

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

AREAS OF ACTIVTY

SCOTT JAMES

Area of Activity	Examples where Standard has been met (What did you do?)
A1 Design and plan learning activities and/or programmes of study	While on placement, I have had the opportunity to design and plan my own learning activities. This aspect developed as the year went on when I had more responsibility to construct my own lessons. Undertaking a variety of teaching practises enhanced not only the subject material, but also the appropriate methods for teaching for the different characteristics present within the learning environment. This included appreciating the different forms of technology that were exercised in order to effectively design programmes of study at the level appropriate being taught. UKPSF targets reached: **K1, K2, K3, K4 and K6.**

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**
I have had numerous opportunities to design and plan learning activities throughout my time on placement at the Business School. This particular aspect developed as my time on placement progressed, as I established more experience and knowledge in designing various learning activities. This specifically had an impact on the learning of the students as I incorporated my research to benefit the lesson material, as well as the individuals present. For example, in the module that I taught, Academic Skills, I planned various in-class activities, as that particular content would be beneficial to consume using activities. I assured that within the subject content, that it linked to learning and teaching methods, providing that there is an appreciation of the subject matter in relation to the level of study (K1). However, to acknowledge if designing and planning activities will be beneficial to the students, I made sure that I understood and recognised the diverse learners present. This assured that I issued a wide range of teaching and learning methods, establishing that all students will benefit from what I incorporated into the lesson (K2, K3). To ensure that the students are furthering their professional development within my lessons, I established on numerous occasions various forms of technology. Extending from the basic use of PowerPoint, using new forms of technology enabled me to create a lesson environment where it is more engaging, providing excellent support for learning (K4). However, teaching various lessons, it is not sufficient to provide the same learning activities to different characteristics of learners. To make sure that each lesson I taught is benefiting the students, I thoroughly explored the University Quality Handbook, assuring that the subject material is at the level appropriate to the class being taught (K6).	In order to develop designing and planning learning activities, future aims and goals will be to continue to further my knowledge on this area. This comprises of developing my assortment of resources, so that it further encourages the support of individual learners, as well as heightening class productivity through introducing alternative programmes of study.

Area of Activity	Examples where Standard has been met (What did you do?)
A2. Teach and/or support learning	Incorporated within my lessons was teaching and support of learning, with direct engagement, whether it was individually or in groups. This continual mode of support was pivotal and was shown with designing flexible learning activities that was accessible for all students, ensuring that I involved my own research to make sure I hit these objectives on a consistent basis. UKPSF targets reached: **V1, V2 and V3.**

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**
Ascending on my professional practice, teaching and supporting learning was a feature that I was enthusiastic to establish throughout, and it was exhibited during my time on placement. Within my time observing, and then teaching, I supported learning using direct engagement, whether individually or in groups. I recognised that supporting within my teaching was critical for the development of the students, and it was significant that I demonstrated an awareness of the different approaches and methods of teaching and learning. Within many of my own classes, there were an array of different characteristics present that required different levels of support and engagement. To make sure that all students were benefiting from the subject material, I incorporated a wide range of activities and approaches that considered the individual needs of learners. This entailed designing flexible learning activities, so that it was accommodating for all students to undertake (V1). In order to accomplish this goal, I made sure that there was a commitment within my practice so that there is an equal opportunity for learning. I spent a lot of time providing that I covered a broad spectrum of activities and approaches, ensuring that all students felt comfortable within the lesson itself (V2). I also spent a sufficient amount of time using evidence informed approaches, as it would give me a better opportunity to succeed within this area of activity. I drew from a range of evidence informed approaches and used them to update my own teaching and learning practise (V3).	Teaching and supporting learning is an integral part of the student's development, and this facet takes place in a wide range of different contexts. However, in order to improve on this feature, future aims and goals is to expand on my interaction with students. This can be through different means, including incorporating seminar rooms for specific support, as well as establishing a virtual environment. This embraces the use of technology, which encourages the develop of students currently; such is its presence with learners today.

Area of Activity	Examples where Standard has been met (What did you do?)
A3. Assess and give feedback	The students' progress and development is a particular aim of mine to enhance, so the use of feedback was encouraged to foster their learning. I ensured that I sustained this so that I am making findings about their learning during their study with myself. In order to effectively achieve this goal, I made sure that I tailored the content so that it was accessible to all students to consume. This required integrating my own research in order to continue with the student's professional development, making certain that the content issued will be beneficial to the group being taught. UKPSF targets reached: **VI, V2, V3 and K6.**

