Foundations in University Learning and Teaching

Program Handbook

An accredited pathway to recognition as AdvanceHE/HEA Associate Fellow
Welcome to the Foundations in University Learning and Teaching Program

UNSW and the Office of the PVCESE is committed to enhancing your professional learning and to recognising staff for their achievements in learning and teaching. The University, through its Strategy 2025, is committed to educational excellence, and that is realised through supporting staff in the development of their capabilities in supporting learning and in good teaching. One of the ways in which this commitment is facilitated is by ensuring staff are supported in the development and recognition of their practice. The UNSW Educational Excellence Recognition Scheme provides programs of staff development and recognition, accredited by Advance Higher Education (from now on known as Advance HE). These programs lead to recognition as Associate Fellow, Fellow or Senior Fellow of the HEA.

This handbook introduces you to the Foundations in University Learning and Teaching (FULT) Program which is accredited by Advance HE and designed for recognition in the category of HEA Associate Fellow. This handbook explains the relationship between the UK Professional Standards Framework (UKPSF) and Associate Fellowship of the HEA.

Your success in this program is outlined in this handbook.

Anna Rowe and the FULT team

We acknowledge the contribution and support of colleagues from Griffith University’s Learning Futures in the production of this handbook.
FULT Program Handbook 2022

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General Information about HEA Fellowships at UNSW

The UNSW Educational Excellence Recognition Scheme is situated in the Office of the PVCESE.

<table>
<thead>
<tr>
<th>Program and role</th>
<th>Contact</th>
</tr>
</thead>
</table>
| FULT Convenor    | Dr Anna Rowe, SFHEA  
|                  | Senior Lecturer, Academic Development 
|                  | a.rowe@unsw.edu.au |
| Recognition of Educational Excellence at UNSW  
| Academic Lead | Dr Anna Rowe, SFHEA  
|                | Senior Lecturer, Academic Development 
|                | a.rowe@unsw.edu.au |
| Recognition of Educational Excellence at UNSW  
| Administrator | Edith So  
|                | Program Officer, Academic & Education Focussed Development 
|                | edith.so@unsw.edu.au |

Other Academic Development and Education Focussed team members who can provide support and guidance in respect to HEA fellowship include:

<table>
<thead>
<tr>
<th>AD team</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Dijana Townsend, SFHEA (UNSW Canberra)</td>
<td><a href="mailto:d.townsend@adfa.edu.au">d.townsend@adfa.edu.au</a></td>
</tr>
<tr>
<td>Kristin Turnbull, SFHEA (UNSW Sydney)</td>
<td><a href="mailto:k.turnbull@unsw.edu.au">k.turnbull@unsw.edu.au</a></td>
</tr>
</tbody>
</table>
HEA Fellowships

HEA Fellowships are conferred by AdvanceHE in the United Kingdom. These fellowships are a means of acknowledging your commitment to professionalism in learning and teaching in higher education. They are based on the UK Professional Standards Framework (UKPSF), which sets out the knowledge, skills and values demonstrated by those teaching and/or supporting learning in higher education. This is a globally recognised framework for benchmarking success within higher education teaching and learning support.

There are four categories of Fellowship: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. These categories span the wide range of practice carried out by teaching staff and/or those supporting learning in higher education. They incorporate staff who have a partial role in teaching/supporting learning through to those with strategic impact on learning and teaching within the institutional, national and/or international context. The UKPSF for teaching and supporting learning in higher education document provides descriptors for each category of fellowship and information about the typical role/career stage indicative of the category. Specific information about each category can be found via Advance Higher Education.

What are the benefits of HEA Fellowship?

Fellowship brings you a range of benefits:

- Consolidates personal development and evidence of professional practice in your higher education career;
- Provides a valuable measure of success and is increasingly recognised by international institutions;
- Fellowship encourages you to reflect on, develop and demonstrate your practice across the Professional Standards Framework;
- Fellowships are increasingly considered by universities as part of the appointment and promotion process;
- For individuals, to identify their expertise with the entitlement to use post-nominal letters (AFHEA, FHEA, SFHEA, PFHEA);
- Being a HEA Fellow provides opportunities for you to engage in ongoing professional learning through mentorships and professional networks.

HEA Fellowships at UNSW

UNSW has a long tradition in recognising and rewarding teaching. Working towards obtaining HEA Fellowship is a new pathway that recognises your commitment to learning and teaching, which is strongly encouraged. To facilitate this, UNSW provides programs to help you to reach the goal of HEA Fellowship. As a fellow you will also have the opportunity to mentor future AFHEA colleagues and contribute to this growing community.

Being an Associate Fellow of the HEA is an important form of recognition and can be understood in terms of the UK Professional Standards Framework (UKPSF) and CPD @ UNSW Learning and Teaching.
The UK Professional Standards Framework (UKPSF)
The UKPSF provides a description of the dimensions of the roles of teaching and supporting learning within the Higher Education environment. It is written from the perspective of the practitioner and outlines a framework for comprehensively recognising learning and teaching within Higher Education.

What are the aims of the UKPSF?
The UK Professional Standards Framework:

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
- Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

How is the UKPSF structured?
The Framework has two components:

The dimensions of practice: a set of statements outlining the:

1. **Areas of Activity** undertaken by teachers and supporters of learning within HE
2. **Core Knowledge** that is needed to carry out those activities at the appropriate level
3. **Professional Values** that someone performing these activities should embrace and exemplify

The descriptors - a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within Higher Education (corresponding to the four categories of HEA Fellowship (Associate Fellow, Fellow, Senior Fellow and Principal Fellow). They are listed on page 8 of this handbook.

