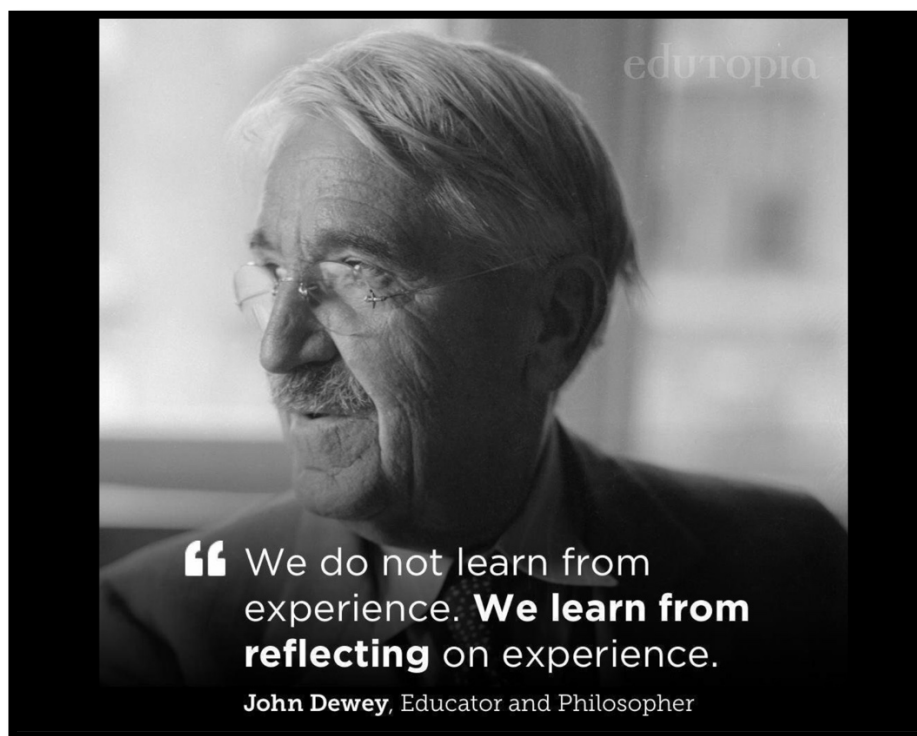


Professional Practice Framework, Institute of Management & Health

Guidance notes for learners making an application (using form PL3b) to the UWTSD's Recognition and Accreditation of Prior Learning and Accreditation Board for **Specific Credit**.



John Dewey image (Source: vita-learn.org/wp-content/uploads/2020/06/john-dewey-quote-2.jpg)

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8/10/2024

Version 2.0_Specific

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GUIDANCE NOTES FOR CLAIMS RELATING TO SPECIFIC CREDIT

Steps for Question 3 on PL3b form	Further guidance / examples
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Step 1: This is where you will provide a short paragraph introducing the claim for experiential learning and how you acquired the learning. Formal introduction (I am applying to the University of Wales Trinity Saint David in respect of a claim for X specific credits at Level X for the experiential learning acquired whilst undertaking my role as XXX) that can be mapped against the following module/s – Module Code – Module title – Credit value and Learning Outcomes.	<u>Example</u> I am applying to the University of Wales Trinity Saint David in respect of a claim for 60 credits at Level 7 for the experiential learning acquired whilst undertaking my role as a Senior Teacher. Module Code – XXXX Module Title – Pedagogy and Practice Credit Value – 20 credits Learning Outcomes • Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care. • Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence. • Critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of a group of learners. • Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice.
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	Module Code – XXXX Module Title – Evidence-Informed Practice Credit Value – 20 credits Learning Outcomes • Critically analyse and synthesise relevant empirical evidence, including education literature and policy documents. • Critically analyse and synthesise local, national and school experience data in order to gain insights into children’s achievement, progress and motivation in the process of learning, in order to inform decision-making. • Demonstrate knowledge of curriculum, pedagogy, assessment and inclusive practice appropriate to their specific Areas of Learning and Experience. • Reflect critically upon the manner in which the learning environment and resources can be structured to support effective learning. • Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner. Module Code – XXXX Module Title – Collaborative and Professional Practice Credit Value – 20 credits Learning Outcomes • Critically analyse and reflect on schools as learning organisations. • Critically evaluate a learning culture that promotes continuous Improvement to support the curriculum. Apply theoretical models relating to collect and critically analyse data in relation to school improvement. Critically reflect on characteristics of collaborative and professional practice. • Evaluate critically methods for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation.
For additional resources to assist you in completing a PL3b application please access the Moodle page ‘PL3b Recognition of Prior Experiential Learning’ Course: PL3b Recognition of Prior Experiential Learning (uwtsd.ac.uk)	Example narrative to include: I have experienced significant personal and professional development whilst undertaking my role as a Senior Teacher and during the course of the last X number of years I have been able to enhance my teaching skills both in terms of delivery in a classroom and my preparatory skills. In preparing this claim for credit I have critically analysed my practice as a teacher and reflected upon the learning I have gained and considered the impact it has made on my practice and the teaching I deliver in my school.



