permitted and appropriate uses of AI

AI can be used as an aid to reflection and sense-making, particularly in the early stages of developing your assessment and reflecting on your practice. Used well, AI can act as a critical friend that helps you think more clearly about your practice, rather than as a tool that writes for you.

Appropriate uses of AI include:

- Supporting early reflection on your practice.
- Helping you identify themes, connections or patterns in your work.
- Prompting critical questions about why you do what you do.
- Supporting planning and organisation of ideas.

In all cases, AI should be used to reflect your thinking back to you, not to generate a narrative on your behalf.

One effective way to use AI ethically is as follows:

You might begin by talking through your practice, rather than writing it. This could be a voice recording on your phone, a recording in Panopto, speaking directly into a transcription-enabled tool. This does not need to be structured or polished. It can be exploratory and reflective, allowing you to talk through examples, decisions, successes and challenges in your own words. Once you have a transcript of that conversation, you can use AI to reflect that content back to you. For example, you might ask AI to:

- Summarise the key themes in what you said.
- Highlight connections between examples of practice.
- Identify areas where your values, actions and impact align.

In this approach, AI is not creating a Fellowship narrative. It is simply helping you see and make sense of your own thinking, providing a foundation for reflection. You then take those insights and develop your reflection developing a narrative that is clearly your own, grounded in your professional judgement and reflective voice. An indicative prompt to support this activity looks like this:

“I am going to share a transcript of me talking through my own teaching and professional practice. Please reflect this content back to me by identifying key themes in how I describe my approach to teaching and supporting learning, highlighting connections between examples of practice, and noting where my values, pedagogic choices and impact on learners or colleagues appear to align. This reflection is intended to support my own sense-making and professional development. Please do not write or generate an assessment or Fellowship narrative, do not rewrite my words, and do not introduce new examples or interpretations. This task is for reflective insight only, to help me think more critically about my practice before I write my own Fellowship claim.”

The University of Portsmouth reserves the right to investigate concerns relating to AI use and academic integrity in line with institutional policy.

Support and guidance

Further guidance on the ethical and effective use of AI will be covered during the module with a particular focus on how AI can be used responsibly to support reflective practice without undermining authenticity.

For the latest updates on AI guidance please visit: [Using AI at university | MyPort for Students - University of Portsmouth](#)

1.5 Your Teaching Team

Maria Hutchinson (SFHEA)

Maria is a Senior Lecturer in Learning Design, part of CADI's academic innovation team. Maria is the module coordinator for Teach Well, and leads on creative, team- and evidence-based approaches to learning design and pedagogic innovation. She supports teams in achieving teaching excellence from conceptualisation, design, teaching practice and evaluation. Maria has a MSc in Applied AI and Data Science, a PGCert in Learning and Teaching, and facilitates Lego Serious Play.



Chris Wood (SFHEA)

Chris is a Learning Designer and part of CADI's Academic Innovation team. Prior to joining the University in 2022 he taught in Further Education for 12 years – specialising in Music Production as well as other vocational subjects. Chris has recently completed a MSc in Educational Leadership and Management with his research focusing on the use of dogs in education. Outside of work, Chris is a Local Authority Governor at an infant and junior school in Gosport and has played guitar for over 25 years.



Jamie Meekins (FHEA)

Jamie is a Learning Designer and part of CADI's Academic innovation team. Experienced in both FE and secondary school education prior to HE. Attaining the position of Learning designer and supporting the London campus project. Jamie has made a significant impact within the London Campus. By taking a block inspired learning and teaching approach through from ideation to an operational teaching institution. Keen interest in the re-design of activities/assessments and the modalities of teaching and learning.



Dr Andy Clegg (SFHEA, NTF)

Andy is an Associate Professor in Academic Innovation and Enhancement, bringing over 30 years of experience across Higher Education and industry. He leads strategic work in curriculum design, learning design and teaching enhancement, with a particular focus on active blended learning, assessment and feedback, employability and creative pedagogies. A National Teaching Fellow and Senior Fellow, Andy also coordinates APEX, the University's experiential route to Fellowship, and works nationally with AdvanceHE to support professional recognition and teaching excellence.



Joanna Clarke (FHEA)

Joanna is a Learning Designer and part of CADI's Academic Innovation team. She brings over 20 years of experience in education, having worked as a lecturer in Further Education, with a background in EFL and ESOL. Joanna holds a PGCE in Post-Compulsory Education and an MA in Applied Linguistics and TESOL. Alongside teaching, she has led on the integration of learning technologies, developing strong expertise in Moodle and Audience Response Systems, and supporting colleagues to use these effectively. Joanna is passionate about inclusive, engaging learning design.



Becky Holman (FHEA)

Becky is a Learning Designer in CADI and has worked at the University of Portsmouth since 2007. She previously worked as a Learning Technologist for Degree Apprenticeships, developing innovative digital learning resources and working closely with academic teams and external partners. Becky is passionate about supporting diverse learners through thoughtful use of technology and AI. She is currently studying Illustration part-time, which gives her valuable insight into the student experience.



Hannah Tarrant (FHEA)

Hannah is a Learning Designer specialising in AI in curriculum development and assessment design for Active Blended Learning. Within CADI, she facilitates curriculum (re)design and leads work on AI to enhance assessment and learning experiences across the University. She previously worked in the Faculty of Science and Health as a Learning Technologist and Learning Designer, developing expertise in Moodle and digital tools. Hannah brings a creative, learner-centred approach to her work and is passionate about encouraging innovative and engaging teaching practices.



Sally Cheng

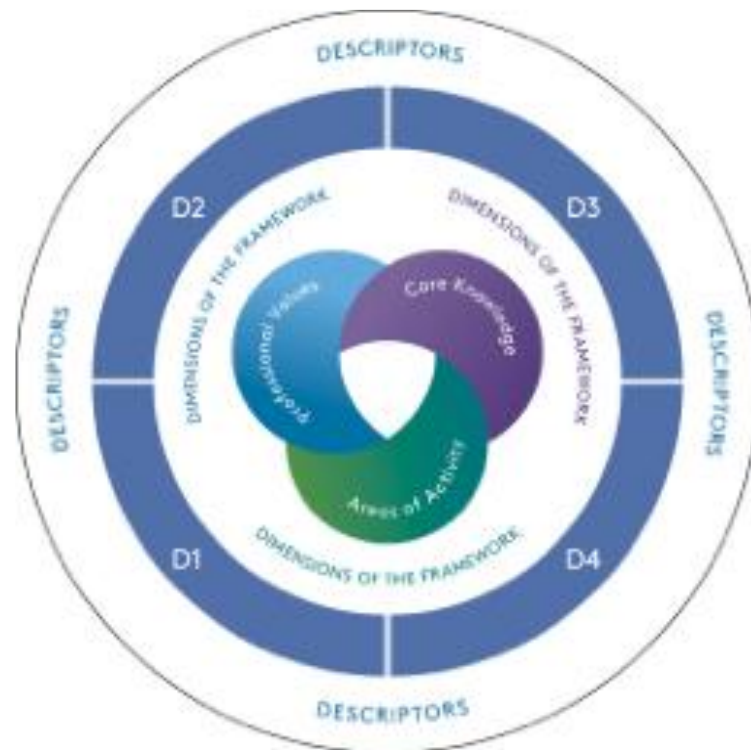
Sally is a Learning Designer within CADI and has worked at the University of Portsmouth since 2001. She previously held roles as an Online Course Developer and Digital Learning Developer, supporting staff across disciplines to design accessible and engaging digital learning experiences. Her work is grounded in creativity, curiosity and play, with a particular interest in play-based learning and gamification. Sally is passionate about building inclusive learning communities and fostering belonging through student-centred, purposeful and carefully designed learning experiences.



2.0 The Professional Standards Framework 2023 (PSF23)

The PSF23 (Figure 1) is a globally recognised framework that supports the development of staff, and benchmarks success within teaching and learning in Higher Education. The PSF23 consists of two key components. These are expressed as 'Dimensions' which describe the aspects of practice, and 'Descriptors' which define the categories of practice in HE.

Figure 1: The Professional Standards Framework



2.1 The Dimensions

Appearing as 15 statements arranged into three related sets, the Dimensions describe the key values, knowledge and activities undertaken by HE practitioners. As shown in Table 1, each set of Dimensions has its own stem statement which emphasises the relationship between the context in which practice takes place and the actions required.



Areas of Activity: reflect essential activities that support the delivery of effective practice.



Core Knowledge: represent key forms of knowledge required to carry out the Areas of Activity.



Professional Values: underpin all forms of Core Knowledge and Areas of Activity.

Table 1: The PSF23 Dimensions**Areas of Activity**

In your context, demonstrate that you:

- A1:** Design and plan learning activities and programmes
- A2:** Teach and/or support learning through appropriate approaches and environments
- A3:** Assess and give feedback for learning
- A4:** Support and guide learners
- A5:** Enhance practice through own continuing professional development

**Core Knowledge**

In your context, apply knowledge of:

- K1:** How learners learn, generally and within specific subjects
- K2:** Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
- K3:** Critical evaluation as a basis for effective practice
- K4:** Appropriate use of digital and/or other technologies, and resources for learning
- K5:** Requirements for quality assurance and enhancement, and their implications for practice

**Professional Values**

In your context, show how you:

- V1:** Respect individual learners and diverse groups of learners
- V2:** Promote engagement in learning and equity of opportunity for all to reach their potential
- V3:** Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
- V4:** Respond to the wider context in which higher education operates, recognising the implications for practice
- V5:** Collaborate with others to enhance practice

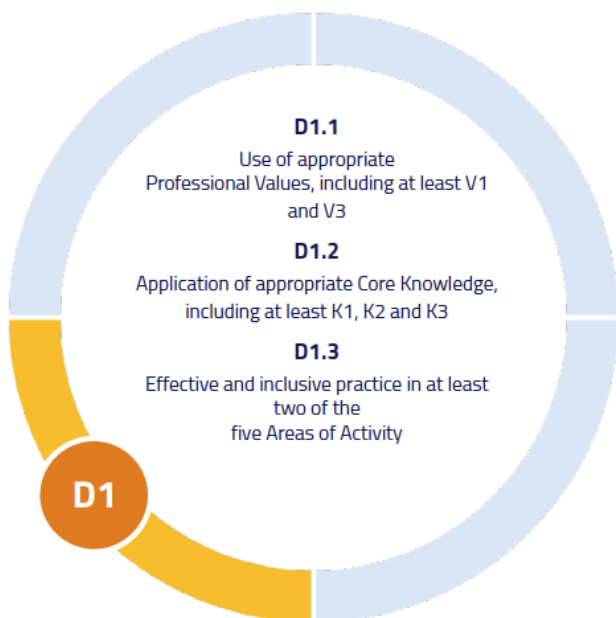
**2.2 The Descriptors**

The Descriptors define the key characteristics of four broad categories of practice. Each Descriptor consists of an introductory statement, and a set of three criteria statements that incorporate the Dimensions, identifying the extent of practice required to meet them. Depending on the Descriptor, evidence of engagement with the Dimensions will take different forms e.g., the scope and scale, and effectiveness and impact of practice will be different.

Unlike a postgraduate teaching qualification, Fellowship is not a formal teaching qualification. Instead, it is a recognition of professional practice in Higher Education, benchmarked against sector standards. Although Fellowship doesn't provide qualified teacher status, it is recognised as a measure of professionalism in learning and teaching in HE. It benchmarks practice against professional standards and sector expectations, and showcases an individual's commitment to ethical professional practice, the learner and their experience.