The full version can be accessed via the link [UKPSF](#) for teaching and supporting learning in higher education.
Foundations of University Learning and Teaching program

The FULT program aims to provide you with a scholarly framework and practical approaches to enhance your learning and teaching practice at UNSW and will support you in collaborating with other participants to further enhance your practice.

You will be expected to reflect on your teaching context and practices, and on your experiences as a FULT learner. Reflection will help you consolidate your learning and place it within the context of your field and experiences. It may also provide crucial evidence of the development of your teaching for academic promotion, teaching awards and grants, academic performance reviews and professional recognition fellowships.

Successful completion of the program together with a supporting referee’s statement can provide you with professional recognition as an AFHEA.

FULT completion provides:
The link between FULT and HEA Associate Fellowship

The FULT Program is an AdvanceHE accredited program, with successful completion leading to the award of Associate Fellow, Higher Education Academy (AFHEA).

AdvanceHE Fellowships are based on the United Kingdom Professional Standards Framework (UKPSF). The UKPSF contains descriptors for four categories of HEA Fellowship. Associate Fellowship is one of these four categories.

The program has been purposefully designed to support the development of evidence to demonstrate you meet the requirements of Descriptor 1 of the UKPSF (Associate Fellow, HEA), especially through A1, A2 and A5. While the award of AFHEA is predicated on the Dimensions of A1 and A2 predominately, with some A5 and the accreditation of the program is predicated on these dimensions, Modules 1 and 3 allow for a broader attention to other dimensions as the program adopts a systematic and holistic approach to its learning and teaching.

What do Associate Fellows need to evidence?

Descriptor 1 lists the evidence needed for successful application as an Associate Fellow of the HEA (AFHEA). Associate Fellows need to:

Demonstrate an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

I. Successful engagement with at least two of the five Areas of Activity (Predicated on A1, A2 and A5)
II. Successful engagement in appropriate teaching and practices related to these Areas of Activity
III. Appropriate Core Knowledge and understanding of at least K1 and K2
IV. A commitment to appropriate Professional Values in facilitating others’ learning
V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

FULT evidence of learning for AFHEA

The FULT program scaffolds and supports the creation and collation of evidence of practice for Dimension 1. This evidence is summarised as:

<table>
<thead>
<tr>
<th>Learning and teaching philosophy statement <strong>(500 words)</strong> Assessment Task 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review or critique one course outline <strong>(500 words)</strong> Assessment Task 2</td>
</tr>
<tr>
<td>Learning and teaching in context activity and reflection <strong>(activity + 250 or 500 words)</strong> Assessment Task 3</td>
</tr>
<tr>
<td>Meta-reflection OR Peer review reflection <strong>(500 words)</strong> Assessment Task 4</td>
</tr>
<tr>
<td>Supporting statement from a referee (1 page)</td>
</tr>
</tbody>
</table>
FULT program learning outcomes
The assessment tasks in FULT are designed to support your learning and have been constructively aligned to the modules, learning activities, and program learning outcomes:

1. Identify, discuss, and reflect on student learning in face-to-face, blended, and online teaching contexts in higher education, drawing on pedagogical literature. D1i, Diii, Div, Dv, Dvi with an emphasis on A2, K1, K2, V3.
2. Recognise, interpret, and analyse complex problems and educational-design challenges related to learning and teaching to generate and implement effective solutions. The lens of Diii, Dv, Dvi for A1, K1, K2, V1, V3.
3. Analyse and evaluate learning and teaching practices using evidence from a range of sources to enhance practice. D1i, D1ii, Diii, Dv, Dvi with a focus on V3, A2, K2, K3, K4.
4. Apply knowledge, skills, and reflective practice to develop professional judgement, adaptability, and responsibility as a scholarly practitioner in higher education. The lens of D1i, D1ii, Diii, Div, Dv, Dvi for A5, V3.

Program structure
FULT comprises of four modules:

Module 1: Student Learning and Teaching
Module 2: Educational Design
Module 3: Assessment and Feedback
Module 4: Reflection and Evaluation
## The FULT modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Learning Outcomes</th>
<th>Dimensions of UKPSF evidenced</th>
<th>Descriptor 1</th>
<th>Workload per module</th>
</tr>
</thead>
</table>
| Module 1: Student Learning and Teaching | Identify elements of good learning experiences  
Discuss student approaches to learning in your discipline  
Identify the factors that influence how your students approach their learning  
Reflect on your teaching practice. | A2  
V1 and/or V2  
and/or V4 | ii  
iii  
iv  
v | 2 hours for your webinar or face-to-face participation  
5 hours for your online learning  
3 hours to complete each assessment task |
| Module 2: Educational Design | Identify the factors that influence educational design in your context.  
Evaluate the principles of constructive alignment.  
Critique one of your courses using the principles of constructive alignment. | A1, A2  
K1, K2  
V1 and/or V2  
and/or V3 | i  
ii  
iii  
v | |
| Module 3: Assessment and Feedback | Recognise the role of assessment in constructive alignment.  
Explore the principles that underpin good assessment and feedback practice in your discipline.  
Evaluate the assessment and feedback practices in your educational context. | A3 (as part of wholistic practice), A5  
K1, K2  
V1 and/or V2  
and/or V3 and/or V4 | iii  
v  
vi | |
| Module 4: Reflection and Evaluation | Identify ways to reflect on your practice through multiple perspectives, or lenses.  
Evaluate forms of feedback to improve your educational practice.  
Explore the role and purpose of educational evaluation.  
Apply a scholarly approach of critical reflection to your learning and teaching practice. | A5  
K1, K2  
A5 | i  
iii  
iv  
v  
vi | |
Program completion
To complete this program, you must submit all four assessment tasks.
To be eligible for recognition as an AFHEA you must also submit a supporting statement from a referee.
It is highly recommended that you also participate in the FULT webinar and/or face-to-face sessions as indicated in the program timetable.