Together with my CV and annotated Job Description, the portfolio of evidence triangulates the claim for relevant experiential learning that aligns to the learning outcomes as noted above.

Preparing this claim for experiential learning has been a highly valuable learning process in itself, as it has allowed me to reflect deeply upon, and fully understand my progression, identifying the difference learning has made to me and my practice.

Step 2:

Critically analyse and reflect upon the learning that has been acquired for each module and the associated learning outcomes. This should be a fairly extensive breakdown of the knowledge, skills and abilities you are claiming credit for.

You may want to explore wider implications and examine how this learning can be used in other settings, e.g., managing conflict can be used at work, at home and also in any voluntary organisation you work with.

List any relevant training or professional development courses attended in the last five years.

Take the opportunity to identify a range of appropriate academic theory that supports your piece and draw on a range of evidence that can be added as an appendix to your claim.

You should provide a summary of the portfolio of evidence that demonstrates the level of learning against the relevant learning outcomes and modules within the programme of study

When considering the period under analysis please consider that as a general rule you can critically analyse the last 5 years of your career. However, for subject specific claims this period may be extended. Your PL3b tutor will be able to advise you accordingly.

It is important for all PL3b claims to demonstrate a learner's competency to write reflectively and an ability to critically analyse work-based practice resulting in the identification of experiential learning.

This video will provide you with an introduction to reflective writing - [Reflective Writing - YouTube](#)



It is consistently identified as best practice if a reflective model is used to structure this element of the PL3b application. This ensures that you avoid presenting your narrative descriptively.

Examples include -

Remember to avoid writing descriptively, adopting a reflective model may help in structuring the response to each learning outcome. Where appropriate, specify the timeframe for your learning, e.g. I started the project in January 2019, and it concluded in May 2019, during that time I was focussing 60% of my time on developing my project management skills.

Kolb's Learning Cycle (1984)



Gibbs Model of Reflection (1988)



Here is some further guidance on the Gibbs model. The questions from the PDF have been copied below for ease of reference:

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

- Set the scene and explain the context of your learning
 - Think of a specific incident / critical incident / a situation where you felt you learned a lot from the experience.
 - This is where you need to provide sufficient information in order for the reader to understand the context.
 - What happened?
 - When and where did it happen?
 - Who was present?
 - What did you and the other people do?
 - What was the outcome of the situation?
 - Why were you there?
 - What did you want to happen?