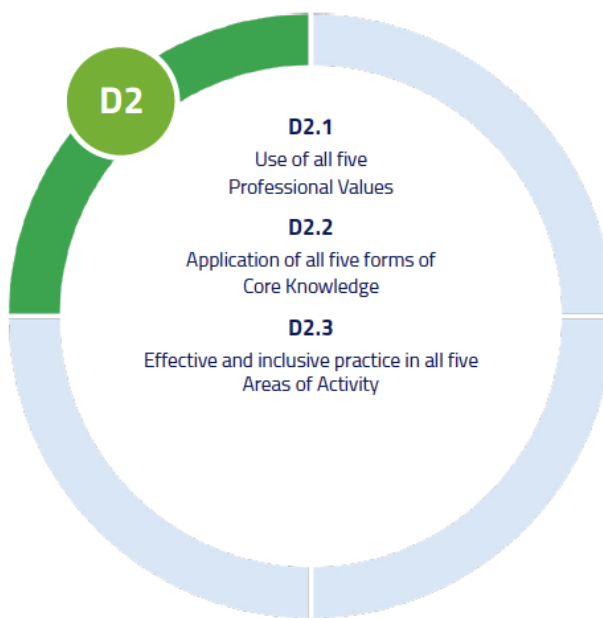
Descriptor D1: Associate Fellow

D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Descriptor D2: Fellow

Fellow is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:



Typical Profile of an Associate Fellow (D1):

- Early career researchers with some teaching responsibilities.
- Staff new to teaching or those with part-time responsibilities.
- Learning technologists, learning support tutors, student advisors, learning resource, library staff, careers advisors.
- Staff you undertake demonstrator roles with some teaching related activity.
- Experienced staff in relevant professional areas who support learning and teaching.

Typical Profile of an Fellow (D2):

- Early career academics.
- Academic-related and/or support staff with substantive teaching and learning responsibilities
- Experienced but relatively new to HE.
- Two to five years experience.

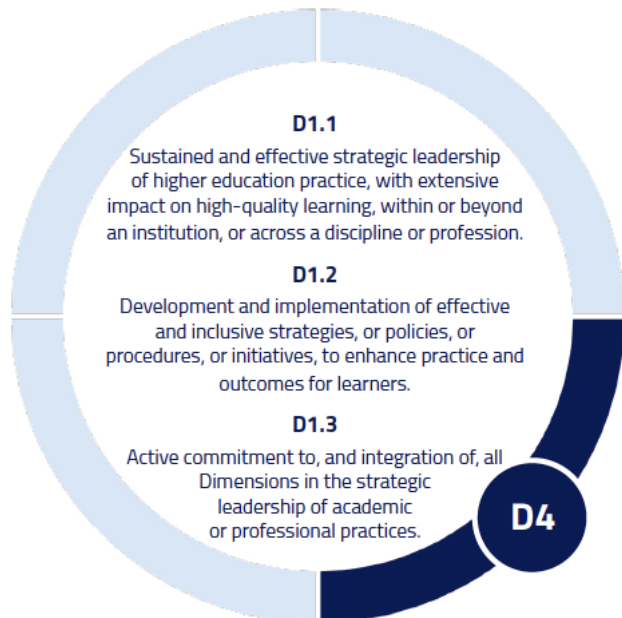
Descriptor D3: Senior Fellow

Senior Fellow is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:



Descriptor D4: Principal Fellow

Principal Fellow is suitable D4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:



Typical Profile of an Senior Fellow (D3):

- Experienced staff able to demonstrate impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas.
- Experienced subject mentors and staff who support those new to teaching.
- Experienced staff with departmental learning and teaching responsibilities.

Typical Profile of an Principal Fellow (D4):

- Highly experienced staff able to demonstrate sustained strategic leadership with extensive impact on learning and teaching at institutional, cross-institutional, sector or professional level.
- Senior leaders and influential practitioners who shape, lead and embed strategies, policies or initiatives that transform practice and outcomes for learners.
- Individuals whose leadership enables and empowers others, integrating all dimensions of the PSF23 to drive long-term, inclusive enhancement of higher education practice.

3.0 Pillars of Practice

Teach Well: Principles to Practice begins with an introductory session that establishes shared expectations and foundations, followed by three core pillar days that underpin effective teaching in higher education. Together, these sessions support the development of reflective, evidence-informed practice across learning design, teaching practice, and assessment and feedback. Each pillar is explored through a full-day, face-to-face workshop, followed by an online session designed to extend and deepen your learning.

The face-to-face sessions are held in 5.09 ULC between 9.30am to 4.30pm, with coffee from 9am. Participants are expected to attend all face-to-face sessions; however, if you anticipate any difficulties, please contact the module team as early as possible via email to discuss your circumstances. Throughout the module, you will have regular opportunities to reflect and collaborate with fellow participants, alongside a one-to-one meeting with a member of the teaching team to refine your micro-teach ideas and access to informal drop-in sessions for additional support.

The Emphasis on Reflection

An integral part of the ethos of Teach Well: Principles to Practice is the strong emphasis placed on reflection. Reflective practice sits at the heart of effective academic development and is central to meeting the requirements for Associate Fellowship, which asks you to reflect meaningfully on your own professional practice against the dimensions of the Professional Standards Framework (PSF23).

As a team, we have considered how reflection can be supported in ways that are practical, engaging and genuinely useful to your development. Drawing on the academic literature that highlights the value of sketch booking (Hall, 2020; Moate et al., 2019; Williams & Debban, 2020) as a means of creating engaging dialogic spaces for thinking, questioning and idea development, we have adopted a **reflective sketchbook** approach within Teach Well. Sketchbooks are widely recognised as powerful tools for conceptualising complex ideas, making connections between theory and practice, and capturing emerging thinking in ways that are both visual and textual. In keeping with the innovative pedagogical approach that underpins Teach Well, each participant will be provided with a reflective sketchbook at the beginning of the module. You will be encouraged to use this sketchbook throughout the duration of the module and to bring it with you to each taught session, using it as a working space to explore, refine and reflect on your current and developing approaches to learning and teaching. The sketchbook is intended to act as a living record of your developing practice and by the end of the module you will have produced a highly personalised and reflective artefact that will underpin your professional conversation. It provides a space to capture ideas, reflections, key insights and emerging connections to literature as they occur across both face-to-face and online activities. Rather than positioning reflection as something completed at the end of the module, the sketchbook embeds reflective thinking into the rhythm of learning. Dedicated opportunities are built into each session to pause, capture thinking and revisit earlier ideas.

This approach is grounded in established models of reflective and experiential learning. In particular, it draws on Schön's (1983) work on reflective practice and Kolb's (1984) experiential learning cycle, both of which highlight the importance of actively revisiting experiences, questioning assumptions and making informed connections between theory and practice. By engaging regularly with your sketchbook, you will begin to see patterns in your own development and build confidence in articulating the reasoning behind your choices as an educator or professional.

The reflective sketchbook also plays a central role in preparing you for the professional conversation that forms part of the module assessment. During this conversation, you will draw upon your sketchbook as a source of prompts and evidence to support your reflections, demonstrate your development over time and show how your practice aligns with the PSF23 criteria for Associate Fellow. Regular engagement with the sketchbook will strengthen your ability to make thoughtful, critical connections between ideas and practice, which is essential for successful professional recognition.

Further guidance on how to use the reflective sketchbook, including the types of activities and prompts you will be asked to complete, is provided in Section 4.3 of this handbook. There is a clear expectation that you will maintain and update your sketchbook throughout the module. Submission of the completed sketchbook forms a pass/fail component of the overall assessment and is designed to support, rather than add to, your assessment workload by capturing your reflections as they naturally develop over time.

APEX Micro-Clinics

As part of the Teach Well module participants are also expected to attend an APEX D1 micro-clinic. Micro-clinics are an integral part of the APEX process and have been designed to facilitate a focused discussion on how to start framing the narrative that will underpin a Fellowship claim. You will have the opportunity to work collaboratively with the session facilitator to discuss how best to evidence your practice against the criteria for Associate Fellows. You will join colleagues that are enrolled on the APEX programme and have the opportunity to share examples of practice. Full details including dates and booking links are available on the APEX website.

The Fellowship Participants Community

As part of the module you will also join the Teams-based **Fellowship Participants Community** open to all colleagues seeking Fellowship either through APEX or the PGCert. It provides a structured, supportive space for colleagues to talk about their practice, share ideas, discuss drafts, and build confidence in both writing about and articulating their work. Engagement with the community is particularly valuable in two ways. First, it offers an opportunity to test ideas, reflect on practice through dialogue, and gain insight into how others frame their claims. Second, your participation plays an important role in supporting colleagues on the professional conversation route, where developing confidence through conversation is a core requirement. By talking through practice with others, this will help you gain the confidence to talk articulately about your own practice in your professional conversation. Introduced as part of the re-accreditation, the Fellowship Participants Community is intended to be a more visible, active, and collegiate space that supports confidence, reflection, and progress throughout the Fellowship journey. Details on how to join will be provided at the start of the module.

3.1 Introduction Session

This session sets the tone for the Teach Well module and provides a shared understanding of what it means to teach and support learning in Higher Education. You will explore different perspectives on teaching through practical and reflective activities, including creative tasks that encourage you to articulate your own teaching identity. You'll meet your fellow participants and form working groups that will support collaboration and inform later activities and assessments throughout the module.



You will also observe and critique exemplar micro-teaches, helping you to understand expectations for your own assessment. A central focus of the day is the PSF23, where you will explore the Professional Values and begin reflecting on how these align with your own practice and how best to evidence against the criteria for Associate Fellow (D1). By the end of the session, you will be able to articulate the module structure and assessment requirements clearly and identify the specific ways in which your professional development will be supported throughout Teach Well.

Learning Outcomes

On successful completion of the Introduction Session, you should be able to:

1. Explore what we mean by teaching
2. Discuss the Teach Well learning, teaching and assessment strategy
3. Assess and critique exemplar micro-teach sessions
4. Examine the PSF23 and how it relates to your professional practice

During the Introduction Session, you will explore:

- **What teaching means to you:** You will reflect on your own understanding of teaching through creative and reflective activities, drawing on Fox's Personal Theories of Teaching to consider how beliefs and assumptions shape practice.
- **Professional values and the PSF23:** You will be introduced to the PSF23, with a particular focus on the Professional Values. You will begin reflecting on how these values are demonstrated within your own role and professional context.
- **Exemplar micro-teach:** You will observe and critique exemplar Micro-teach sessions, using assessment criteria to understand expectations and identify effective teaching strategies that can inform your own practice.
- **Blended and connected learning:** You will explore the University's Blended and Connected approach, including the principles of Active Blended Learning, with a focus on context over content, engagement, alignment and meaningful use of learning technologies.
- **Assessment, Moodle and your reflective sketchbook:** The session introduces module assessments, your reflective sketchbook and the use of Moodle, ensuring clarity around expectations and support available.
- **Learning from colleagues across the University:** You will meet colleagues from a wide range of roles and disciplines across the University who are also completing Teach Well. This creates opportunities to share perspectives, learn from different contexts, and build professional connections that support collaborative learning and ongoing development beyond the module.

3.2 Pillar 1: Learning Design

The first pillar introduces the foundations of effective learning design and sets the direction for the rest of the Teach Well module. The focus is on helping you to design learning that is intentional, aligned and engaging, using evidence-informed approaches and the principles of Active Blended Learning.



This pillar focuses on Area of Activity A1 (Design and plan learning activities and/or programmes) and invites you to think critically about how learning is designed in your own context and encourages you to move beyond 'delivery' towards designing for engagement, progression and impact. You will reflect on the pedagogic assumptions that shape your practice and explore how learning design influences teaching quality, student experience and outcomes.