Assessment tasks
Feedback will be provided to you on each task through a designated task rubric. Please see the following pages for details on assessment due dates.

Time allocation
It is recommended that you commit 40 hours to successfully complete FULT. Each of the four modules require approximately 10 hours. We recommend that you allow the following for each module:
- 2 hours for your webinar or face-to-face session participation
- 5 hours for your online learning
- 3 hours to complete each assessment task.

A requirement of the FULT program is that you are teaching and will engage in 30 hours of professional practice during the program. You will be reflecting upon and drawing on your professional practice as you work through each module, during the webinar/face-to-face sessions and as you undertake each of the assessment tasks.

Preparing and submitting your assessment tasks
- Please use the nominated word count as a guide to each assessment task length.
- All text is included in the word count.
- Diagrams, figures, and the reference list are not included in the word count.

Submitting your assessment task
We have designed this course to be flexible and inclusive and provided you with a choice of assessment submission dates (see Option A and B in the following table).

NOTE: Please choose your submission option via the link in Module 1 in the ‘Assessment Information’ section by Tuesday 1 March.
You will need to submit all your four tasks based on your selected option.
Option A
Submit each of the four tasks individually \textit{by the required due dates as set out for each Module} and receive feedback within 10 working days of the due date for each submission.
This option has the advantage of supporting you in managing your assessment schedule and receive ongoing feedback for Modules 1-2. Feedback on your assessment tasks is vital to help you in your continued reflections on learning and teaching.
\textbf{Note}: if you miss the submission deadline for Task 1 (Option A) you will be moved to the Option B group.

\textbf{OR}

Option B
Submit Task 1 on 7 March and submit tasks 2-4 \textit{at the end of the program}. Receive feedback for all tasks within 10 days of the due date.
\textbf{Note}: by submitting Task 1 at the beginning of the program the feedback will support you in developing the remaining tasks.

\textbf{Task submission in Turnitin}
Submit your assessment tasks for your selected Option (A or B) through the Turnitin links in each Moodle Module. Turnitin is an originality checking tool which promotes academic integrity. You can read more about Turnitin here \url{https://www.turnitin.com/} and on the Teaching Gateway \url{https://teaching.unsw.edu.au/turnitin}.

\textbf{Please note}: All tasks are due at 9am on the submission date.

\textbf{Assessment feedback}
Assessment tasks are not graded, qualitative feedback will be provided using GradeMark in Turnitin. You will also be able to view the assessment rubric and the standard you have attained. If you attain the standard ‘Developed’ or ‘Developing’ you are deemed to have met the requirements of Descriptor 1 of the UKPSF. If you do not meet these standards you will be asked to resubmit. Any task that is assessed at a ‘Not Developed’ standard for any of the criterion will be required to be revised and resubmitted as you have not met the requirements of Descriptor 1 of the PSF.
You can see how GradeMark works here \url{https://teaching.unsw.edu.au/turnitin-feedbackstudio} in Turnitin \url{https://www.turnitin.com/static/feedback-studio-demo/}

\textbf{Academic Integrity}
All UNSW staff and students have a responsibility to adhere to the principle of academic integrity. The expectations of the FULT program are that all submissions are written to a high academic standard and follow appropriate referencing and writing conventions (as per each assessment rubric). When you submit your tasks through Turnitin you will be required to check a declaration that the submission is your own work and you accept responsibility for any copyright infringement.
A requirement by AdvanceHE is for FULT participants to be of \textit{good standing} if they intend to be recognised as an AFHEA and maintain that fellowship. Any incidents of plagiarism will compromise your opportunity to be recognised as an AFHEA.
### Submission dates S1 2022

#### Option A due dates

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Item</th>
<th>Description</th>
<th>Due date</th>
<th>Feedback provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task 1</td>
<td>Learning and teaching philosophy statement</td>
<td>Monday 7 March</td>
<td>Friday 18 March</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Task 2</td>
<td>Review or critique one course outline</td>
<td>Monday 21 March</td>
<td>Friday 1 April</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- 4</td>
<td>Task 3</td>
<td>Learning and teaching in context</td>
<td>Monday 4 April</td>
<td>Thursday 14 April</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(activity + 250 or 500 words depending on choice of option)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Task 4</td>
<td>Meta-reflection <em>OR</em> Peer review reflection</td>
<td>Tuesday 19 April</td>
<td>Thursday 5 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Option B due dates

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Item</th>
<th>Description</th>
<th>Due date</th>
<th>Feedback provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task 1</td>
<td>Learning and teaching philosophy statement</td>
<td>Monday 7 March</td>
<td>Friday 18 March</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Task 2</td>
<td>Review or critique one course outline</td>
<td>Tuesday 19 April</td>
<td>Thursday 5 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1- 4</td>
<td>Task 3</td>
<td>Learning and teaching in context</td>
<td>Tuesday 19 April</td>
<td>Thursday 5 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(activity + 250 or 500 words depending on choice of option)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Task 4</td>
<td>Meta-reflection <em>OR</em> Peer review reflection</td>
<td>Tuesday 19 April</td>
<td>Thursday 5 May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(500 words)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Task 1: Learning and teaching philosophy statement

Word limit: 500 Words
Due date: Monday 7 March at 9am

Whether you are a new or experienced lecturer, preparing a statement of your learning and teaching philosophy can help you articulate your goals and describe and justify the way you teach.

