

Action Plan for Continuing Professional Development – UK Professional Standards Framework (UKPSF)

Areas of Activity		
Area of Activity	Examples where Standard has been met (What did you do?)	
A1 Design and plan learning activities and/or programmes of study	I met this standard multiple times, especially when designing my own materials to teach as for example the PowerPoints and various Kahoot quizzes. Additionally, and more importantly I achieved this standard when I was allowed to help design and shape a whole module, the International Sports Market, as the lecturer who I co-taught with had no previous experience in the module either. Furthermore, I was also in charge of my own module for the public services degree, which allowed me the autonomy to design the lessons and programme as I saw fit.	
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.		Future Aims and Goals
By being able to have the freedom to design my own materials and resources for the lessons it allowed me to relate and explore further the subject knowledge (K1), as when I had to use PowerPoints provided to me by other lecturers I felt as if I did not understand the subject as much simply due to the fact it was not my own materials. In relation to the subject knowledge, I ensured I added theories, journals and research to back my opinions and information so that students were provided with data that was academic and relatable to the module (V3). I incorporated Kahoot quizzes as an activity consistently as it had proven successful at the micro-teaches at the start of the year, and therefore by incorporating emergent technologies (K4) it allowed me to assess the teaching and the learning (K2) through the method of quizzing to test knowledge (K5). I also found that by allowing the students to utilise their mobile phones during the designed tasks they were more collaborative and engaged, as this generation learns and functions different (K3) and it is important to respect those learning environments (V1), I did that by including a mixture of tasks using traditional methods, as for example pen and paper and contemporary methods as for example Phones, Kahoot and Padlet. Additionally, I had to ensure the lessons were of a high standard and quality to adhere to the quality of teaching at the university, and therefore I had to guarantee that all my resources and materials were checked and monitored by my mentor and other lecturers to ensure quality (K6). Lastly, I abided by the UKPSF Professional Standards when designing the lessons, as these are guidelines for teaching and operate in a wider context across many educational fields (V4), these standards have a positive impact in my professional practice as they allow me to ensure that I can provide the best learning possible towards every student.		In the future I aim to continue to utilise emergent technologies to both teach knowledge and evaluate it (K4/K5). I will also research and analyse the subject material prior to creating the learning activities to ensure the activities are as engaging and relevant as possible (K1/K2). Furthermore, I will continue to abide by these standards as they have proven effective and they also link with maintaining the quality of teaching (K6/V4).

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A2. Teach and/or support learning	I was greatly involved in my placement and managed to complete a total of 507 hours of teaching/supporting and some hours of planning. My teaching took place in the form of lectures, tutorials, one-to-one, trips and assignment drop ins. I taught a wide variety of subjects and students, and I also held a variety of drop in sessions for assignments so that students could ask questions and discuss the assignment. I also had an open door policy in the office which meant students could come and ask questions at any times and also some of the students emailed me with queries which I was quick and efficient to resolve.
Provide a REFLECTIVE account of the impact that your activities had on learning, teaching and learners, including integration of the Core Knowledge you utilised and which Professional Values you applied in whatever you did.	Future Aims and Goals
The actual teaching involvement was my favourite part of the placement, it resulted in being able to produce and create a rapport with the students, and I was able to tailor my teaching to the different groups that I was involved with (V1). In order to be an effective teacher I had to study and research the subject deeply (K1) before being able to teach as the students were more engaged if I provided real life examples which in order to do that I had to know the subject in detail. Not only did I have to research the information in order to provide examples but also I had to provide academic case studies and information that had derived from research. By doing an academic research it aligns with the academic quality and the enhancement for academic teaching within the university (K6). Additionally I had to choose which method was more appropriate (K2) to the lesson and student group, as for some students I did not utilise a PowerPoint to show the information but instead used tasks and just spoke around the subject as students learn differently (K3) and it is important to cover all methods of teaching to ensure the maximisation of learning by all students (V1). Furthermore, I had to ensure everyone was included (V2) and paying attention which in realisation was harder than I firstly anticipated as students were misbehaving in class and causing other students to get distracted, however with practice I managed to learn how to effectively control the students which resulted in the lessons running smoothly. Emergent technologies played a key and crucial part on my teaching experience (K4) as I utilised Kahoot, PowerPoint, Padlet and Youtube videos consistently. I discovered that by using these different technologies students were more engaged and dedicated in the lesson. I also found that by using videos to showcase theories and concepts it allowed students to visualise the theories instead of just listening to me telling them about it. I used PowerPoint more over all the other platforms to teach simply due to the fact that I accustomed with PowerPoint and therefore it was easier and convenient.	I will continue to teach if provided with the opportunity. Additionally, I will continue to research and dedicate time for academic reading so that students are learning within an educational environment. (K1/K6) Furthermore, in the future I will continue to incorporate various different methods of teaching to engage all students and create a diverse but inclusive learning environment. (K2/K3/K4/V1/V2) I will aim to become a more diverse lecture in the different field of education, as the topics I taught were mostly practical based or less theoretical that I anticipated and therefore I would like to a different variety of topics in the future. (K1)