Learning Outcomes

On successful completion of Pillar 1, you should be able to:

1. To encourage discussion and reflection on the key elements of effective learning design
2. To explore a design journey focusing on:
 - Learning design
 - Academic practice
 - Assessment and feedback
 - Environments, support and guidance
 - Continuing professional development (CPD)
3. To critically evaluate pedagogic underpinnings of effective practice
4. To consider and apply levelness in the creation of meaningful learning outcomes

During this pillar day, you will explore:

- **Designing for 'WOW':** You will consider what makes a learning experience exceptional by examining student feedback and identifying the features that contribute to memorable, engaging modules. You will reflect on what students' experience - not just what is taught, including how this informs your design decisions.
- **Learning Design and Teaching Practice:** You will examine the relationship between learning design and teaching, exploring how strong design can support teaching and prevent “teaching to the rescue” scenarios where poor design undermines teaching.
- **Pedagogic Theory:** Through the “Pitch a Theorist” activity, you will encounter key learning theorists and be encouraged to consider how theory informs teaching decisions and learning design in practice.
- **Constructive Alignment:** You will work with the concept of constructive alignment, exploring how the intended learning outcomes, activities and assessment & feedback should work together to support student learning.
- **Levelness and Taxonomies:** You will explore the concept of “levelness” in higher education and use Bloom’s and SOLO taxonomies to consider progression, challenge and cognitive demand at different levels of study. You will also critically evaluate the limitations of taxonomies in design.
- **Writing Effective Learning Outcomes:** You will practice writing measurable, student-focused learning outcomes using appropriate verbs, language and level descriptors. This will be directly applied to your own module focus.
- **Blended and Connected Learning:** You will engage with the University’s approach to Blended and Connected Learning, exploring how learning design supports consistency, alignment and meaningful use of learning technologies within Active Blended Learning.
- **Reflective Sketchbook:** You will capture key insights, ideas and questions from the session in your reflective sketchbook, making connections to your own practice and the PSF23 to support your ongoing preparation for the professional conversation.

Online Session: Discovering Your Personal Pedagogies



The accompanying online session focuses on developing a deeper understanding of your personal pedagogies - the beliefs, values and experiences that shape your approach to teaching and supporting learning – all underpinned by research. Through guided reflection and discussion, you will consider how your assumptions about learning influence your practice and explore how your pedagogic identity aligns with the principles of Teach Well. The session supports reflective practice and helps build confidence in articulating your professional approach.

3.3 Pillar 2: Teaching Practice

Pillar 2 focuses on how learning design becomes teaching in practice. Where Pillar 1 explored what to design, Pillar 2 explores how learning is facilitated through effective teaching approaches, inclusive environments and purposeful interaction with students.

This pillar focuses on Area of Activity A2 and introduces practical strategies for improving student engagement, building belonging, and designing learning experiences that prioritise context over content. You will reflect on your learners, the environments in which you teach, and how you adapt your practice to meet diverse needs in both physical and digital spaces.

Learning Outcomes

On successful completion of Pillar 2, you should be able to:

1. To identify critical success factors underpinning effective student engagement
2. To reflect on who your learner is, considering inclusivity and fostering a sense of belonging
3. To develop strategies to prioritise context-rich activities over content delivery for heightened student engagement
4. To develop practical skills and confidence to design and implement engaging learning activities using enABLE toolkit components

During this pillar day, you will explore:

- **What A2 looks like in practice:** You will explore what teaching and supporting learning means in real contexts, including face-to-face, online and blended environments. You will consider what effective teaching looks like in your own setting and how you can evidence A2.
- **Pitching your Micro-teach:** You will share early ideas for your Micro-teach in small groups and receive constructive feedback to refine your design and approach.
- **The success factors for student engagement:** You will explore what helps students to engage and participate in learning, including the myths and realities of teaching large and small groups, how to “hold a room”, and how teaching strategies influence attention and motivation.
- **Understanding your learners:** Using learner profiles, you will explore diversity, belonging and inclusion, and consider how personal context shapes learning experiences. Strategies for fostering belonging and reducing barriers will be discussed.
- **Scaffolding learning:** You will examine scaffolding as both a design and teaching strategy, including models of staged learning, cognitive support and gradual release of responsibility.
- **Context over content:** You will explore how designing contexts for learning rather than simply delivering content; linking to how relevance, authenticity and application improve engagement.
- **Designing with the enABLE Toolkit:** You will use the enABLE Activity Creation Toolkit to support the design of interactive, purposeful learning activities that promote collaboration, reflection and real-world application.
- **Reflective Sketchbook:** You will capture key insights, ideas and questions from the session in your reflective sketchbook, making connections to your own practice and the PSF23 to support your ongoing preparation for the professional conversation.

Online Session: Audience Response Systems in Teaching



The accompanying online session focuses on the practical use of audience response systems to enhance interaction, engagement and feedback during teaching sessions. You will explore different tools and techniques that promote participation and inclusion and consider how these can be used effectively in face-to-face and online settings. The session encourages you to evaluate how digital tools can support active learning rather than simply replicate traditional teaching approaches.

3.4 Pillar 3: Assessment and Feedback

Pillar 3 focuses on developing effective assessment and feedback practices that actively support student learning. The session is divided into two parts; assessment literacy and feedback literacy, encouraging you to evaluate current approaches and design assessment and feedback that are purposeful, inclusive and impactful. This pillar focuses on Area of Activity A3 and positions assessment not as an endpoint but as part of an ongoing learning process. You will examine how assessment design, feedback practice and student understanding work together to improve engagement, confidence and outcomes.

Learning Outcomes

On successful completion of Pillar 3, you should be able to:

1. Identify and assess the key elements underpinning high impact assessment and feedback
2. Discuss the assessment and feedback cycle and the importance of constructive alignment
3. Distinguish between assessment for, of and as learning and critically evaluate the importance of feedback literacy
4. Design effective assessment that links to assessment criteria

During this pillar day, you will explore:

- **Assessment literacy:** You will identify what makes assessment effective and examine how assessment shapes learning behaviour. You will explore the assessment cycle-design, assessment, marking, feedback, quality assurance and evaluation, and how constructive alignment ensures these stages work together. You will also distinguish between assessment for, of and as learning; developing a clearer understanding of the different purposes assessment serves in supporting student development.
- **Authentic assessment:** You will explore what makes assessment 'authentic' and how well-designed tasks can improve relevance, engagement and learning. You will work with an authenticity proofing tool to evaluate assessment design in your own context.
- **Designing assessment:** You will practise assessment design through structured steps including selecting assessment types, considering authenticity, identifying threshold standards and writing criteria linked to learning outcomes.
- **Feedback literacy:** the afternoon session focuses on feedback as a dialogue rather than a one-way transmission. You will examine what makes feedback effective, drawing on research-informed principles such as clarity, specificity, timeliness, balance and personal relevance.
- **Practical approaches to feedback:** You will explore tools and strategies for delivering feedback, including summary feedback, structured feedback models and creative approaches that improve uptake and understanding.

- **Feedback as an active process:** Rather than treating feedback as something that is ‘delivered’, you will consider how students engage with and act on feedback. You will explore approaches that help students interpret feedback, make academic judgements and build emotional resilience.
- **Reflective Sketchbook:** You will capture key insights, ideas and questions from the session in your reflective sketchbook, making connections to your own practice and the PSF23 to support your ongoing preparation for the professional conversation.

Online Session: AI in Education



The accompanying online session focuses on understanding the role of artificial intelligence (AI) in teaching, learning and assessment. You will explore practical uses of AI, ethical considerations and academic integrity, as well as reflect on how AI can be used to enhance learning design and feedback. The session will encourage informed and responsible adoption of AI within your professional practice as well as how to support and guide learners in ethical use of AI.

3.5 How the pillar days align to the PSF 2023

Table 1: Pillar Day Alignment to the PSF23

Pillar	PSF Dimensions														
	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
Introduction to Teach Well	*					*	*	*			*		*		*
Pillar 1: Learning Design	*					*	*				*		*		*
Online: Discovering Your Personal Pedagogies		*		*	*	*	*	*					*		
Pillar 2: Teaching Practice		*		*		*	*	*			*	*	*		*
Online: Audience Response Systems in Teaching		*	*		*	*	*		*			*	*	*	
Pillar 3: Assessment and Feedback			*				*			*	*	*	*	*	
Online: AI in Education	*	*		*	*		*		*	*				*	

3.6 Preparing for the pillar days

To get the most from each pillar day, please ensure you:

- Attend all sessions and have approval from your line manager. If you are unable to attend a session, please inform us at the earliest opportunity.
- Complete any pre-session tasks so you can contribute fully.
- Bring your reflective sketchbook with you to capture key reflections.
- Bring a laptop or device for digital activities.
- Be ready to participate in collaborative and practical tasks as well as apply ideas to your own teaching or support context

4.0 Assessment Guidelines

4.1 Introduction

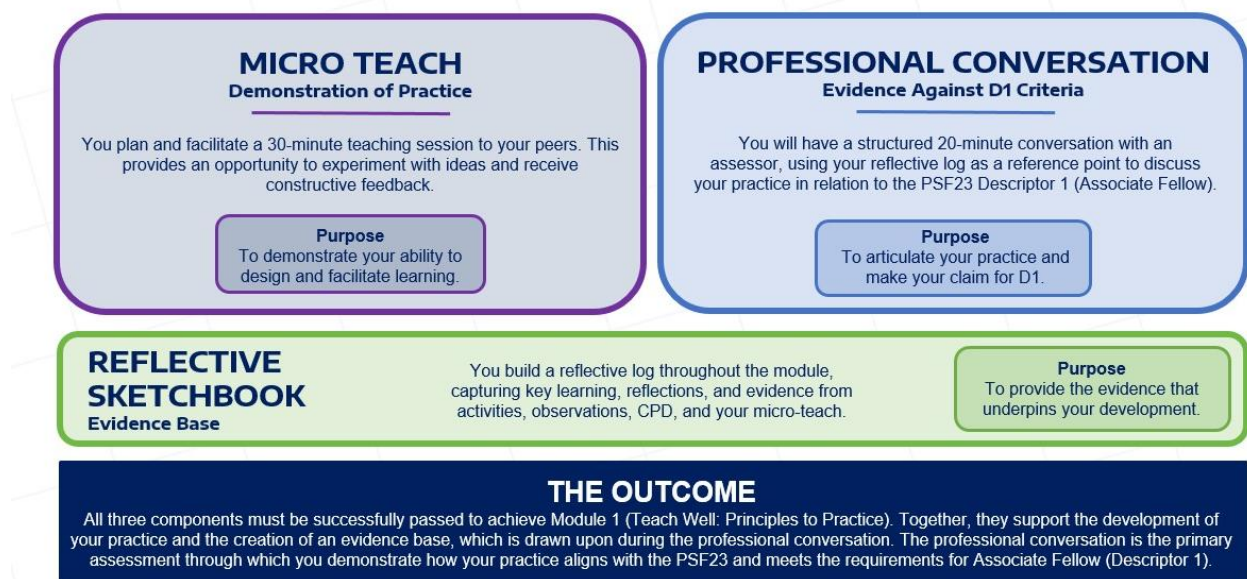
The assessment for Module 1 has been carefully designed to support both the development and articulation of your professional practice. It consists of three summative components (see Figure 2):

- A 30-minute micro-teach – 60% weighting
- A 20-minute professional conversation – 30% weighting
- A reflective sketchbook – 10% weighting (pass / fail)

You are required to maintain a reflective sketchbook throughout the module, which forms an essential evidence base underpinning both your professional conversation and the development of your micro-teach. Together, these elements create a coherent approach to assessment, enabling you to demonstrate your practice through the micro-teach, build a record of reflection and professional development through the reflective sketchbook, and articulate your learning and alignment to the PSF 2023 through the professional conversation. The professional conversation provides an opportunity to draw on this evidence to demonstrate how your practice aligns with the requirements for Associate Fellowship (D1).