The statements that you make about your personal and pedagogical purpose can help you to reflect on your teaching practice and the changes you make over time. A philosophy statement is a narrative that could include:

- your conception of learning and teaching
- a description of how you teach
- justification for why you teach that way

Hints

- Essentially this task requires you to tell us what you do, how you do it and why do you do it that way (as supported by the literature)
- Your conception of learning and teaching - describe your understanding/beliefs of how students learn and the role of teachers and situate these within your teaching context.
- A description of how you teach - reflect your own teaching/professional context such as the characteristics of your student cohort, your disciplinary or professional requirements, mode of delivery and teaching strategies.
- Justification for why you teach that way – insights from the literature that support your teaching choices. All the key points should be supported with citations from the academic literature. A summary of key learning theories can be found at the HoTEL site.

References are not included in the word limit

To help you complete this task, in addition to drawing on the materials in Module 1, please refer to more specific resources from UNSW and other organisations. Here are some examples:

- Examples of statements are provided by the Taylor Institute for Teaching and Learning, University of Calgary (note that few include citations).

In writing your statement, consider the following criteria in terms of your own philosophy of learning and teaching:

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statement...</td>
</tr>
<tr>
<td>draws together your conception of learning and teaching.</td>
</tr>
<tr>
<td>provides a description of and rationale for how you teach.</td>
</tr>
<tr>
<td>adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature.</td>
</tr>
</tbody>
</table>

This task aligns with UKPSF Descriptor 1: i, ii, iii, iv and v through Dimensions A2, K1, K2, V1, V3.
**Rubric for Assessment Task 1**
**Learning and teaching philosophy statement**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Developed</th>
<th>Developing</th>
<th>Not Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...draws together your conception of learning and teaching.</td>
<td>The statement clearly and succinctly draws together the author’s conception of learning and teaching.</td>
<td>The statement draws together some of the conceptions of learning and teaching with some personal philosophical issues or approaches identified.</td>
<td>The statement does not draw together conceptions of learning and teaching and fails to identify any personal philosophical issues or approaches.</td>
</tr>
<tr>
<td>2...provides a description of and rationale for how you teach.</td>
<td>The statement provides a deep and clear description of, and considered rationale for, learning and teaching within the context of the author’s practice.</td>
<td>The statement presents a simple description of and basic rationale for how to teach with little personal analysis.</td>
<td>The statement does not present a description or any rationale for how to teach.</td>
</tr>
<tr>
<td>3...adopts a scholarly approach to writing.</td>
<td>The statement is written and presented to a high academic standard and follows appropriate referencing and writing conventions.</td>
<td>The statement is written and presented to a satisfactory academic standard, uses some references, and a formal academic style.</td>
<td>The statement is not written and presented to a satisfactory academic standard, with no references.</td>
</tr>
<tr>
<td>4...evidences PSF Descriptor 1: i, ii, iii, iv and v and A2, K1, K2, V1, V3</td>
<td>The statement presents a strong alignment of evidence to the criteria for Descriptor 1.</td>
<td>The statement meets the criteria of Descriptor 1.</td>
<td>The statement does not meet the criteria for Descriptor 1.</td>
</tr>
</tbody>
</table>

**Submission**

Please submit your learning and teaching philosophy statement through Turnitin in FULT Module 1: Student Learning and Teaching. Any task assessed at a “Not Developed” standard for any of the criterion is required to be revised and resubmitted. You will have one week to resubmit. Resubmissions must include one sentence on how you have incorporated feedback provided by the FULT assessor into your resubmitted task.
Assessment Task 2: Constructive alignment in your course outline

Word limit: 500 Words
Due date: Option A: Monday 21 March, Option B: Tuesday 19 April, at 9am.

At times as an academic you may be required to undertake benchmarking exercises, design new courses, and/or review existing courses. A strong knowledge of the principles of constructive alignment will enable you to provide effective and helpful feedback in such cases, and support quality improvements in learning.

Assessment Task 2 requires you to critique one of your course outlines in enough depth to demonstrate your understanding of the principles of constructive alignment.

Hint

- The focus of this task is on how well the outcomes, activities, and assessment are well the constructively aligned.
- Avoid describing course content and activities.
- Draw on Modules 1 and 2, and you may find it supportive to refer to Bloom’s taxonomy and Biggs on constructive alignment to justify your judgements about learning outcomes.
- A critique can identify both strengths and opportunities for improvement even in well aligned outlines.
- Please review the rubric for guidance as your task is judged against the rubric.

NOTE: References are not included in the word limit.

In writing your critique, consider the following criteria based on the concept of constructive alignment:

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The critique...</td>
</tr>
<tr>
<td>identifies course misalignments and potential problems that could arise.</td>
</tr>
<tr>
<td>proposes potential solutions to bring the course into constructive alignment.</td>
</tr>
<tr>
<td>adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature.</td>
</tr>
</tbody>
</table>

This task aligns with UKPSF Descriptor 1: i, ii, iii and iv through Dimensions A1, A2; K1, K2; V1, V2, V3.
Rubric for Assessment Task 2

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Developed</th>
<th>Developing</th>
<th>Not Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Critique...</td>
<td>The task includes evidence of identification of misalignment and potential problems, where evidence is integrated.</td>
<td>The task includes some evidence of identification of misalignment and potential problems, but the evidence is only partially integrated.</td>
<td>The task does not identify any misalignment or potential problems.</td>
</tr>
<tr>
<td>1</td>
<td>... identifies course misalignment and potential problems that could arise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>... proposes potential solutions to bring the course into constructive alignment.</td>
<td>Potential solutions to bring the course into constructive alignment are integrated in a clear and concise manner.</td>
<td>Some evidence of potential solutions to bring the course into constructive alignment is provided.</td>
</tr>
<tr>
<td>3</td>
<td>... adopts a scholarly approach to writing.</td>
<td>The task is written and presented to a high academic standard supported throughout by the literature and follows appropriate referencing and writing conventions.</td>
<td>The task is written and presented to a satisfactory academic standard, supported by some literature.</td>
</tr>
<tr>
<td>4</td>
<td>... evidences PSF Descriptor 1: i, ii, iii and iv and A1, A2, K1, K2, V1, V2 and V3.</td>
<td>The task presents a strong alignment of evidence to the criteria for Descriptor 1.</td>
<td>The task meets the criteria for Descriptor 1.</td>
</tr>
</tbody>
</table>