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A3. Assess and give feedback	I was lucky enough to be provided with the opportunity to mark and set assignments, as this allowed me to visualise what a lecturing job fully entails of. I marked all 5 assignments for the International sports market module and also had the experience to mark a research project. Additionally I was heavily involved in marking presentations as I marked for research project, placement and entrepreneurship modules. Furthermore, I also provided formal feedback in the form of emails and verbal feedback in relation to summative assessments. Throughout my teaching placement I had plenty of chances to provide feedback in regards to formative assessments as most of my lesson plans and activities included tasks that required me to provide feedback to the students. This was a learning opportunity that allowed me be constructive and positive with my feedback to aid the students as much as I possibly could.
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	Future Aims and Goals
Marking was easier than I firstly anticipated, however it was very time consuming. I believe that with practice I would have been able to do it quicker, but as it was my first time I took around an hour per assignment to ensure that I was following the grading criteria (V3) to match the quality and professional practice within the educational institute (K6). In lesson feedback was easier to provide as I tried to stay positive and constructive to allow students to develop their knowledge, I changed my feedback delivery based on the level of the students (K2), as for example the feedback I provided at level 6 was of a higher academic level than at level 4. By utilising Kahoot (K4) as both a form of feedback and evaluation of learning (K5), I was able to give feedback instantly in lesson through the answers within the quiz, and it also allowed me to provide feedback to all the students at once instead of at an individual level. However, it is crucial to mention that some students do not like to have their feedback provided to them in front of the whole class (V1), so therefore it was important to allow students to come and see me in the office so I could provide a more personal and detailed feedback to those students that are shy or nervous about having feedback in front of others. Lastly, by marking presentations it allowed not only the students to do a practical assessment, which links more with the nature of the degree in regards to sports (K3), but also it allowed to me see how different it is to mark an assignment in written form and presentation form. As it showcased how some students are exceptional at presenting and then unfortunately lack at academic writing skills, and by providing them with feedback they were able to develop those skills that were highlighted during the presentations marking (V2).	In the future, I aim to study the marking criteria better so that I reduce the amount of time spent marking but maintain the standards and quality of my marking high. (V3/K6) I aim to continue to utilise Kahoot to both assess the lesson and provide feedback to the students. (K4/K5) Lastly, I aim to become a dissertation supervisor so I can work alongside a student by provided them feedback that is entirely tailored to them and their research. (V1)