Figure 2: The Assessment Model for Module 1

A three-part approach that helps you develop your practice, build evidence, and articulate your professional growth.



The professional conversation is the primary assessment through which you evidence how you meet the standard commensurate with Associate Fellowship.

Alignment with the PSF23 (Descriptor 1)

To meet the requirements for Associate Fellowship (Descriptor 1), you will need to demonstrate how you practice evidences alignment with specific Dimensions of the PSF23 through the assessment components of this module.

For Associate Fellow, you are required to evidence:

- Core Knowledge: **K1**, **K2** and **K3**
- Professional Values: **V1** and **V3**

In addition, you must demonstrate effective practice in at least two Areas of Activity. The choice of which Areas of Activity to focus on is yours; however, within the context of Teach Well, there is a natural emphasis on:

- **A1** – Design and planning of learning activities and/or programmes of study
- **A2** – Teaching and/or supporting learning
- **A3** – Assessment and feedback

You will also encounter opportunities to reflect on:

- **A4** – Developing effective learning environments and student support
- **A5** – Engaging in continuing professional development

Your professional conversation provides the primary opportunity to articulate how your practice aligns with these Dimensions, drawing on evidence from your micro-teach and reflective sketchbook.

The principal summative assessment components of the module are outlined below:

Assessment Components	Module Assessment	Evidence for D1
Summative Component 1:		
Micro-Teach	<input checked="" type="checkbox"/>	
Summative Component 2:		
Professional Conversation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Summative Component 3:		
Reflective Sketchbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 How the pillars support your assessment

The introductory session and each subsequent pillar day contributes directly to the design, facilitation and reflection required for your micro-teach and professional conversation.

Introduction:

- Understanding your own positionality and professional values
- Engagement with an exemplar micro-teach
- The professional conversation – framing a narrative around Associate Fellow (D1)

Pillar 1: Learning Design

Supports planning and design through:

- Writing clear learning outcomes
- Aligning activities with outcomes
- Reflecting on design decisions

Pillar 2: Teaching Practice

Supports facilitation and inclusive practice through:

- Pitching your Micro-teach
- Reflecting on engagement, inclusion and belonging

Pillar 3: Assessment and Feedback

Supports assessment and feedback through:

- Designing assessment and feedback in your micro-teach
- Reflecting on assessment and feedback literacy

The following section provides more detailed guidance on the different assessment components that make up the Teach Well module and how each contributes to meeting both the module learning outcomes and the Associate Fellow requirements.

4.3 Summative Assessment Component 1: The Micro-Teach

The micro-teach has become an integral part of the Teach Well approach at the University of Portsmouth and is designed to replicate authentic teaching practice using clear learning outcomes, structured activities, opportunities to check learning, and the collection of peer feedback. The live observation of the micro-teach by experienced assessors provides direct authentication of practice, ensuring that reflection is grounded in observed teaching behaviour rather than hypothetical design. This approach ensures inclusivity of participants across diverse professional roles while maintaining the authenticity and integrity required to evidence Descriptor 1.

The micro-teach is delivered within an academic peer learning environment – not students - to ensure equitable access for all participants, including those without direct access to students (e.g. professional services staff supporting learning and teaching). Within the PSF 2023, Descriptor 1 requires evidence of effective and inclusive practice in teaching and/or supporting learning, rather than teaching exclusively within formal student settings. Peer-based micro-teaching therefore provides a legitimate and authentic context for demonstrating teaching practice, particularly where colleagues themselves act as learners within structured professional development environments.

The micro-teach is a practical opportunity to demonstrate your teaching practice in action. By designing and facilitating a 30-minute session, you can apply the principles explored throughout Teach Well in an authentic teaching context. This live element allows the module team to observe and verify your practice, ensuring that reflection is grounded in evidence from teaching rather than intention alone. Your micro-teach should include clear learning outcomes, purposeful and aligned activities, and an approach to assess whether learning has taken place. You will be assessed on the effectiveness of your learning design, your facilitation skills, the quality of learner engagement and the creativity of your approach. The Micro-teach provides a structured and supportive way to afford subsequent reflection against the criteria for Associate Fellow (D1).

Table 4: Micro-Teach Alignment to the Module Learning Outcomes

Micro-teach	Module Learning Outcomes				
	LO1	LO2	LO3	LO4	LO5
Micro-teach	*	*	*	*	
<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify pedagogical approaches and models for different modes of study. 2. Compare, critique and implement learning design approaches. 3. Generate, analyse and implement approaches leading to effective student-centred teaching practice. 4. Critique and compare assessment approaches, justifying their selection and use in context with the learner. 5. Evidence their own practice articulately against the respective Dimensions of the PSF23 for Associate Fellow. 					

Micro-Teach Assessment

The rubric below outlines how your Micro-teach will be assessed and what is expected at different levels of performance. It provides clear guidance on the key areas you will be evaluated against and is designed to be used as both a planning tool and an assessment guide, helping you to design, facilitate and reflect on your Micro-teach with confidence. The sections that follow explain what a threshold pass and a distinction look like in practice.

- **Threshold Pass (50–59%)**

A threshold pass demonstrates that you meet the minimum requirements for teaching well. At this level, your Micro-teach will have clear learning outcomes, a coherent structure, and activities that broadly align with those outcomes. You will manage time adequately, include opportunities to check learning, and provide some scope for audience participation. Your session will show competent and appropriate practice, with evidence that learning outcomes have been met, even if elements could be refined or strengthened.

A pass does not require perfection or innovation; instead, it shows that you can plan and facilitate a purposeful teaching session that aligns with the principles explored in Teach Well.

- **Distinction (70%+)**

A distinction demonstrates excellent or exceptional teaching practice. At this level, your Micro-teach will be highly purposeful, well-paced and confidently facilitated, with outstanding alignment between learning outcomes, activities and assessment of learning. Activities will be creative, inclusive and engaging, making effective use of resources and technologies where appropriate. You will establish strong rapport with your audience, respond to their needs, and create a learning environment that encourages participation and collaboration throughout. A distinction reflects intentional, reflective and impactful teaching, where design choices are clearly justified and learning is both engaging and meaningful.

Support for the Micro-Teach

Support for the microteach is embedded throughout the Teach Well module. Micro-teaches have been a core feature of every iteration of the module and are consistently one of the most engaging and enjoyable elements. It provides a collegiate space for colleagues to experiment with ideas, demonstrate their practice, and receive constructive feedback in a supportive environment. The micro-teach is discussed regularly across taught sessions, with tutors actively encouraging participants to test ideas and refine their approach. Ongoing informal support is available throughout the module, including one-to-one discussions with module tutors to explore concepts, activities, and formats. More formally, participants experience a micro-teach themselves on the module introduction day. This gives a clear sense of what a micro-teach looks like in practice and what is expected and has proven particularly effective in building confidence and encouraging creative, discipline-specific approaches. As part of preparation, all participants also undertake a compulsory one-to-one tutorial with a module tutor to talk through the proposed focus, structure, and intended outcomes of their microteach. This acts as a light-touch safeguard to ensure plans are achievable within the available timeframe. Tutors adopt a 'critical friend' role, offering supportive challenge and practical guidance rather than directing or reshaping ideas.

A consistent message across this support is the importance of being realistic about time, prioritising engagement, and aligning the activity clearly with the intended learning outcomes that underpin assessment.

Micro-Teach Rubric					
Criteria	Fail	Pass	Merit	Distinction	
	0-49	50-59	60-69	70-79	80+
Workshop Design and Structure (Constructive Alignment)					
<p>Clear Learning Outcomes: The session should have a clear focus with well-defined and achievable learning outcomes. All planned activities should be purposeful and fit within the allocated time frame.</p>	Inadequate learning outcomes, and poor time management of activities.	Satisfactory learning outcomes, and satisfactory time management of activities.	Good learning outcomes, and good time management of activities.	Excellent learning outcomes, and excellent time management of activities.	Outstanding / Exceptional learning outcomes, and outstanding time management of activities.
<p>Alignment of Activities: Learning activities should be logically/directly aligned with the learning outcomes.</p>	Little or no alignment of the learning activities with the learning outcomes	Satisfactory alignment of the learning activities with the learning outcomes	Good alignment of the learning activities with the learning outcomes	Excellent alignment of the learning activities with the learning outcomes.	Outstanding / Exceptional alignment of the learning activities with the learning outcomes.
<p>Assessment of Learning: Methods should be included to assess whether the learning outcomes have been met.</p>	Little or no evidence of any attempt to evaluate the effectiveness of teaching. Intended learning outcomes not met.	Satisfactory methods were used to evaluate the effectiveness of teaching. Learning outcomes met.	Good methods were used to evaluate the effectiveness of teaching. Learning outcomes fully met.	Excellent effective and creative methods were used to evaluate the effectiveness of teaching. Learning outcomes fully met.	Outstanding / Exceptional effective and creative methods were used to evaluate the effectiveness of teaching. Learning outcomes fully met.

Micro-Teach Rubric					
Criteria	Fail	Pass	Merit	Distinction	
	0-49	50-59	60-69	70-79	80+
Collaborative and Creative Activities					
Innovative Approaches: Incorporation of creative approaches, technologies and activities that promote collaboration among participants.	Little or no creative approaches, technologies nor activities that promote collaboration.	Some effective creative approaches, technologies or activities that promote collaboration.	Effective and consistent creative approaches, technologies or activities that promote collaboration.	Excellent creative approaches, technologies or activities that promote collaboration.	Outstanding / Exceptional creative approaches, technologies or activities that promote collaboration.
Supporting Resources: Utilisation of supporting resources (handouts, slides, artefacts, etc.) that reinforce the learning outcomes.	Little or no supporting resources were used.	Some effective supporting resources were used.	Effective supporting resources were consistently used.	Excellent supporting resources were creatively and effectively used.	Outstanding / Exceptional supporting resources were creatively and effectively used.
Audience Interaction and Engagement: Opportunities for audience participation and interaction should be integrated into the session and the presenter should establish a good rapport with the audience, engaging them throughout the session being aware of audience needs and responses.	Little or no opportunity for audience participation and interaction and there was no rapport and little or no effort made to engage the audience.	Satisfactory opportunity for audience participation and interaction with some rapport and demonstrating satisfactory effort to engage the audience.	Good opportunity for audience participation and interaction with good rapport and demonstrating consistent audience engagement.	Excellent opportunity for audience participation and interaction with excellent rapport and demonstrating consistency and creativity with audience engagement.	Outstanding / Exceptional opportunity for audience participation and interaction with outstanding/exceptional rapport and demonstrating consistency and creativity with audience engagement.

Full guidance for your assessments is provided in your assignment briefs and on the module Moodle page.

4.4 Summative Assessment Component 2: The Professional Conversation

Drawing on our experience of using professional conversations within the experiential APEX route to Fellowship, we have incorporated an equivalent professional conversation-style component into the assessment for this module. This approach reflects our commitment to creating authentic opportunities for you to articulate your practice, reflect on your development, and demonstrate your understanding in a supportive and professional setting.