	• How did you feel about this experience? ○ Were you developing existing knowledge? Was this something new that involved extensive learning? ○ What were you feeling during the situation? ○ What were you feeling before and after the situation? ○ What do you think other people were feeling about the situation? ○ What do you think other people feel about the situation now? ○ What were you thinking during the situation? ○ What do you think about the situation now? • Was this a positive or negative experience? ○ What was good and bad about the experience? ○ What went well? ○ What didn't go so well? ○ What did you and other people contribute to the situation (positively or negatively)? • What have you learnt from this experience? ○ What did I learn from this situation? ○ What would you do differently if you were in the same or similar situation in the future? ○ What went well and what would you do the same in the same or similar situation again? ○ Why did things go well? ○ Why didn't it go well? ○ What sense can I make of the situation? • How does this experience relate to relevant academic theories or models? ○ What knowledge – my own or others (for example academic literature) can help me understand the situation? • How have you developed your practice, having gone through this experience? ○ What skills do I need to develop for me to handle a situation like this better? ○ What else could I have done? • What is your experience of your newly found working practice?
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	<u>How do I structure this section? (Also see example in Appendix 1)</u> Use the Module title as a heading and use each of the Learning Outcomes as sub-headings. Writing against each of the learning outcomes remember to – • Demonstrate how and when you achieved the Learning Outcomes • Be reflective – consider the difference the learning has made to you and your practice; In applying the learning consider what has worked well? What would you do differently next time? • Be specific – don't assume the reader understands. • Link to the evidence you have included in your appendices • Incorporate academic underpinning (using Harvard Referencing)
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Step 3:

Within Section 3.1 of the claim, list and reference the supporting evidence in your portfolio. This will normally consist of:

- a detailed annotated CV;
- an annotated job description;
- a portfolio of learning experience that demonstrates the level of learning against the relevant learning outcomes and modules within the programme of study;
- this completed PL3b Form outlining the details of the claim and including a supporting statement from the Academic Mentor.
- a letter of support from your employer on headed notepaper, signed and dated. (If sending via email the official domain name of the authors organisation must be used). Please see Step 4.

Guidance

It is expected that you include the following

- Annotated CV
- Annotated Job Description

Evidence can include a range of items such as: -

- Certification
- Testimonials
- Appraisal documentation
- Training Needs Analysis
- Business Report
- Marketing strategy
- Annual reports
- Financial forecasts/plans
- Case studies
- Articles/Journals
- Recordings
- Coaching logs
- Observation

When referring to evidence within section 3 of your PL3b form remember to apply a coding system so that the reader can easily link the narrative with the evidence.

Example

'From reflecting on my Curriculum Vitae (Appendix 1) and annotated Job Description (Appendix 2) I am able to identify the development I have undertaken within this area'.

Step 4: Include a witness testimony from an employer or appropriate alternative that specifically acknowledges the learning you are making your claim for.	<u>Guidance</u> It is essential that you obtain a witness testimony to support your PL3b claim. The testimonial needs to be presented on headed paper or alternatively an original copy of the email should be included. <u>Guidance for testimonial statements:</u> • Confirm the job role and range of responsibilities. • Please comment fully on the learner's development over the duration of the period. • Reflect on information provided by the learner in section 3.1 of the claim. • Confirm that the identified evidence is from the workplace. • Please include the following statement: ○ I confirm that this learner has achieved an appropriate level of professional practice. • Testimonial statements must be signed and dated. If the testimonial is being sent by email it must be sent directly to the PL3b tutor.
Step 5:	Your module tutor may wish to undertake a professional discussion as part of the PL3b application process and will advise as necessary. If you are required to undertake a professional discussion consider these points - • Be specific in identifying relevant experiential learning that links to the module learning outcomes you are seeking to claim credit for. • Be reflective in your responses, try not to list your learning. Consider the impact the experiential learning has made to you. How have you applied the learning? Would you do anything different in the future?