Submission

Please submit your critique of the course outline, together in ONE document with the course outline. If you cannot combine the outline with your critique because they are of different document types, ensure that you include a link to the outline that you are reviewing at the top of the first page. Any task that is assessed at a “Not Developed” standard for any of the criterion will be required to be revised and resubmitted. You will have one week to resubmit. Resubmissions must include one sentence on how you have incorporated feedback provided by the FULT assessor into your resubmitted task.
Assessment Task 3: Learning and teaching in context

Word limit: 250 or 500 words (depending on choice of option)
Due date: Option A: Monday 4 April, Option B: Tuesday 19 April, at 9am.

This task provides you with an opportunity to tailor your professional learning to your disciplinary context. It invites you to select an area to explore in more detail; some suggested tasks can be found in the table below. If you would prefer to select your own task rather than one of those listed, contact the FULT facilitators (fult@unsw.edu.au). You can proceed with your own task once you have received an email confirmation from a FULT facilitator.

It is advised that you make a decision about your task early in your FULT studies to allow you to plan for and manage the completion of this independent task. To succeed in this task, you will need to provide agreed evidence of completion and link your response to your learning in FULT.

Hints

• Be specific when discussing your practice, e.g. your discipline, mode of teaching (online, face to face, labs, studios), student cohort (first year, mature age, international) etc.
• Include citations from the literature to support your reflection.
• Check and adhere to the word limit for your chosen task.
• References, including those in footnotes, are not included in the word limit.

Please note: The Research Integrity module is not considered an appropriate task for this module.

<table>
<thead>
<tr>
<th>Task</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Student well-being and success module (highly recommended) &amp; Write a 250 word reflection</td>
<td>Complete at least 4 modules and provide one screen shot for each module undertaken. Write a 250 word reflection on what you learned and have applied to your context.</td>
</tr>
<tr>
<td>Complete the UNSW Academic Integrity Module &amp; Write a 250 word reflection</td>
<td>Save, print and submit the completion certificate and write a 250 word reflection on what you learned and how you have applied this in your context.</td>
</tr>
<tr>
<td>Learning and teaching presentation e.g. School or Faculty education session Learning and Teaching Forum Connections Seminar Series UNFED &amp; Write a 250 word reflection</td>
<td>Submit a file with either a link to your presentation abstract or advertisement (or the name and date of your presentation) and the slides used, together with your 250 word reflection on the presentation, including attendance and responses by the audience. NOTE: the presentation must have a pedagogical focus (disciplinary content is not appropriate).</td>
</tr>
<tr>
<td>Contemporary Approaches to University Teaching MOOC – completion of one module &amp; Write a 250 word reflection Note: Enrol in the program and choose one module only</td>
<td>Take screenshots as evidence of any reflective discussions you post. Save these as ONE file and submit as your evidence for this task together with the name of the module and the date you completed. Write a 250 word reflection on what you have learned and how you will apply it to your context.</td>
</tr>
<tr>
<td>Task</td>
<td>Reflection Required</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Professional blog</strong> - contribution to a blog post on learning and teaching in Higher Education &amp; Write a 250 word reflection</td>
<td>Provide the link to the blog, with a short 250 word reflective rationale of the purpose of your practice and contribution.</td>
</tr>
</tbody>
</table>
| **Design a new resource** & Write a 250 word reflection              | Provide a copy of the resource (or link to a video) and identify the course learning outcome/s it aligns with. Write a short 250 word reflection on what you have learned from this process and practice and any student evaluations of the resource.  
NOTE: Please identify your specific contribution to the activity. |
| **Co-creation of team teaching activity** & Write a 250 word reflection | Submit an outline of a teaching activity developed by a team of educators, and your role in its creation.  
Write a short reflection on what you have learned from this process and practice and any student or peer evaluations of the activity.  
NOTE: Please identify your specific contribution to the activity. |
| **HERDSA Scholarship of Learning and Teaching (SoTL) modules** – completion of one module (only available to HERDSA members) | The HERDSA modules prompt you to write up reflective blogs in response to questions posed. Save these blog posts and submit 4 posts in ONE file as your evidence for this task together with the name of the module and the date you completed. |
| **Smart Casual Module** - completion of one module only. & Write a 250 word reflection | Most modules present reflection questions for you to answer. Document your answers to the questions. Submit ONE file with the questions together with your answers as evidence of completion for this task.  
Note: These modules are relevant to Law only. |
| **Learning and teaching evaluation** & Write a 500 word reflection | Reflect on one of your “MyExperience” reports (or on the results of informal student evaluations you have initiated). Submit a reflection on what you have learned from this evaluation process and identify the changes you have made to practice. |
| **Review UNSW Learning to Teach Online resource** & Write a 250 word reflection | Take screenshots as evidence of any reflective discussions you post. Save these as ONE file and submit as your evidence for this task together with the name of the module and the date you completed. Write a 250 word reflection on what you have learned and how you will apply it to your context.  
Note: Enrol in the program and choose one week only |
| **Other task**                                                       | By negotiation (contact - fult@unsw.edu.au)                                          |
In writing up your learning and teaching task, consider the following criterion:

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of evidence of completion of the learning and teaching context activity.</td>
</tr>
<tr>
<td>A reflective account of what was learned and how it has been/will be applied.</td>
</tr>
<tr>
<td>Adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature.</td>
</tr>
</tbody>
</table>

This task aligns with UKPSF Descriptor 1: i, ii, iii, iv, v and vi through Dimensions A5; K1, K2 (potentially K3-K6); V1, V3, V4 expected and potentially V2.