The professional conversation will take the form of a structured 20-minute discussion*. The timing equates While this conversation is slightly more structured than those used within the APEX Fellowship route, this is deliberate. The structure ensures that the discussion remains focused and aligned to the criteria for Associate Fellow, providing you with a clear opportunity to demonstrate how your developing practice evidences the relevant Areas of Activity, Core Knowledge, and Professional Values. Prior to your professional conversation you will be asked to submit a Microsoft Form that identifies which of the two Areas of Activity you intend to evidence against.

It is important to emphasise that the professional conversation is not intended to be a viva and is not a job interview. Instead, it is a professional dialogue - a supportive conversation designed to help you explain your thinking, reflect on your development, and make connections between what you have learned and how you are applying this within your own practice. The conversation will be conducted by experienced colleagues who are familiar with the expectations for Associate Fellowship and who have undertaken extensive standardisation with the PSF23. Your submitted reflective sketchbook will be reviewed in advance and will help shape the conversation, allowing assessors to draw on your reflections, examples of practice and professional development to frame a more personalised and authentic discussion. Their role is to support you in articulating your practice and to explore your reflections in a structured but conversational way.

Table 5: Professional Conversation Alignment to the Module Learning Outcomes

Professional Conversation	Module Learning Outcomes				
	LO1	LO2	LO3	LO4	LO5
Professional Conversation	*	*	*	*	*
Learning Outcomes <ol style="list-style-type: none"> 1. Identify pedagogical approaches and models for different modes of study. 2. Compare, critique and implement learning design approaches. 3. Generate, analyse and implement approaches leading to effective student-centred teaching practice. 4. Critique and compare assessment approaches, justifying their selection and use in context with the learner. 5. Evidence their own practice articulately against the respective Dimensions of the PSF23 for Associate Fellow. 					
<p>*The timing of the professional conversation is based on AdvanceHE guidelines and is the same as the time permitted on the professional conversation on the experiential route to Fellowship (APEX)</p>					

Table 6: Professional Conversation Alignment to the PSF23

	PSF Dimensions															
	A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5	
Professional Conversation	Any two Areas of Activity (identified by yourself prior to your assessment)					*	*	*				*		*		

Professional Conversation

The rubric below outlines how your professional conversation will be assessed and what is expected at different levels of performance. It provides clear guidance on the key areas you will be evaluated against and is designed to be used as both a planning tool and a reflective guide, helping you to structure, develop and articulate your professional practice with confidence. The sections that follow explain what a threshold pass and a distinction look like in practice.

- **Threshold Pass (50–59%)**

A **threshold pass** demonstrates that you can explain your professional practice clearly and provide sufficient evidence that it aligns with the expectations of Associate Fellowship. At this level, during the professional conversation, you will:

- **Demonstrate effective and inclusive practice (D1.3)**

You will describe at least two Areas of Activity relevant to your role and provide examples of how your practice supports effective and inclusive learning. You will be able to explain what you did, why you approached practice in that way, and how you judged its effectiveness. While examples may not be deeply analysed, they will be relevant and demonstrate that you are developing an understanding of how your actions support learners.

- **Apply appropriate Core Knowledge (D1.2 – K1, K2, K3)**

You will show that your professional practice is informed by an understanding of how learners learn, appropriate approaches to teaching or supporting learning, and the use of evidence to inform practice. You will provide a clear rationale for your choices and demonstrate some awareness of scholarship, guidance, or professional learning that has influenced your practice.

- **Use appropriate Professional Values (D1.1 – V1, V3)**

You will identify Professional Values that are relevant to your role and explain how they shape your practice. You will demonstrate awareness of the importance of respecting learners and using evidence-informed approaches, even if the connections between values and practice are still developing.

At threshold level, your responses may be straightforward and descriptive at times, but they will demonstrate clear links between your experience, your decision-making, and the outcomes of

your practice. A threshold pass does not require sophisticated language or highly polished responses; rather, it demonstrates that you can talk meaningfully about your work, reflect on your decisions, and explain how your practice supports learning.

- **Distinction (70%+)**

A **distinction-level performance** demonstrates confident, thoughtful and well-developed professional judgement. At this level, the professional conversation will show strong integration between practice, reflection and professional standards. During the professional conversation, you will:

- **Demonstrate highly effective and inclusive practice (D1.3)**

You will provide clear, purposeful examples from at least two Areas of Activity and explain them with confidence. Your responses will demonstrate strong awareness of how and why particular approaches were used, and you will clearly articulate the impact of your decisions on learners or colleagues.

- **Apply Core Knowledge with clarity and depth (D1.2 – K1, K2, K3)**

You will demonstrate clear understanding of how your practice is informed by knowledge of learning, teaching approaches, and evidence-informed practice. Your explanations will show thoughtful engagement with relevant scholarship or professional guidance and will demonstrate how theory has been translated into practice.

- **Demonstrate confident use of Professional Values (D1.1 – V1, V3)**

You will articulate clearly how Professional Values underpin your work and shape your decision-making. Your responses will show a strong commitment to inclusive practice and the use of evidence to enhance learning.

At distinction level, responses are typically reflective rather than descriptive. You will not only explain what you did, but also justify your choices, evaluate their effectiveness, and demonstrate how your thinking has developed over time. There will be clear evidence of professional confidence and thoughtful reflection grounded in real practice.

Remember the conversation is based on your actual practice and should focus on examples of what you have done with evidence and detail, with a clear focus on the pedagogic principles of your approach. You will be asked to frame your conversation in the context of the relevant Descriptor and dimensions, so you should be familiar with the PSF23.

Support for the Professional Conversation

Support for the professional conversation is embedded throughout the Teach Well module and is designed to help you feel confident in articulating your developing practice aligning with the PSF23. The professional conversation builds on your engagement across the module, particularly your micro-teach, peer observation and reflective sketchbook, and you will be encouraged to make connections to these elements throughout.

Participants will be introduced to the format and expectations of the professional conversation during the module, including opportunities to engage with exemplar materials. This helps to demystify the process and provides a clear understanding of how to approach the conversation in a reflective and evidence-informed way. You will have regular opportunities to ask questions and explore ideas during taught sessions, alongside access to ongoing informal support from the module team. This includes one-to-one discussions and optional drop-in sessions, where you can seek guidance on how to structure your reflections and articulate your practice in relation to the PSF23.

Additional guidance is available via APEX, including the PSF Descriptor Cards, which provide a practical tool for understanding how your experience aligns with the Dimensions of Descriptor 1. These resources are available via Moodle and the APEX website and are intended to support your preparation for the professional conversation. The professional conversation will be guided by a small number of open questions designed to support you in reflecting on and articulating your practice. Indicative examples of questions can be found in Appendix 1.

Professional Conversation and Sketchbook Rubric					
Criteria	Fail	Pass	Merit	Distinction	
	0-49	50-59	60-69	70-79	80-100
D1.3: Effective and inclusive practice in at least two of the five Areas of Activity	<p>Fails to demonstrate evidence of effective and inclusive practice with at least two Areas of Activity relevant to your role.</p> <p>Provides little or no evidence to explain specific examples of when and how your practice was effective and inclusive within your chosen Areas of Activity.</p> <p>Little or no examples of practice selected to show what you did, why you did it in that way, nor how you judged the effectiveness of what you did and the impact on learners.</p>	<p>Demonstration of evidence of effective and inclusive practice with at least two Areas of Activity relevant to your role.</p> <p>Provides adequate evidence to explain specific examples of when and how your practice was effective and inclusive within your chosen Areas of Activity.</p> <p>Selected examples of practice are adequate in showing what you did, why you did it in that way, and how you judged the effectiveness of what you did and the impact on learners.</p>	<p>Demonstration of evidence of effective and inclusive practice with at least two Areas of Activity relevant to your role.</p> <p>Provides clear evidence to explain specific examples of when and how your practice was effective and inclusive within your chosen Areas of Activity.</p> <p>Selected examples of practice are clear in showing what you did, why you did it in that way, and how you judged the effectiveness of what you did and the impact on learners.</p>	<p>Demonstration of evidence of effective and inclusive practice with at least two Areas of Activity relevant to your role.</p> <p>Provides very clear and consistent evidence to explain specific examples of when and how your practice was effective and inclusive within your chosen Areas of Activity.</p> <p>Selected examples of practice are very clear and consistent in showing what you did, why you did it in that way, and how you judged the effectiveness of what you did and the impact on learners.</p>	<p>Demonstration of evidence of effective and inclusive practice with at least two Areas of Activity relevant to your role.</p> <p>Provides exceptionally clear and consistent evidence to explain specific examples of when and how your practice was effective and inclusive within your chosen Areas of Activity.</p> <p>Selected examples of practice are exceptionally clear and consistent in showing what you did, why you did it in that way, and how you judged the effectiveness of what you did and the impact on learners.</p>
D1.2: Application of appropriate Core Knowledge, including at least K1, K2 and K3	<p>Fails to demonstrate how the application of core knowledge informs professional practice.</p>	<p>Adequate demonstration of how professional practice is informed and influenced by the application of core knowledge.</p> <p>Provision of an adequate rationale, underpinned by some scholarship, for approaches taken and evidence of its effectiveness and impact on learners.</p>	<p>Clear demonstration of how professional practice is informed and influenced by the application of core knowledge.</p> <p>Provision of a clear rationale, underpinned by scholarship, for approaches taken and evidence of its effectiveness and impact on learners.</p>	<p>Very clear and consistent demonstration of how professional practice is informed and influenced by the application of core knowledge.</p> <p>Provision of a very clear rationale, underpinned by extensive scholarship, for approaches taken and evidence of its effectiveness and impact on learners.</p>	<p>Elevated and exceptionally clear and consistent demonstration of how professional practice is informed and influenced by the application of core knowledge.</p> <p>Provision of exceptionally clear rationale, and evidence of confident professional judgements, underpinned by extensive in-depth scholarship, for approaches taken and evidence of its effectiveness and impact on learners.</p>
D1.1: Use of appropriate Professional Values, including at least V1 and V3	<p>Demonstrates little or no use of the Professional Values that are pertinent to your roles and responsibilities in facilitating others' learning.</p> <p>Fails to articulate which Professional Values were relevant in the context of your own practice.</p>	<p>Demonstrates adequate use of the Professional Values that are pertinent to your roles and responsibilities in facilitating others' learning.</p> <p>Adequately articulates which Professional Values were relevant and why they underpin the context of your own practice.</p>	<p>Demonstrates clear use of the Professional Values that are pertinent to your roles and responsibilities in facilitating others' learning.</p> <p>Clearly articulates which Professional Values were relevant and why they underpin the context of your own practice.</p>	<p>Demonstrates very clear use of the Professional Values that are pertinent to your roles and responsibilities in facilitating others' learning.</p> <p>Very clearly and consistently articulates which Professional Values were relevant and why they underpin the context of your own practice.</p>	<p>Demonstrates exceptionally clear use of the Professional Values that are pertinent to your roles and responsibilities in facilitating others' learning.</p> <p>Exceptionally clear and consistent articulation of which Professional Values were relevant, why they underpin the context of your own practice, and how they informed professional judgement.</p>

4.5 Summative Assessment Component 3: Your Reflective Sketchbook

An important summative assessment component of the Teach Well module is the reflective sketchbook, which provides a structured space for demonstrating ongoing reflection and professional development in relation to Descriptor 1 (Associate Fellow). Underpinned by Schön's (1983) concept of the reflective practitioner and Kolb's (1984) experiential learning cycle, reflection is embedded throughout the module rather than positioned as a retrospective task. Dedicated opportunities are built into each pillar day to capture and revisit your thinking, ensuring that reflection remains central to your development and forms a key foundation for the professional conversation at the end of the programme.