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 for the students to progress within the course, an element that was important for myself to establish throughout was the assessment and feedback to all learners. This was critical as providing feedback to the learners enabled them to identify their own strengths and weaknesses, fostering their learning. I displayed numerous examples where I displayed this, where one demonstration was through one on one meetings, as well as informal approaches to assessment, such as in-class activities. These different forms of assessment were appropriate as it enabled me to assess the student's progression and make a judgement about their completion of study within my subject area. In order to foster the students learning, I made sure that the subject material was designed so that it was adaptable for all learners. Tailoring the needs of individuals facilitated their learning, where they were able to use feedback as a source of development (V1 and V2). In order for myself to effectively assess and provide feedback to learners, it was important for myself to acknowledge wider help from research, so that I could effectively achieve this outcome. I used outcomes from relevant research, scholarship and professional development in order to enhance the practice and the learning experience (V3). Within all forms of education, there are multiple learners with different personalities and educational qualities. In order for myself to effectively provide applicable feedback, I required the help of the University Quality Handbook, so that my assessment and feedback issued was appropriate for that particular lesson, group or individual (K6).	In order to develop in relation to assessing and giving feedback to students, an aim and goal that I want integrate with future opportunities is to employ reflective diaries. This will give the students an opportunity to express their feelings and log their journey within a particular module, which will provide me the opportunity to distribute any feedback that they require. I also aim to create an environment where it inspires conversation and dialogue. This will confidently promote a situation where students are willing to engage with myself concerning the allocation of feedback within my modules.

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	Furnishing an environment where it enhances the academic development of the students was a standard that I strived to meet. This was predominantly achieved using both formal and informal environments, as these specific learning environments facilitated student development. This required gaining an understanding of the different learners present within the lesson, as well as delivering specific teaching and learning strategies that catered for all students present, continuing in their professional development within higher education. UKPDF targets reached: **K3, K4, VI and V2.**

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**
Throughout my placement, a particular aim was to establish an effective learning environment and approaches to student support and guidance. Within my lessons, I used both formal and informal learning environments to facilitate student learning. Using both environments varied depending on the class and the topic. For example, I taught level 4 tourism many times throughout my placement and establishing an informal learning environment was the best for that class. Having that specific learning environment really made for a relaxing atmosphere, encouraging an engagement between the students and myself which was important. For perhaps a level 5 or 6 class, I would use a more formal learning environment as their current situation within education requires more of an inflexible atmosphere. To fully comprehend what type of learning environment would be most beneficial, it was essential that I recognised the different learners present within my class. One example of this is through the introduction of technology within lessons. Referring back to my level 4 tourism class, their POMPTO module required the use of technology, where it was seen as a beneficiary to them gaining their knowledge (K3 and K4). However, not every student will benefit from the use of a particular learning environment, where maybe others would. In order to promote a learning environment suitable for everyone, I made sure that I designed the lesson content so that it was flexible and accessible to all students available. Tailoring a lesson where it covers a broad spectrum of events and activities was fundamental in terms of creating a learning environment suitable to all learners (V1 and V2).	One aspect that has stood out this year has been the importance that technology will play with student support and guidance. A future aim and goal is to include more technology within my learning environment. As stated, this can be in the form of virtual environments, where it provides a platform where it benefits a particular course of study, presenting diverse learning activities and resources. This will hopefully fashion an environment where it is appropriate to the learning objectives, utilising student support and guidance.

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<tr><th>Area of Activity</th><th colspan="2">Examples where Standard has been met (What did you do?)</th></tr>
<tr><td>A5. Engage in continuing professional developments in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td><td colspan="2">In order to engage in the professional development of the students within my subject area, I made sure that I engaged with up to date research for their benefit. As my time on placement went on, I made sure that I continued to develop my own capabilities in teaching and learning support, collecting new information to enhance the effectiveness of my own practice. Furthermore, making sure that the subject matter linked to the learning and teaching methods, tailoring my support to the different learners present was crucial for the professional development of the students.
UKPSF targets reached: K1, K2, K3, V3 and V4.</td></tr>
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<tr><td colspan="2">Throughout my time on placement, I strived to make sure that I continued in my own professional development, as well as the students'. To achieve the former, I supplied in-depth research, making sure that what I was delivering, that it was contemporary and beneficial for the student's growth within their subject area. The growth of the student is paramount, and while I was on placement, I placed a big importance on their professional practice. Incorporating research within their subject area was paramount, as it was a big importance from my behalf that the students received correct and up to date information, as that was the best way to continue in their professional development. To achieve this aim, I made certain that the subject matter linked to teaching approaches that I used, as well as applying an appropriate method for learning (V1 and V2). To ensure that I am continuing in their professional development, it was important for me to use evidence informed approaches. Applying what I have found from my findings of others provided me with a greater base of knowledge from which I can delve into. This allowed me to have a greater input within the continuation of the student's professional development, as incorporating in-depth study provided me with an extension of knowledge that would enhance this objective (V3). Engaging in the professional development of the students, I alerted to the issues that may influence institutional missions, which may have an influence on the overall student learning experience. To warrant that I demonstrated my commitment, I assured that I responded to the current demands, which may have an impact on the students (V4).</td><td>In order to continue in my professional development within this sector, it is fundamental to learn off other individuals who boast an extensive portfolio of experience and knowledge. A future aim and goal is to enhance my own observations, so that I am able to reflect on my own practice and identify areas that I could implement to improve myself. This could be from my research, my own teaching and learning support, as well as the environment that I fashion. This target would undoubtedly progress my own professional development within the sector, as I would be able to comprise the work of others to improve my future practice.</td></tr>
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Dimensions of the Framework