### Rubric for Assessment Task 3

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>Developed</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Not Developed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provision of evidence of completion of the learning and teaching activity.</td>
<td>Specific and convincing evidence of the completion of the nominated learning and teaching activity is provided.</td>
<td>Some evidence of completion of the learning and teaching in context activity is provided.</td>
<td>No evidence of the completion of the nominated learning and teaching activity is provided.</td>
</tr>
<tr>
<td>2 A reflective account of what was learned and how it has been/will be applied.</td>
<td>A reflection of key learnings within the context of the author’s practice.</td>
<td>The reflection presents some description of key learnings but with limited synthesis within the context of the author’s practice.</td>
<td>No reflection on learning or application to practice is provided.</td>
</tr>
<tr>
<td>3 Reflection adopts a scholarly approach to writing.</td>
<td>The task is written and presented to a high academic standard where reflection is supported by the literature and follows appropriate referencing and writing conventions.</td>
<td>The task is written and presented to a satisfactory academic standard and reflection is supported by some literature.</td>
<td>The task is not written or presented to a satisfactory academic standard, and is not supported by the literature.</td>
</tr>
<tr>
<td>4 Statement evidences PSF Descriptor 1: i, ii, iii, iv, v and vi and A5; K1, K2; V1, V3, V4.</td>
<td>The task presents a strong alignment of evidence to the criteria for Descriptor 1.</td>
<td>The task meets the criteria for Descriptor 1.</td>
<td>The task does not meet the criteria for Descriptor 1.</td>
</tr>
</tbody>
</table>
**Submission**

Important: Please combine all your documents, including your rationale or reflection into ONE file for submission. Any task that is assessed at a “Not Developed” standard for any of the criterion will be required to be revised and resubmitted. You will have one week to resubmit. Resubmissions must include one sentence on how you have incorporated feedback provided by the FULT assessor into your resubmitted task.
Assessment Task 4: Meta-reflection

Word limit: 500 words
Due date: Option A and B – Tuesday 19 April at 9am

For Task 4 you have TWO choices for your reflection:

- Task 4: Meta-reflection (on your learning in FULT)
  
  **OR**

- Task 4: Reflection on peer review experience in FULT

Task 4: Meta-reflection

In light of your choice for Task 3 and what you have learned from completing Modules 1-4 (drawing from the FULT program resources, your philosophical perspective, your peer review and discussions with your peers), write a meta-reflection that considers at least the following questions:

In your role as an educator:

- What are the key learning points you are taking away from the FULT program?
- What key strategies have you applied in your context to enhance student learning?
- What have you identified as your future professional-development needs and give examples of how you will meet these needs?

Task 4: Reflection on peer review

For this option you are required to reflect on the reciprocal peer review you carried out with one of your peers during FULT.

Drawing on your peer review experience and discussions with your peers, write a reflection that considers at least the following questions:

- What are the key learning points you are taking away from the peer review process?
- What key strategies have you applied in your context to enhance student learning?
- What have you identified as your future professional-development needs and give examples of how you will meet these needs?

Please note that we are not looking for “correct” answers. The purpose of this task is for you to summarise, consolidate, reflect on and apply your learning in the program.

Hints

- The focus of the meta-reflection is on key learning points from the entire FULT program that may include the peer review process.
- The focus of the reflection on peer review is on key learning points from the peer review process in relation to your learning in the FULT program.
- Examples of professional development opportunities include the Connections series, online modules, faculty and university learning and teaching fora, peer review, academic mentoring, Graduate Certificate in University Learning and Teaching, FULT Alumni.
- Situate your reflection within your teaching/professional context, e.g. characteristics of your student cohort, disciplinary/professional requirements, mode of delivery, teaching strategies.
- We are not looking for “correct” answers. The purpose of this task is for you to synthesise your learning from FULT – you should summarise, consolidate, reflect on and apply what you have learned in the program to your teaching or professional practice.
In writing your reflection consider the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Developed</th>
<th>Developing</th>
<th>Not Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reflection...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>synthesises key learnings from the FULT program (meta reflection) OR the peer review process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provides evidence of reflective practice as applied to strategies and professional-development needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This task aligns with UKPSF Descriptor 1: i, iii, iv, v and vi through Dimensions A5; K1, K2, K5 (potentially K3, K4, K6); V3, V4 (potentially V2).

Rubric for Assessment Task 4

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Developed</th>
<th>Developing</th>
<th>Not Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflection synthesises key learnings from the FULT program OR peer review</td>
<td>The reflection presents a deep and supported synthesis of learning and teaching issues within the context of the author’s practice.</td>
<td>The reflection presents some learning and teaching issues but with little synthesis to personal practice.</td>
<td>The reflection does not present any learning and teaching issues.</td>
</tr>
<tr>
<td>2 Reflection provides evidence of reflective practice as applied to strategies and professional-development needs.</td>
<td>The reflection provides clear and concise evidence of reflective practice as applied to strategies and professional-development needs, with meaningful personal references.</td>
<td>The reflection provides some evidence of reflective practice as applied to strategies and professional development needs.</td>
<td>No strategies or professional development needs are identified.</td>
</tr>
<tr>
<td>3 Reflection adopts a scholarly approach to writing.</td>
<td>The task is written and presented to a high academic standard where reflection is supported by the literature and follows appropriate referencing and writing convention.</td>
<td>The task is written and presented to a satisfactory academic standard and reflection is supported by some literature.</td>
<td>The task is not written or presented to a satisfactory academic standard, and is not supported by the literature.</td>
</tr>
<tr>
<td>4 Statement evidences PSF Descriptor 1: i, iii, iv, v and vi and A5; K1, K2, K5; V3, V4.</td>
<td>The task presents a strong alignment of evidence to the criteria for Descriptor 1.</td>
<td>The task meets the criteria for Descriptor 1.</td>
<td>The task does not meet the criteria for Descriptor 1.</td>
</tr>
</tbody>
</table>
Submission
Please submit your meta-reflection through Turnitin in the FULT Module 4 Reflection and Evaluation course. Any task that is assessed at a “Not Developed” standard for any of the criterion will be required to be revised and resubmitted. You will have one week to resubmit. Resubmissions must include one sentence on how you have incorporated feedback provided by the FULT assessor into your resubmitted task.