To support this process, all participants will be provided with an A4 sketchbook at the start of the module. This sketchbook serves as a space to record your thoughts, responses to activities, and developing reflections as you engage with each pillar and online session. Over time, it will become a personalised artefact that captures your learning journey and professional growth.

The reflective sketchbook is intended to be an active working document that you use throughout the module. You should bring it with you to all pillar days and taught sessions, where structured opportunities will be provided to record ideas, reflections, and responses. You are encouraged to make the sketchbook your own, using formats that support your thinking, such as annotations, diagrams, colour-coding, or other creative approaches.

The sketchbook is a required component of the module and forms part of the evidence base that informs your professional conversation. It must be completed and submitted as a hard copy artefact in advance of the conversation, where it will be used as a reference point to support your reflections and demonstrate how your practice has developed over time. It provides a structured record of your engagement with the module, helping you make clear connections between theory, practice, and professional values. The reflective sketchbook is a pass / fail summative assessment.

Prior to your professional conversation, the module team will read your sketchbook in advance to gain an understanding of your development across the module and to identify key themes, reflections and areas of practice that may be explored further during the discussion. Reviewers may use prompts, annotations or post-it notes to highlight sections of your sketchbook that they would like to discuss with you. This helps ensure that the professional conversation is grounded in your actual practice and reflective journey, rather than being a generic discussion. The conversation is therefore shaped by the evidence within your sketchbook, allowing assessors to ask more personalised and meaningful questions that support you in articulating how your practice aligns with the PSF23 and the requirements for Associate Fellowship.

Throughout the module, you will complete a series of post-session reflective activities that form the core structure of your sketchbook. These prompts are designed to support ongoing reflection, helping you engage critically with key ideas and consider how they relate to your own developing practice. Regular engagement with the sketchbook will ensure that you have a rich range of examples to draw upon during the professional conversation, supporting your ability to articulate your development and evidence the Associate Fellow criteria.

4.6 Core Elements of the Reflective Sketchbook

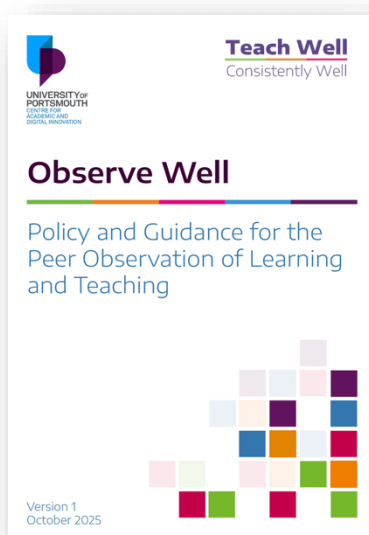
The reflective sketchbook should contain a series of core elements that together provide a coherent record of your development across the module. These elements are designed to support your reflection, build an evidence base for your professional conversation, and help you articulate your practice in relation to the PSF23. These elements provide the foundation for your professional conversation and should be developed consistently throughout the module to support a coherent and well-evidenced discussion of your practice. Below is an indicative list, but further detailed guidance on the structure, expectations and examples for the reflective sketchbook is available on Moodle and will be explored throughout the taught sessions.

1. Pillar Day Reflections

Following each face-to-face and online session, you should record a short reflective entry capturing your key learning, insights and questions. These reflections should consider how the themes explored relate to your own role and practice, and how they influence your approach to learning design, teaching, and assessment. Over time, these entries should demonstrate how your understanding develops across the three pillars and contribute to your overall narrative of what it means to Teach Well. As discussed earlier, specific activities in the pillar days will also provide opportunities to populate your sketchbook so please ensure that you bring it with you to each session.

2. Peer Observation Reflection

You are required to engage in peer observation within the context of your role, both observing a colleague and being observed. You will undertake a formal peer observation with a member of the teaching team or a Learning Designer (LD), which forms part of the verification of practice for the module. The proforma in Appendix 2 will be used for your peer observation of a colleague as well as your formal observation with the teaching team or LD. Reflections on these observations should be recorded in your sketchbook, capturing what you observed, what you learned, and how this informs your developing practice. This should include consideration of approaches, strategies or techniques that you may adopt or adapt in your own practice, and how this experience contributes to your development in relation to the PSF23.



University guidance on peer observation is available through the [Observe Well guidance document](#) and your module tutors will support you through this. The Observe Well guidance provides additional support on how to approach observation, give constructive feedback and engage in reflective dialogue. A proforma for completing your peer observation can be found in Appendix 2, which should be printed, completed and stuck into your sketchbook. The outcome of your formal peer observation with the teaching team or LD should also be clearly evidenced within your sketchbook and will be drawn upon during your professional conversation.

For colleagues working in a professional services context, you will have the opportunity to discuss with the module tutor what peer observation could look like in context. For example, you might be observed running a briefing meeting on an aspect of quality assurance or student support.

3. Micro-teach Planning and Reflection

Your sketchbook should include both the planning and reflective elements of your micro-teach. This includes outlining your learning outcomes, rationale for activity design, and approaches to assessing learning; demonstrating alignment with the principles explored in the module. Following your micro-teach assessment, you should reflect on the effectiveness of your session, drawing on peer feedback, your own observations, and relevant ideas from the three pillars. This reflection should identify strengths, areas for development, and how the experience informs your ongoing practice.

It is important to recognise that the reflective element of your micro-teach is a key contributor to evidencing the criteria for Associate Fellow. Your reflection should help reviewers understand the decisions that shaped your session, including what influenced your design choices, how you sought to create an inclusive learning environment, and how your approach was informed by CPD, literature, or prior experience. You are encouraged to reflect critically on the micro-teach, considering both what worked well and what you would refine in future. Where possible, relate your reflections to the criteria for Associate Fellow, as this will support you in developing a clear and confident narrative that can be articulated during your professional conversation.

As part of the introductory pillar day for Teach Well, you will have the opportunity to partake in an exemplar micro-teach to help you starting planning for your session. Additional guidance will be provided during module.

4. Reflections on Professional Development

An important aspect of the sketchbook is reflection on your continuing professional development (CPD) and how this is informing your practice. This element also supports alignment with the expectations of Fellowship and ensures equivalency with experiential routes, where ongoing professional learning is a key feature of professional recognition.

You are encouraged to use the CPD proforma provided in Appendix 3 as a starting point to capture details of your professional development activity. This proforma is intended to help you record key information and identify early reflections, but it should be used as a working tool rather than submitted as a separate document. Over time, you should draw on and embed your reflections creatively within your sketchbook.

CPD can take many forms, and it is important to recognise the breadth of activity that contributes to your professional growth. This may include attending structured CPD sessions delivered by CADI or other institutions, participating in subject or professional body events, engaging with online learning such as webinars or LinkedIn Learning, or independently accessing resources such as recorded talks, podcasts, or professional guidance. Taking responsibility for your own development across a range of sources is an important aspect of professional practice.

As with engagement with literature, the emphasis here is not on the number of CPD activities you complete, but on the **impact** that those activities have on your practice. Use your sketchbook to reflect on how specific CPD experiences have influenced your thinking, informed changes to your practice, or prompted new approaches within your professional context. You should aim to make clear connections between your CPD activity and examples from your own practice. Linking these elements together helps create a coherent narrative that reviewers can follow and supports a strong, well-articulated professional conversation. This also demonstrates your commitment to maintaining

professional currency and engaging in ongoing development, both of which are central expectations within Fellowship.

Aim to demonstrate a clear link between your CPD, how it has shaped your thinking, and how this has influenced your practice, showing how your professional development activity leads to meaningful change.

5. Scholarship and Literature Engagement

As part of your claim for Fellowship, reviewers need to understand how your engagement with scholarship, literature, and evidence-informed approaches is shaping your practice (V3). This is not about demonstrating that you have read extensively across Higher Education, but about showing how specific ideas or sources have influenced the way you think about and approach your work. It is helpful for reviewers to see what has informed that development and where those influences originate. This provides confidence that your practice is being shaped by thoughtful engagement with relevant ideas and evidence.

Scholarship and literature can take many forms. While this may include academic texts and research papers, it can also include sector guidance and professional resources relevant to your role and context. For example, this might include materials such as discipline-specific guidance, professional body documentation, or sector publications such as those produced by the QAA or OfS. So in practice, draw on a minimum of four well-chosen sources and showing how these have informed your practice.

When using your sketchbook, focus not only on what you have read, but on how that engagement has influenced your thinking or decisions. Consider questions such as: What did this source help you understand differently? How did it shape your approach to planning, teaching, supporting learning, or assessment? You should be prepared to discuss this engagement during the professional conversation. It is common for reviewers to ask about the sources that have influenced your practice and how these have informed your development over time.

One honest observation from experience with Fellowship routes: participants often assume they need to prove how much they've read, when what reviewers really want is **evidence of thoughtful influence**.

4.7 What do we expect your sketchbook to look like?

By now, we have set out the rationale for adopting a sketchbook approach within Teach Well. In part, this is about leading by example. We want to model the kind of creative, engaging pedagogies that we encourage in learning and teaching, while also providing a practical and flexible space to support reflection throughout the module.

That said, we can almost hear the collective intake of breath at this point: *'You want us to use a sketchbook... but I can't draw'*. Let's deal with that straight away. This is not about artistic talent, neat handwriting, or producing something worthy of an exhibition. There are no fixed expectations about what your sketchbook should look like. Our only requirement is that it becomes a vehicle for reflection and, by the end of the module forms a personalised reflective artefact that can be used to support your professional conversation.

What that looks like in practice is entirely up to you.

This is not intended to be a traditional notebook filled with pages of linear notes. Instead, think of it as a visual reference point for your thinking. You might use mind maps, short notes, diagrams, or annotated prompts. You could cut and paste slides from the pillar days and add your own commentary, include photographs, sketch out ideas, or capture examples of practice that resonate with you. You are welcome to create digital content in tools like PowerPoint and print sections to add in. You can also include AI-generated images or infographics as prompts for reflection (see over the page). If you want to decorate the front cover or personalise it in some way, that is entirely your call (sticky back plastic will be available 😊).

It's your sketchbook. It's your story. Use it in whatever way helps you reflect meaningfully on your practice and how you can evidence against the criteria for Associate Fellow.

Across the module, you will have opportunities to share ideas and see how others are approaching their sketchbooks, and the learning design team will provide exemplar materials to give you a sense of what this could look like in practice. However, it is important not to compare your sketchbook to anyone else's. The aim is not perfection, but consistent reflection and the gradual building of a resource that captures your reflections, and provides a starting point for the critical evaluation of your practice.

As discussed earlier, your sketchbook will be submitted as a hard-copy artefact prior to your professional conversation. Reviewers will use it as a prompt to help guide discussion, offering a tangible reference point that reflects your journey through the module.

So, if the word sketchbook initially felt a bit daunting, take this as reassurance: you are not being asked to draw - you are being asked to think, reflect, and capture your ideas in a way that works for you. And if you can do that while enjoying the process a little along the way, even better.