Checklist	Have you..... • Been specific in identifying the experiential learning you have acquired? • Included evidence to triangulate your claim? • Made reference to a range of academic models and theories and adopted the Harvard Referencing guide? • Included a reference list? Listed items alphabetically? • Included a statement of support/testimonial from your employer? • Included your CV and Job Description. • Used abbreviations? If so, remember to note them in full on the first occasion within the application.
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RECOGNITION OF PRIOR EXPERIENTIAL LEARNING (RPEL) APPLICATION FORM

1. APPLICANT DETAILS	
Name:	
Student number (if applicable):	
Address:	
Telephone number:	
E-mail address:	
Programme of study applied for OR registered (if current student):	MA Education (Wales)
Level of study of entry (if not a current student):	
Award title (e.g. BA, Diploma):	MA
Institute/Academic Discipline/Centre:	Yr Athrofa, University of Wales Trinity Saint David
Campus:	Swansea
Employer details (for Apprentices only):	N/A

2. ACADEMIC MENTOR / RAL ADVISER	
Name: Sarah Loxdale / Lowri Harris	Institute: IMH on behalf of yr Athrofa
Designation: ACADEMIC MENTOR / RAL ADVISER (delete as appropriate):	

3. DETAILS OF EXPERIENTIAL LEARNING FOR WHICH CREDIT IS CLAIMED (the text box below is expandable)			
Total number and level of credits of experiential learning claimed (e.g. 120 credits at Level 4 and 60 credits at Level 5):	60 credits at level 7	Portfolio of evidence submitted (please tick):	
Details of module code(s) and title(s) (if applicable):	ECEW7013: Pedagogy and Practice - 20 credits ECEW7007: Evidence-Informed Practice - 20 credits ECEW7003: Collaborative and Professional Practice - 20 credits	RAL Module successfully completed (if applicable) (please tick):	
Total fee payable (at £5 per credit awarded) (if applicable):		Confirm payment has been made (if applicable) (please tick):	
Continuing my current role as a senior school science teacher, I am applying to the University of Wales, Trinity Saint David in respect of a claim for 60 credits at Level 7, for the experiential learning acquired whilst undertaking several teaching roles in the last 5 years. I will refer to each learning outcome that is included in the 3 modules and provide sufficient evidence to support my claim. I will also incorporate Gibbs' Model of Reflection (1988) to clearly link each learning outcome to my experiences. Attached are various forms of evidence to strongly support my statements. Module code – ECEW7013 Module title – Pedagogy and Practice Credit value – 20 LO1 – Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care. Description: Teaching mixed ability classrooms by differentiating and scaffolding appropriately is certainly an effective demonstration of my understanding of the importance of supporting and enhancing the achievement of all learners in my care. My planning of Year 5 classes, as they were mixed ability groups, was extremely detailed to provide appropriate stepping-stones that will guide them to reach their goals. Fortunately, with careful planning, each pupil was able to achieve the lesson's learning objective. Appendix 1 is an example of a resource that I created. You'll notice that there are multiple routes to achieving success in the same task. These routes are selected by the individual, based on their needs. Feelings: During the planning process, it was imperative for me to apply my understanding of various strategies and theories to observe for myself the impact that they have on pupil development. I was eager to follow the work of Lev Vygotsky. Vygotsky (1986) who stated that scaffolding is a vital			

element involved in pupil progress if they wish to move towards the next section of the Zone of Proximal development. After implementing Vygotsky's suggestions, I was feeling confident that following the lesson, pupils would be able to apply the skills taught to other subject areas without the need for constant scaffolds. Additionally, Vygotsky's theory has been the foundation of Allison's six principles of successful teaching and learning, where he claims that modelling and scaffolding should be one of the first strategies implemented in a classroom to successfully develop a child (Allison and Tharby, 2015).

Evaluation: This experience rewarded me with great insight into how to develop my planning further. Bruner (1966) supports Vygotsky's work, emphasising that scaffolding promotes pupil engagement. From my experience, individuals with a lower ability were significantly more engaged in the work as they were able to progress at the pace of the classroom, with the aid of the scaffolds.

Analysis: Scaffolding can be incorporated into most subjects however it is important to understand the needs of every individual in the classroom for it to succeed. Taffel (2010) insists that the pre-adolescent years for a pupil require more careful differentiation and scaffolding. Formatively assessing my pupils before scaffolding allowed me to successfully plan appropriate additional support for my learners.