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Area of Activity	Examples where Standard has been met (What did you do?)
A4. Develop effective learning environments and approaches to student support and guidance	Thankfully, I worked alongside a very dedicated and caring group of staff that allowed me to develop effective learning environments in and out of the classroom. Within the first semester we had induction periods that allowed the students to familiarise themselves with the staff, building and modules. Luckily I was heavily involved with that as I taught the first years mainly for the first few weeks. Furthermore, there was a high emphasis on group work and group project to promote participation and team work in higher education, which resulted in a very effective environment as students were more comfortable working with someone. By providing the students with one-to-one support and assignments drop ins so that they can check their progress and ask any questions in relation to the assignments.
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge</u> you utilised and which <u>Professional Values</u> you applied in whatever you did.	Future Aims and Goals
Within the fitness module I had to establish the learning environment within a gym and I aimed to make it as welcoming and accepting as possible as some students were body conscious (V1) and therefore by making the lesson fit for all levels it allowed those students to push themselves without feeling self-conscious (V2). I was involved with some extenuating circumstances meetings and I had to be very careful about what and how I said information in relation to some of the cases that I encountered, this allowed me to develop not only as a lecturer but as a person (V4) because I was naive to the circumstances some people were going through and it was important that I provided support and guidance for those students. Furthermore, I emphasised highly on team work and joint group projects (K2) as I believe that working in a group expands and develops crucial skills that will be needed in the future for both academic careers and professional and therefore it is vital to implement those activities to support and guide students within education (K3). I utilised Padlet (K4) to provide guidance on some tasks and assignments and that proved to be beneficial as the students were able to access the feedback and support post meeting and therefore read it at their own pace and in their own time (V1). Lastly, I behaved friendly towards my students this year, perhaps at times too friendly and I know that I should have been more strict, however by providing a friendly atmosphere and environment I realised that students were more honest, trustworthy and truthful with me which allowed me to build a rapport with the students as they relied more on me for support and guidance within educational settings and also in future career possibilities.	If in the future I obtain a job within the education system I will aim to be less friendly and more professional, as at times I think students were too laid back due to my friendly approach. It had its benefits but overall I think I should take a more strict approach. (V4) I will continue to use a wide variety of emergent technologies to develop effective learning environments and I will use team work as a form of developing entrepreneurial skills. (K2/K3/K4) Although, I want to take a more strict approach I will continue to make the learning environments as welcoming and accepting for all students to ensure that students are at ease while learning. (V1/V2)

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Area of Activity	Examples where Standard has been met (What did you do?)
A5. Engage in continuing professional developments in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	I adhered by a mentor meeting regime to check on my CPD within the subject area and pedagogy, these meetings allowed to discuss topics and gain knowledge to develop further my teaching practice. Additionally, I was in charge of analysing a wide variety of academic journals for the stadia module as my mentor thought it would benefit me in being able to provide example and case studies if I analysed the journals. Throughout the placement I kept reading and researching into the topics of my modules to ensure that I had the most up-to-date information, with research and academic influence.
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	Future Aims and Goals
In order to check on my development and target for progression I undertook regular informal and formal mentor meetings to establish what I could do to better my professional practice in relation to various topics (K6) such as student inclusion (V2), confidentiality (V1) and students' engagement. Furthermore, I continued with my professional development by allowing myself to accept any challenge and deliver lessons in a wide variety of topics and student groups which broaden my subject knowledge and pedagogy (K1) I remained mostly academic and researched a variety of topics not only in relation to the subject that I was teaching, which allowed students to relate and engage with the examples (K3), but also in relation to the PCET especially behaviourism theory and andragogy concept (K2). This allowed me to understand further the educational system and the environment and context of higher education (V4). Throughout the placement I engaged in reflection-in-action and reflection-on-action models to reflect during teaching and post lecturing to ensure that I was changing and modifying lessons to maximise the students learning and therefore allow me to develop as a lecturer (K5). As a result from continuing evaluation of professional practice I quickly established that using mobile phones to enhance learning (K4) was a working theory and therefore I incorporated it throughout and it proved very beneficial for the students. Lastly, by involving myself with the research project module I had to undertake a wide variety of research in relation to all the students' topics so that I had a substantial and appropriate amount of knowledge to able to assist, aid and guide students in relation to their projects (V3).	Next year I aim to complete a Master in Business, to fully develop my academic experience and skills. I believe this masters will provide me with the knowledge needed for a managerial role and also it will expand the subjects in which I can teach, if I decide to pursue a teaching career (K1). Additionally, I will continue to read and study on contemporary topics affecting the sporting and educational industry so that I am up-to-date on all the controversial aspects of the both fields (K1/K6/V3/V4).

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Dimensions of the Framework