Figure 3: ChatGPT Prompt Generated Sketchbook Content – Example 1

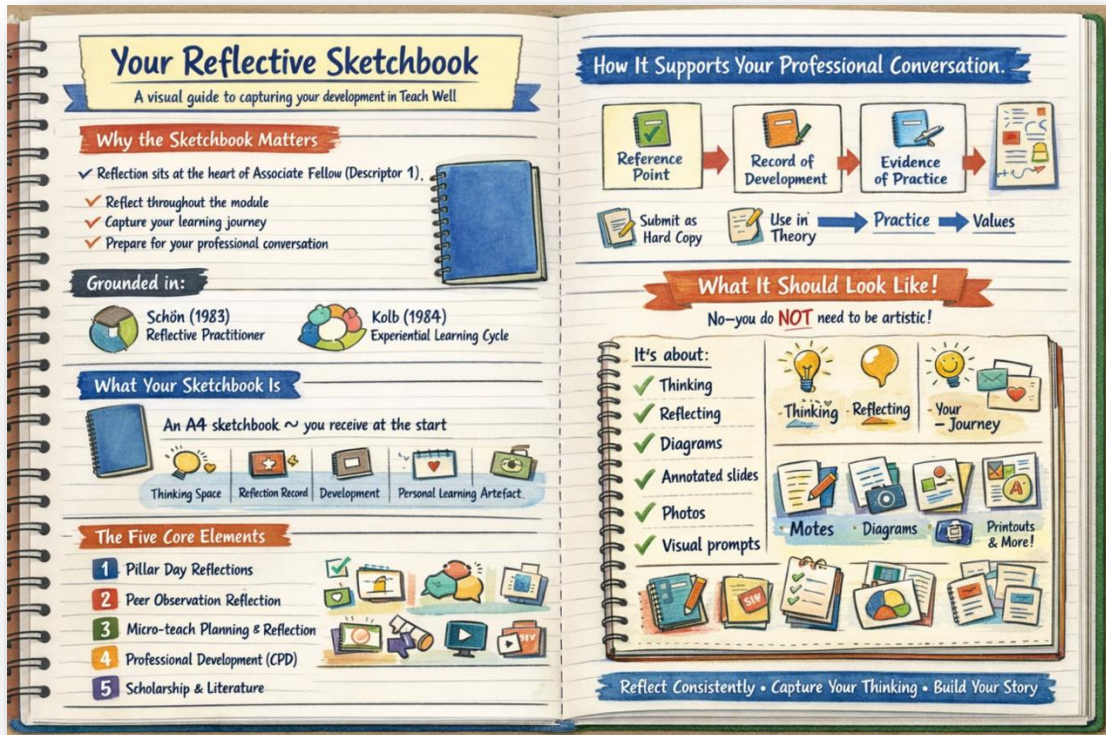
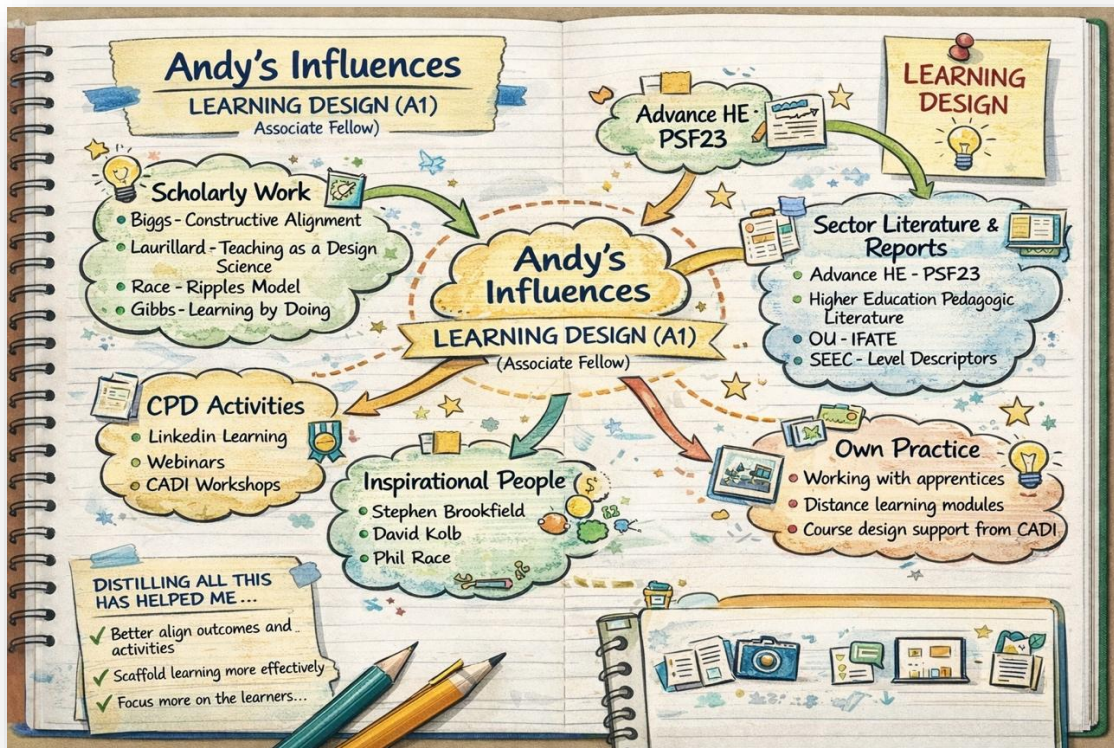


Figure 4: ChatGPT Prompt Generated Sketchbook Content – Example 2



4.6 Assessment, Moderation and External Examiner

Assessment within Teach Well is designed to be fair, consistent and transparent, with clear processes in place to support reliable marking across the cohort. Both the micro-teach and the professional conversation are assessed using the published marking rubrics above. Each assessment is conducted by two assessors, who independently consider performance against the rubric before agreeing a final outcome. This collaborative approach ensures that judgements are consistent and aligned to the expected standard.

During the micro-teach, peer feedback from participants is also collected. While this does not contribute directly to the final mark, it provides an additional point of reference for assessors and supports consistency in marking decisions. Peer feedback will also be provided to participants on the day of your micro teach, to allow you to reflect on the session.

Across the module, the teaching team engages in ongoing moderation activities. This includes regular discussions to review marking decisions, compare judgements across different assessors, and ensure a shared understanding of the standards required. Following assessment, the team reviews outcomes across the cohort to confirm that marking is consistent, fair and aligned to the rubric. All conversations and marking are recorded throughout the assessment process and stored securely on University servers to act as an audit trail and to ensure assessment is consistent and fair. Access to the recordings is provided as part of the feedback so you can watch it back and reflect on your practice.

An External Examiner oversees the assessment process to ensure that academic standards are maintained. The External Examiner has access to assessment materials, marking and feedback. They will provide an independent review of the quality and consistency of assessment in their annual external examiners report. Any recommendations are considered by the module team and used to inform future enhancements to the module.

The current External Examiner is Dr Julia Hope (PFHEA), based at the University of Kent, who also acts as the External Verifier for APEX. As part of the moderation process, the External Verifier reviews all referred submissions and a sample of awarded work (normally at least 10%). The sample is selected independently and may be increased at the discretion of the External Verifier.

Comparability of Standards – PGCert v APEX

An important aspect of Fellowship provision at Portsmouth is the commonality in standards underpinning both the experiential route (APEX) and the PGCert. In terms of accreditation against Associate Fellow (D1) both routes are equally rigorous and reviewed against the same PSF23 standards. They have been deliberately designed to be equivalent in terms of expectations, evidence, reflection and judgement, and the guidance for each route demonstrates that both are robust and credible pathways to Fellowship. The difference between the routes lies in format, not standards. To aid this standardisation, our external examiner also acts as the external for APEX which ensures that we have an important element of external verification across our Fellowship pathways. Both routes are supported by a team who engage in regular standardisation activity to ensure consistency of professional judgements.

4.7 Failure, Referral and Assessment Regulations

Both the micro-teach and the professional conversation are must-pass components of the module. If you do not meet the required standard in either component, you will be offered a referral opportunity to complete the assessment again.

Where a referral is required, a new assessment opportunity will be arranged at an appropriate time. You will receive guidance and support from the module team to help you prepare for your referral, including opportunities to discuss feedback and clarify expectations.

Due to the live, performance-based nature of both the micro-teach and the professional conversation, these assessments are not eligible for the 48-hour automatic extension. If you experience exceptional circumstances that may affect your ability to complete the assessment, you should follow the University's established procedures for submitting an Exceptional Circumstances Form (ECF).

Further information on assessment process; including the categorical marking scale, assessment regulations and ECF procedures, can be found on MyPort: <https://myport.port.ac.uk/my-course/exams>

4.8 Assessment Load and Connected Curriculum

The assessment for this module has been designed in alignment with the University's Connected Curriculum guidance on assessment load. While the micro-teach is 30 minutes in duration, it is structured as a facilitated learning session rather than a traditional presentation, with a focus on interaction and active engagement rather than sustained delivery. This approach reflects the principles of authentic assessment, enabling you to demonstrate your ability to design and facilitate learning in a realistic context. When considered alongside the professional conversation, the overall assessment load is balanced and appropriate for the credit level of the module.

4.9 Module Feedback

The programme team recognise the importance of creating regular and meaningful opportunities for participants to share feedback, not only at the end of the module but throughout the duration of the programme. As with many aspects of Teach Well, we aim to lead by example by modelling approaches to feedback that are timely, accessible and responsive.

To support this, a dedicated feedback Padlet will be embedded within the Moodle page for the module. This provides an open and accessible space where participants can share comments, suggestions, or reflections at any point during the module. The intention is to ensure that feedback is not restricted to formal checkpoints but can be offered in real time as experiences unfold.

In addition to this ongoing opportunity, there will be a mid-module feedback point, providing a structured opportunity for participants to reflect on their experiences so far. This enables the module team to respond promptly to emerging themes or suggested improvements, ensuring that adjustments can be made while the module is still in progress, rather than after it has concluded.

At the end of each Pillar Day, participants will also be invited to complete a short Stop-Start-Continue activity. This provides immediate feedback on the session, highlighting aspects that worked well, areas that may benefit from adjustment, and suggestions that could enhance engagement across

future sessions. These short reflections help the team maintain momentum and refine delivery across the remaining pillar days.

Alongside these structured opportunities, participants are always welcome to speak directly with members of the module team at any point during the programme. We take participant feedback seriously and view it as an essential part of maintaining a responsive and supportive learning environment.

5.0 Support, Resources and Further Development

Throughout the module, you will have access to a range of support and development opportunities to help you build confidence in your practice and continue your professional growth.

These include:

- Module team support through workshops, online sessions and guidance on assessments.
- Moodle resources, including reading lists, templates and activity materials.
- Peer learning, built into pillar days, online sessions and Micro-teach activities as well as access to a teams chat with your fellow participants.

Suggested Reading

Please take full advantage of the library catalogue and online databases (such as Taylor and Francis Online) to access relevant literature. Specific journals you might find of value include:

- [Assessment and Evaluation in Higher Education](#)
- [Assessment in Education: Principles, Policy and Practice](#)
- [Journal of Learning Development in Higher Education](#)
- [Journal of Geography in Higher Education \(Andy Clegg's recommendation 🧐\)](#)

Association of Learning Development in Higher Education

The University pays for an annual institutional subscription to the **Association of Learning Development in Higher Education** (ALDinHE). We would encourage all participants on Module 1 to register for a free account on their [website](#) to take advantage of an array of useful learning and teaching resources.

5.1 Further Development Opportunities

After completing Teach Well, you may wish to continue your professional development through:

- **Collaborative Growth** – a structured, supportive partnership where you work with a colleague and a learning designer to enhance a specific area of your teaching. Through shared reflection and co-design, you will explore new ideas in a safe, confidential space and trial small, meaningful improvements to your practice. Find out more: [Collaborative Growth](#)
- **CADI CPD Programme** – workshops and events supporting learning design, pedagogy and digital learning. Find out more: [Centre for Academic and Digital Innovation - Docebo](#)
- **APEX Pathways** – routes to D1, D2 and D3 Fellowship through Professional Conversation or written applications. Find out more: [APEX](#)

These opportunities allow you to build on the skills and understanding developed during Teach Well and continue shaping your professional practice.