Conclusion: Scaffolding is necessary for ensuring continuous pupil progression in an appealing environment. Effective resources that are designed for individuals rather than the entire class are vital in the development of an individual, as they are receiving support that is professionally tailored to their needs. I am giving my students the opportunity to progress in what would ordinarily be considered a challenging range of topics. As a result, the pupils are engaged and more open to teacher feedback.

Action plan: Moving forward, I will apply scaffolding to all year groups across KS3. I will use a mixture of formative and summative assessments to gain knowledge on an individual and their unique learning needs, to best prepare them for the topic ahead. I will also explore innovative assessment for learning strategies that will allow pupils to continue to build on the progress they make during the lessons.

The difference this learning has made to my practice: Allowing the pupils to choose their own scaffold was a great success and I believe that children have the right to decide which learning route they wish to take; a simple or a more challenging path. Since teaching KS3, I have designed my activities to include many tasks that range in difficulty, allowing the children to challenge themselves when feeling confident, or using the support when needed. **Appendix 2** is an example of this kind of task. Pupils decide which set of questions they wish to complete, based on their understanding and confidence in the subject.

References:

Allison, S., Tharby, A. (2015). *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*. Crown House Publishing.

Bruner, J. S. (1966). *Toward a Theory of Instruction*. Cambridge: Harvard University Press.

Taffel, R. (2010). *Breaking Through to Teens*. Guilford Press.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

LO2 – Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence.

Description – In my role as a primary teacher in the school of XXX, I experimented with a variety of learning and teaching strategies with a group of students, to determine what worked best for pupils as they plan a classroom debate during our work on balanced arguments. The debate focused on the question ‘Does the world need plastic?’ and it was important that pupils on either side of the debate were able to think of every possible perspective that may present itself.

Feelings – I was eager to follow the guidance of a study written by Edward De Bono (1985) in which he applies the use of six thinking hats to encourage more expansive thinking to a group of learners. I was excited by the idea of pupils debating over a topic, knowing that both sides of the debate had also researched every aspect themselves. I was interested to see if pupils would be able to come up with their own counter arguments, by knowing what the opposing side was likely to mention.

Appendix 3 demonstrated the six thinking hats, and how they encourage approaching a topic from several perspectives. In a study written by Mahoney, Patterson and Hall (2022), they also referred to the six thinking hats as an effective tool for modern education of all ages, as pupils are now given more ownership of their learning.

Evaluation – This experiment rewarded me with multiple positive results. It was evident that using the six thinking hats had allowed individuals to discuss all possible areas of the topic which created a detailed and well-structured classroom debate. Additionally, the lower ability pupils were able to use the hats as a scaffold, building on the theme of the hat they received to find useful information of their own and contribute effectively. **Appendix 4** is a report of my lesson observation, where it is noted that everyone was able to contribute effectively.

Analysis – The six thinking hats allowed pupils to research a topic from various angles, leading to a more completed, balanced argument. The strategy was certainly more useful for the lower ability pupils who were given a scaffold to build a valid argument from a specific viewpoint. However, pupils were slightly limited with the research that could be completed, as the six thinking hats ask pupils to focus on specific areas of the topic. Also, many individuals would restrict themselves to using one hat only, the hat that they worked comfortably with. Winter (2015) argues that individuals with specific characteristics may abuse power of the blue thinking hat, which involves an element of leadership. And this was evident in my experience, as strong characters would often volunteer to use the blue hat.

Conclusion – Edward De Bono’s technique of the six thinking hats is an effective scaffold for lower ability pupils who struggle to start their research on a topic. As a learning strategy, it restricts children’s critical thinking and removes the need for pupils to solve problems independently. In conclusion, I would not recommend using this strategy regularly.