Key terms for rubrics

- **Evidence**: for each task described in Table 1 there is a corresponding description of the required evidence. Please read this carefully and submit all the evidence in your task response.
- **Synthesis**: reflection is supported by related scholarship of learning and teaching identified in the FULT program.
- **Context**: the specific conditions within which you teach e.g. discipline, mode (online, f2f), cohorts - year, size, cultural background.
- **Personal practice**: your approach to teaching based on your teaching philosophy values, beliefs and experience.
- **Scholarly reflection**: your reflection is informed by and shows engagement with learning and teaching literature and assertions are supported by relevant sources.
- **Scholarly approach**: your response to the task is informed by and shows engagement with learning and teaching literature and assertions are supported by relevant sources.

Task resubmission guidelines

In some cases we may ask you to resubmit a task based on the following situations:

- Plagiarism detected in Turnitin
- Task is assessed at “Not Developed” standard for any of the criterion
- Submissions below 300 words (except for some options in Module 3)
- Submission exceeds the word limit by more than 10%
- Submission does not address the task
- No references provided
- Descriptive account rather than analysis/synthesis (where appropriate)

In such cases tasks must be resubmitted and feedback provided before you meet the completion requirements of the program.

You will be notified if a resubmission is required. Communication will come from the FULT assessor. You will have one week to resubmit, via Turnitin in the FULT module. The task will usually be assessed by the same assessors, that is the original assessors. You will have one week to resubmit your task. After every task you will receive constructive feedback. We strongly encourage you to engage with the feedback provided and use it to inform your future assessment tasks (including resubmissions). Resubmissions must include one sentence on how you have incorporated feedback provided by the FULT assessor into your resubmitted task.
If you have any questions please contact us via fult@unsw.edu.au. If you wish to raise any matters of concern or appeal please contact the FULT email. Include in the email some details about your grounds for concern. Your email will be reviewed and responded to by the FULT program convenor. The UNSW process for complaints is detailed in the student complaint procedure. Complaints and appeals need to be directed at process.

**myEducation Portfolio**

This platform allows you to showcase your educational achievements at UNSW. We encourage you to upload your FULT assessments and any actions taken during/after the program as sources of evidence to demonstrate your achievements and excellence in teaching.
AFHEA Professional Recognition: a one step process

Participants of the FULT program, who have successfully completed all four assessment tasks will be eligible to apply for Associate Fellowship of the Higher Education Academy (AFHEA). AFHEA is an international professional recognition of your learning and teaching practice.

In order to apply for AFHEA, you must submit a supporting statement from a referee to authenticate your practice. This statement needs to be uploaded by Tuesday 26 April.

**NOTE:** Please use the ‘AFHEA Supporting Statement’ Turnitin link in the ‘Your assessment task’ section.

Choosing and advising your referee

You need to have one referee who will write a supporting statement authenticating the practice that you describe in your FULT assessment tasks.

A referee should be people able to comment effectively on your teaching and learning support practice, willing to write (1 page) against AFHEA Descriptor 1, and be able to provide the reference to you before Assessment Task 4 is due. The referee is verifying your practice using first-hand knowledge of the context in which you teach and/or support learning.

Unless they are already HEA fellows themselves, most referees at UNSW may not be familiar with what is required. While you will provide a copy of the guidance booklet to your referee, we recommend that you also make a meeting time with them to explain the process and especially the AFHEA criteria to them in person. You might have to remind them that they don’t need to (should not) focus on your research, but on your teaching and learning support.

Provide your referee with a copy of:
- your four FULT assessment tasks
- Associate Fellowship – Supporting Statement Guidance and Template.

**Rubric for supporting statement**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>The supporting statement verifies that the FULT assessment tasks present a fair and honest reflection of your practice in line with the requirements of AFHEA Descriptor 1.</th>
<th>The supporting statement presents some validation but does not fully address Descriptor 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supporting statement is valid and authenticates your practice</td>
<td>The supporting statement verifies that the FULT assessment tasks present a fair and honest reflection of your practice in line with the requirements of AFHEA Descriptor 1.</td>
<td>The supporting statement presents some validation but does not fully address Descriptor 1.</td>
</tr>
</tbody>
</table>

Please note that we will need to submit your details to AdvanceHE in order to register you for AFHEA and for your certificate to be generated. Your details will not be used for any other purpose.
Appendix A

How the FULT assessment tasks align with Desciptor 1 and the Dimensions of the UKPSF