5.2 Indicative Reading List

The reading list below provides a starting point for exploring key ideas that underpin the Teach Well module. During each pillar, tutors will draw on specific texts and research to support activities, discussions and reflection, and these will be clearly signposted during sessions. In addition to this indicative list, a full and regularly updated reference list will be maintained on Moodle, giving you access to wider reading to support your learning, reflection and assessment.

- Armellini, A., Dunbar-Morris, H., Barlow, A., & Powell, D.** (2022). Student engagement in blended and connected learning and teaching: a view from students. *Student Engagement in Higher Education Journal*, 4(2), 165–181. <https://sehej.raise-network.com/raise/article/view/1160>
- Armellini, A., Teixeira Antunes, V., & Howe, R.** (2021). Student Perspectives on Learning Experiences in a Higher Education Active Blended Learning Context. *TechTrends: Linking Research and Practice to Improve Learning*, 65(4), 433–443. <https://doi.org/10.1007/s11528-021-00593-w>
- Bates, B.** (2023). *Learning Theories Simplified: ...and how to apply them to teaching* (Third edition). SAGE Publications, Ltd. (UK).
- Biggs, J., Tang, C., & Kennedy, G.** (2022). *Teaching for Quality Learning at University* (5th ed.). McGraw-Hill Education.
- Brookfield, S.** (2017). *Becoming a critically reflective teacher*. (Second Edition.). Jossey-Bass.
- Galkiene, A., Monkeviciene, O., & SpringerLink** (Online service). (2021). *Improving Inclusive Education through Universal Design for Learning [electronic resource] / edited by Alvyra Galkiene, Ona Monkeviciene* (1st ed. 2021.). Springer International Publishing.
- Gordon, N.** (2014). *Flexible Pedagogies: technology-enhanced learning*. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/tel_report_0_1568036617.pdf
- Hall, E.** (2020) 'Beanz Meanz Professional Learning': Beginning a Pedagogical Reflective Sketchbook1. *International Journal of Education Through Art*, 16 (3), 372 https://doi.org/10.1386/eta_00039_3
- Marshall, S.** (2020). *A handbook for teaching and learning in higher education: enhancing academic practice / edited by Stephanie Marshall* (Fifth Edition.). Routledge.
- Moate, J., Hulse, B., Jahnke, H., & Owens, A.** (2019). Exploring the material mediation of dialogic space: A qualitative analysis of professional learning in initial teacher education based on reflective sketchbooks. *Thinking Skills and Creativity*, 31, 167–178. <https://doi.org/10.1016/j.tsc.2018.12.003>
- Padilla, R. B. C., & Armellini, A.** (Eds.). (2021). *Cases on active blended learning in higher education. IGI Global*.
- Weimer, M.** (1997). Assumptions that devalue university teaching. *International Journal for Academic Development*, 2(1), 52–59. <https://doi.org/10.1080/1360144970020106>
- Williams, R., & Debban, E.** (2020). Learning From Traveling Sketchbooks Between Today's Students and Tomorrow's Teachers. *Art Education*, 73(2), 15–23. <https://doi.org/10.1080/00043125.2019.1695484>

5.3 Useful Contacts

If you need support during the module or would like further guidance, the following contacts may be helpful:

Module Coordinator	Chris Wood Email: chris.wood1@port.ac.uk
Course Administrator	HSS Academic Services Email: HSSacademicservices@port.ac.uk
CADI - Centre for Academic and Digital Innovation	Support with learning design and CPD opportunities. Email: cadi@port.ac.uk Support with Moodle and digital access. Email: cadi-digital@port.ac.uk Website: www.cadi.port.ac.uk
APEX	Support for D1, D2 and D3 Fellowship routes. Email: apex@port.ac.uk
Technical and IT Support	Assistance with technical and IT support. Service Desk Email: servicedesk@port.ac.uk Phone: +44 (0)23 9284 7777
School Administrative Support (SELL)	General programme and administrative queries. Email: sell@port.ac.uk Phone: +44 (0)23 9284 5204

Appendix 1: Indicative Conversation Starters for the Professional Conversation

Areas of Activity (A1–A5)

A1: Design and Plan Learning Activities

- Tell us about a learning activity or session that you have designed. What were you trying to achieve, and how did you plan for this?
- How did you ensure that your session or activity was appropriate for the learners you were working with?
- Can you describe how your planning changed over time as your confidence developed during the module?
- What considerations influenced your decisions about structure, timing, or resources?

A2: Teach and/or Support Learning

- Can you describe an example of how you supported learning during a session or activity?
- What approaches have you used to engage learners, and how effective were these?
- How has your confidence in teaching or supporting learning changed during the Teach Well module?
- Tell us about a moment where you adapted your approach in response to learners' needs.

A3: Assess and Give Feedback for Learning

- Can you describe an example of how you have provided feedback to support learning?
- How do you ensure that feedback is clear and meaningful for learners?
- What have you learned about assessment and feedback during the module?
- How do you encourage learners to reflect on feedback and use it to improve?

A4: Support and Guide Learners

- How do you create an environment where learners feel supported and able to engage?
- Can you describe a situation where you helped a learner overcome a challenge?
- What strategies do you use to encourage learner confidence and independence?
- How do you respond when learners require additional guidance or clarification?

A5: Enhance Practice Through CPD

- Tell us about a professional development activity that has influenced your practice.
- What changes have you made as a result of engaging in CPD?
- How do you reflect on your own development as a practitioner?
- What areas of your practice are you currently developing, and why?

Core Knowledge

K1: How Learners Learn

- How has your understanding of how learners learn influenced your teaching or support practice?
- Can you describe an example where your knowledge of learning theory shaped how you designed or delivered an activity?
- How do you adapt your approach to support learners with different needs or levels of experience?
- What have you learned about learner engagement during the module?

K2: Approaches to Teaching and Supporting Learning

- What teaching or support approaches have you found most effective, and why?
- Can you describe how you selected an approach that was appropriate for your learners or subject area?
- How have you adapted your teaching strategies during the module?
- What role does active participation play in your approach to learning and teaching?

K3: Critical Evaluation as a Basis for Practice

- How do you evaluate whether your teaching or support has been effective?
- What types of feedback or evidence do you use to reflect on your practice?
- Can you describe a time when reflection led you to change or improve your approach?
- Looking back at your reflective sketchbook, what patterns or recurring themes have you identified in your development?
- Reflect on one CPD activity that you have completed in the last year. What impact has this had on your practice?
- Tell us about a time when something in your practice did not go as planned. How did you respond, and what changes have you made as a result?

Professional Values

V1: Respect Individual Learners and Diverse Groups

- How do you ensure that your practice respects the needs of diverse learners?
- Can you describe an example where you adapted your approach to support inclusion?
- How do you create a learning environment where learners feel safe to participate?
- What steps do you take to recognise and respond to individual learner needs?

V3: Use Scholarship and Evidence-Informed Practice

- In what ways have you drawn on theory, literature, or professional guidance to inform your practice?
- Can you describe an example where scholarship influenced a decision you made?
- How has engaging with literature or professional discussion changed your thinking?
- What role does evidence-informed practice play in your ongoing development?

Appendix 2: Teach Well Peer Observation Proforma

Below is a proforma for completing your peer observation, which should be printed, completed and stuck into your sketchbook.

Context	
Practitioner: Department / School:	Observer: Department / School:
Subject: Level: Date: Context of the session (<i>eg. is this session part of a wider session</i>):	
Learning Outcomes: <ul style="list-style-type: none"> • 	

Teaching and Learning
What examples of good practice did you see? <i>Eg. Was there interaction and collaboration? Were activities clearly aligned with learning outcomes?</i>
What resources were used? How did they support learning and the learning outcomes?
How do you know that learning took place for all learners? What checks took place?

Reflection
Based on your role as an observer, this teacher should... Stop / Start / Continue
Stop
Start
Continue
What are your key takeaways from this observation? Have you seen a technique in the observation that you could use in your work? What would be the impact of this?

Appendix 3: CPD Record Proforma

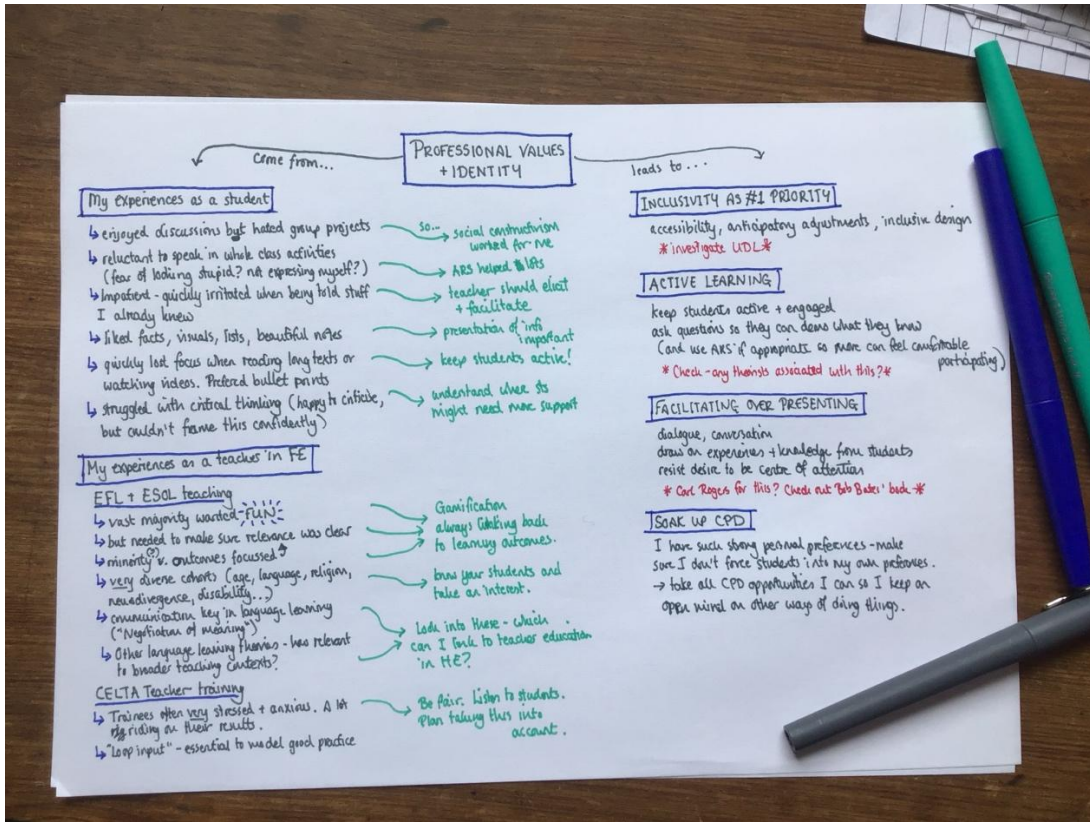
CPD 1														
Date:					Activity:									
Areas of Activity					Core Knowledge					Professional Values				
A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
Reflection:														

CPD 2														
Date:					Activity:									
Areas of Activity					Core Knowledge					Professional Values				
A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
Reflection:														

CPD 3														
Date:					Activity:									
Areas of Activity					Core Knowledge					Professional Values				
A1	A2	A3	A4	A5	K1	K2	K3	K4	K5	V1	V2	V3	V4	V5
Reflection:														

Appendix 4: Sketchbook Exemplars

Exemplar 1 – Reflecting on Professional Values and Identity



Exemplar 2 – ChatGPT generated image that depicts a reflection on Pillar 2: Teaching Practice



Exemplar 3 – Mind map created to map ideas to Descriptor 1 of the PSF 2023