Action plan - I will continue to use this strategy as a scaffold for lower ability children as their research and problem-solving skills will progress with the guidance provided by the six thinking hats. For the more able pupils, I will focus more on inquiry-based learning, with an emphasis on pupils collecting and sharing their own gathered information, so that their critical thinking skills may be applied when necessary.

The difference this learning has made to my practice: Experimenting with this strategy has made me realise that it is important to look at a topic from multiple perspectives, creating a broad learning objective for the students. It has also improved my planning as I try to ensure that pupils have time to complete their own research and build their own ideas from the information provided. **Appendix 5** is a piece of work that was completed by a Year 8 pupil. Having previously used the six thinking hats, this individual approached a topic from multiple angles to produce an excellent research project, through inquiry-based learning only.

References:

De Bono, E. (1991) *Teaching Thinking*. Penguin books Ltd

Mahoney, J., Patterson, L., and Hall, C. (2022). *De Bono's Six Hats Thinking Strategy for All Content Areas*. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*. Available at: <https://digitalcommons.murraystate.edu/ktej/vol9/iss1/4>

Winter, T. (2015). *6 Thinking Hats: Praise & Criticism*. [online] blog.hptbydts.com. Available at: <https://blog.hptbydts.com/6-thinking-hats-praise-criticism>.

LO3 – Critically select and apply the most appropriate learning and teaching strategies to enhance the attainment of a group of learners.

Description - Working with KS3 pupils at XXX, we have tried developing projects that connect many subjects together. One project with Year 7, gave the opportunity to connect science, and Design and Technology. To try and get the students to consistently think independently, and consider multiple perspectives, I decided to incorporate some inquiry-based learning. The vague question asked at the beginning of the project was 'What kind of saucepan do we need to cook our dinner?'. Using this as the basis of our project ensured that children were constantly referring to the question throughout the project. This strategy was theorised by John Dewey (1910) and later commented on further by Flinders and Thornton (2013) who saw Dewey's theory as a positive change to a pupil environment that promotes engagement across all subjects.

Feelings - I was rather confident of using this method as I had done some detailed research on its success with others. Certain individuals in the department were rather sceptical however they quickly came to the realisation that the strategy was effective. I was extremely pleased with how the strategy had engaged the learners and how that had developed into an increase in attainment.

Evaluation - I learned that a large part of pupil attainment is influenced by their engagement in the subject. It worked well because it was a unique question that they had never been considered, and therefore created that connection between school and home. Pupils seemed to enjoy having to think and work towards the answer over a long period and were eager to learn about things that could strongly influence their answer at the end of the project.

Analysis - Enquiry based learning allowed my pupils to build an effective answer to the question that surrounded the project. Through various researching methods and experiments they were all able to draw a similar conclusion but managed to do this by following different paths of information. This connects strongly to Piaget (1936) who theorised that pupils are better learners when they build up their knowledge from experiences, rather than being given the correct answer. Cook and Gayle (2014) expand Piaget's theory further by emphasising the importance of enquiry-based learning on pushing children to learn more diligently.

Conclusion - This strategy worked extremely well. It engaged the learner whilst also keeping them on the route towards achieving the goal for this topic. For Science, it is an excellent strategy as it allows pupils to experiment, explore and analyse data that will give them a clearer indication of how to create an effective answer. Whilst writing a conclusion to the project, pupils actively refer to experiences and actual data to support their statements, to create an effective and mature answer. **Appendix 6** is an example of the effectiveness of this method. You'll notice how the second answer, given at the end of the topic, is a great improvement over the first. This is a result of consistently connecting the new subject knowledge to the topic question.

Action plan - This strategy has the potential to be implemented into most topics within science, particularly for KS3 pupils. In future, I will collaborate with other departments to implement this strategy so that it includes stronger cross-curricular links, which will further engage the pupils in other subjects as well as science.

The difference this learning has made to my practice: I now try to start every topic with some sort of hook. Whether it's a question, a picture or an object, the pupils need to be engaged from the first lesson. Doing this has increased pupil participation in all activities including classroom discussions.