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Assessment Criteria</th>
<th>Dimensions of the UKPSF and D1 criteria expected to be evidenced as minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1: Learning and teaching philosophy statement (500 words)</strong></td>
<td>The statement ...&lt;br&gt;• draws together your conception of learning and teaching (A2).&lt;br&gt;• provides a description of and rationale for how you teach (A2, V1, K1, K2).&lt;br&gt;• adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature (V3).</td>
<td>D1.i &amp; D1.iv: evidencing A2&lt;br&gt;D1.ii: evidencing K1 and K2&lt;br&gt;D1.iii: evidencing participant’s commitment to relevant Professional Values (V1 and V3 expected)</td>
</tr>
<tr>
<td><strong>Overview guidance to participant:</strong> Whether you are a new or experienced lecturer, preparing a statement of your learning and teaching philosophy can help you articulate your goals and describe and justify the way you teach. The statements that you make about your personal and pedagogical purpose can help you to reflect on your teaching practice and the changes you make over time. A philosophy statement is a narrative that could include:</td>
<td>To help you complete this task, in addition to drawing on the materials in Module 1, please refer to more specific resources from UNSW and other organisations [list supplied].</td>
<td></td>
</tr>
<tr>
<td>• your conception of learning and teaching&lt;br&gt;• a description of how you teach (A2, K1)&lt;br&gt;• justification for why you teach that way (A2, V1-V4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task 2: Critique your course outline (500 words)</strong></td>
<td>The critique ...&lt;br&gt;• identifies course misalignments and potential problems that could arise (A1, K1, K2).&lt;br&gt;• proposes potential solutions to bring the course into constructive alignment (A1, K2, V1).&lt;br&gt;• adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature (V3).</td>
<td>D1.i &amp; D1.iv: evidencing A1&lt;br&gt;D1.ii: evidencing K1 and K2&lt;br&gt;D1.iii: evidencing participant’s commitment to relevant Professional Values (V1 and V3 expected, potentially V2)</td>
</tr>
<tr>
<td><strong>Overview guidance to participant:</strong> At times as an academic you may be required to undertake benchmarking exercises (K6), design new courses (A1), and/or review existing courses (K5, K6, V3). A strong knowledge of the principles of constructive alignment will enable you to provide effective and helpful feedback in such cases, and support quality improvements in learning. Assessment Task 2 requires you to critique your course outlines (one of your own choosing) in enough depth to demonstrate your understanding of the principles of constructive alignment (A1). Drawing on Modules 1 and 2, you are asked to critique your course outline in terms of how well the outcomes, activities, and assessments are constructively aligned.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task 3: Learning and teaching in context (maximum 500 words)

**Overview guidance to participant:** This task provides you with an opportunity to tailor your learning to your disciplinary context. It invites you to select an area to explore in more detail; some suggested tasks can be found in the table below. If you would prefer to select your own task rather than one of those listed, contact the FULT facilitators. A supportive resource with additional details will also be uploaded to your Module 3 Moodle site. It is advised that you make a decision about your task early in your FULT studies to allow you to plan for and manage the completion of this independent task. (Table attached with examples of potential learning and teaching in context tasks and nature of evidence of completion accepted.)

- Complete Student well-being and success module
- Complete the UNSW Academic Integrity Module
- Learning and teaching presentation (e.g. at School or Faculty education session, UNSW Learning and Teaching Forum, Connections seminar series, UNFED)
- Completion of one module of ‘Contemporary Approaches to University Teaching MOOC’
- Professional blog
- Design a new resource
- Co-creation of team teaching activity
- Completion of one module of HERDSA Scholarship of Learning and Teaching (SoTL) modules (only available to HERDSA members)
- Completion of one module of Smart Casual (relevant to Law only).
- Learning and teaching evaluation
- Other task agreed with FULT facilitator

**Criterion**

- Provision of evidence of completion of the learning and teaching activity, including a reflection on what was learned and how has been applied.

- Variable depending on choice of activity.

- As minimum, intended to address:
  - D1.i & Di.iv: evidencing A5
  - D1.ii: evidencing K1 and K2 (potentially K3-K6)
  - D1.iii: evidencing participant’s commitment to relevant Professional Values (V1, V3, V4 expected, potentially V2)
  - D1.v: evidencing commitment to scholarly/professional practice
  - D1.vi: evidencing commitment to CPD and application of gained knowledge
Overview guidance to participant: For Task 4 you have TWO choices for your reflection: Meta-reflection OR Reflection on peer observation.

Task 4: Meta-reflection

In light of your choice for Task 3 and what you have learned from completing Modules 1-4 (drawing from the FULT program resources, your philosophical perspective, your peer observation and discussions with your peers), write a meta-reflection that considers at least the following questions:

- What are the key learning points you are taking away from the FULT program?
- What key strategies have you applied in your context to enhance student learning?
- What have you identified as your future professional-development needs?

Note: The focus of this choice is on key learning points from the entire FULT program that may include the peer observation process.

OR

Task 4: Reflection on peer observation

For this option you are required to reflect on the reciprocal peer observation you carried out with one of your peers during FULT. Drawing on your peer observation experience and discussions with your peers, write a reflection that considers at least the following questions:

- What are the key learning points you are taking away from the peer observation process?
- What key strategies have you applied in your context to enhance student learning?
- What have you identified as your future professional-development needs?

Please note that we are not looking for “correct” answers. The purpose of this task is for you to summarise, consolidate, and reflect on your learning in the program. Note: The focus of this choice is on key learning points from the peer observation process in relation to your learning in the FULT program.

<table>
<thead>
<tr>
<th>The reflection ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>synthesises key learnings from the FULT program (meta-reflection) OR the peer observation process (A5)</td>
</tr>
<tr>
<td>provides evidence of reflective practice as applied to strategies and professional-development needs. (A5, V3, K5)</td>
</tr>
<tr>
<td>adopts a scholarly approach to writing by using a formal, academic style and supporting its assertions with citations from the literature. (V3)</td>
</tr>
</tbody>
</table>

Variable depending on choice of activity.

As minimum, intended to address:

D1.i & D1.iv: evidencing A5
D1.ii: evidencing K1, K2 and K5 (potentially K3, K4, K6)
D1.iii: evidencing participant’s commitment to relevant Professional Values (V1, V3, V4 expected, potentially V2)
D1.v: evidencing commitment to scholarly/professional practice
D1.vi: evidencing commitment to CPD and application of gained knowledge