References:

Cook, K., & Gayle B. (2014). *Pre-service elementary teachers' experience in a community of practice through a place-based inquiry*. International Journal of Environmental & Science.

Dewey, J. (1910). *How we think*. Boston: [D. C. Heath and Company](#).

Flinders, D., & Thornton, S. (2013). *The curriculum studies reader*. 4th Ed. New York: Routledge.

Piaget, J. (1936). *Origins of intelligence in the child*. London: Routledge & Kegan Paul.

L04 – Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice.

Description - Once I started teaching in a secondary school, I needed to find a strategy that suited a different age of learner, that I had never taught before. My first instinct was to focus pedagogy on Bloom's Taxonomy. Benjamin Bloom (1956) created a framework that, if followed correctly, would develop a pupil's complete understanding of a topic, from basic knowledge to advanced evaluation. I decided to incorporate this strategy with my Year 10 learners, as we tackled a rather difficult topic, the circulatory system. **Appendix 7** is a lesson plan that I used for this very topic, along with a model of the Taxonomy itself. Interestingly, I attempted to incorporate most of Bloom's Taxonomy tiers into a single lesson, to perfectly observe the development of a pupil in the class, from memory, to understanding, to applying their knowledge.

Feelings - I was feeling rather confident that the framework would be successful, as subject knowledge was at the core of each section of the taxonomy, meaning that there would be constant references to the factual content of the subject. However, I was slightly concerned that the emphasis on knowledge at the first objective would lead to an overall decline on the subject knowledge being presented towards the final objectives. Following the attendance of several meetings, to purely

discuss the use of the framework, many of my colleagues urged me to proceed with the framework, as they had had success whilst incorporating it themselves.

Evaluation - Overall, this was a positive experience. Most of my pupils demonstrated good subject knowledge by the end of the topic however had struggled to recall all the knowledge when completing the final objectives, as the entire process took a long time and there was so much information to learn. My pupils certainly benefited from following individual sections of the framework, as they were able to identify what skills were required for pieces of work.

Analysis - I think the topic itself contained an overload of information for my students, meaning it was difficult for them to synthesise and analyse information effectively. I would have benefited from using the revised taxonomy, developed by Anderson and Krathwol (2001). This framework identifies the exact skills that should be developed in each section as well as identifying the types of knowledge, from factual to metacognitive.

Conclusion - Bloom's Taxonomy is an effective framework that carries pupils through the stages of thinking, learning and understanding during a topic. It develops a variety of skills that can be used effectively along with subject knowledge to plan, execute and evaluate. I would recommend using the framework on a small topic within your chosen subject. I believe that focusing on certain areas within the framework distracts pupils away from what should be the focus of the lessons, the subject knowledge. Lemov (2017) also urges teachers to not use Bloom's Taxonomy as he feels it devalues knowledge in a subject.

Action plan - I have used Bloom's Taxonomy on multiple occasions since this experiment. Following the revised framework, I have been able to develop pupil's skills in each objective whilst also keeping pupils focused on the subject knowledge that is required. More experience in following this method of teaching has given me a concrete structure on how to complete topics with my pupils and I follow this structure with every year group.

The difference this learning has made to my practice: Rather than applying Bloom's Taxonomy to an entire unit of work, I now incorporate it into singular lessons. It is a good way of maintaining pupil engagement as there are many tasks involved in a single lesson and it is also a good way to clearly identify those who are making progress and those who require more support.

References:

Bloom, B.S. (1956) *Taxonomy of Educational Objectives, Handbook: The Cognitive Domain*. New York: David McKay.

Anderson, L. W. & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

Lemov, D. (2017) 'Bloom's taxonomy - That pyramid is a problem', *Doug Lemov's Field Notes*, 4 March 2017 [Blog]. Available at <https://teachlikeachampion.org/blog/blooms-taxonomy-pyramid-problem/> (Accessed 18 October 2023).

3.1. Supporting Evidence

Please list and reference the supporting evidence in your portfolio.

Appendix 1 – An example of my ability to successfully scaffold for learners of various ability and confidence.

Appendix 2 – Clear differentiation that allows learners to challenge themselves if they have the confidence.

Appendix 3 – A diagram of the 6 thinking hats and the function of each hat.

Appendix 4 – An observation report where the observer describes a lesson where everyone is given the opportunity to contribute.

Appendix 5 – A small project completed by my students that demonstrate the effectiveness of enquiry-based learning to gather information.

Appendix 6 – A simple task that demonstrates clear progression, with the same question asked at the beginning and at the end of the lesson.

Appendix 7 – A detailed lesson plan that demonstrates my understanding of Bloom's taxonomy.

Appendix 8 – A detailed story that includes a variety of prior learning within the topic.

Appendix 9 – An example of how I used relevant school data to motivate pupils and improve attendance.

Appendix 10 – Another example of how I used data to show the importance and significance of poor lifestyle choices on pupil performance and achievement.

Appendix 11 – This is my annotated CV. It refers to my passion and experiences of providing high quality education for my learners.

Appendix 12 – A scenario that combines the science and technology department to provide an engaging learning experience for my pupils.

Appendix 13 – This lesson plan includes a variety of skills that I incorporate into my lessons, daily.

Appendix 14 – A task that I have used with my pupils to engage and promote the use of divergent thinking in the classroom to solve problems.

Appendix 15 – This timetable is an example of how I collaborate with staff to implement a range of strategies and interventions that meet the needs of our pupils.

Appendix 16 – An example of a self-assessment sheet that promotes self-reflection and raises awareness of academic expectations in the classroom.

Appendix 17 – An annotated diagram of the Zone of Proximal Development that I observed to test its validity in modern education.

Appendix 18 – A school policy that I follow which includes a variety of teaching strategies to create a successful and efficient classroom.

Appendix 19 – A learning pathway that I created for my learners to raise highlight expectations required for progression during the topic.

Appendix 20 – A scenario for a science topic that I created to engage pupils.

Appendix 21 – My most recent observation report that highlights my ability to plan effectively and use a range of strategies successfully.

Appendix 22 – The mark scheme that I use within the department to ensure consistency for learners.

Appendix 23 – An example of the cognitive development model that I used during research on pupil achievement.

Appendix 24 – This is my annotated job description. This piece of evidence demonstrates my effectiveness as a practitioner and how I am successfully completing what is expected of me as a secondary school teacher.

Appendix 24 – I have included my employer statement in the evidence for my application. This statement was created by my head of department, who has briefly written about my contributions towards achieving the relevant learning objectives.

Appendix 26 – I have also included a statement, written by my principal. This statement highlights my commitment towards the school and my status as a valued member of staff.

By typing your name in the box below you are signing this form electronically.

Signature:

Date:

Once you have completed the above sections, you should ask your Academic Mentor/RAL Adviser to complete section 4 below who will then submit your application to the Academic Office to be considered at the next meeting of the RPEL and Accreditation Board.

4. STATEMENT FROM ACADEMIC MENTOR OR RAL ADVISER

(the text box below is expandable)

For claims relating to Specific Credit, the Academic Mentor should firstly hold a professional discussion with the applicant. Following this, they should comment on the portfolio of evidence, evaluate the applicant's prior experiential learning and recommend whether the applicant's learning may be recognised in terms of equivalence to the module(s) for which credit is claimed (the Academic Mentor role is described in the RPL Policy).

For claims relating to General Credit, the RAL Adviser should firstly hold professional discussions with the applicant. Following this, they should comment on the portfolio of evidence and the reflective essay evaluating the learning that has been achieved in relation to the volume and level of credits claimed (the RAL Adviser role is described in the RPL Policy).

By typing your name in the box below you are signing this form electronically.

Signature: Sarah Loxdale / Lowri Harris	Date:
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