THE YORK LEARNING AND TEACHING AWARD (YLTA)

A Higher Education Academy (HEA) accredited academic programme for Postgraduate Research Students who Teach 2016/17
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WELCOME TO THE UNIVERSITY OF YORK LEARNING AND TEACHING AWARD (YLTA)

YLTA is a credit-bearing programme validated by the University of York. It is worth 20 'M' (Master's level) credits. It is also accredited by the Higher Education Academy (HEA), the UK organisation that supports and accredits training in learning and teaching. On successful completion of the YLTA programme you will be entitled to apply (free of charge) to become an Associate Fellow of the HEA. This means you can demonstrate to prospective employers that what you have done is nationally recognised and that you have developed basic skills in university teaching.

The programme provides an opportunity for you to develop skills in facilitating student learning and to practice a variety of teaching techniques. You will have an opportunity to assess the teaching practice of peers and academic staff and to explore how pedagogic theory can inform your academic practice. Supported by a YLTA supervisor who is an experienced member of academic/teaching staff, you will have an opportunity not only to reflect on your teaching practice, but also to consider the other aspects of an academic career.

The YLTA programme has been running since 2007 and over 200 students have successfully completed the programme. Many of these have gone on to secure academic and research positions at institutions in the UK and across the world.

In 2012 the YLTA programme was recognised with a silver Vice-Chancellor's Award for Outstanding Achievement awarded in the excellence category. The nomination came from past students on the programme and as such makes it a very special achievement.

The programme is designed to be stimulating and inspire you to join our growing number of YLTA alumni, many of whom have gone on to secure successful academic careers. I look forward to working with you this year.

Dr Karen Clegg
Director of YLTA and the Research Excellence Training Team
Feedback from programme alumni:

"Developing my teaching practice has been important to me from the very beginning, but I haven’t always been able to identify the most effective ways of doing so. YLTA not only helped me to design and implement methods for evaluating my practice, but also encouraged me to experiment with innovative approaches to my development as a teacher. In particular, in preparing my portfolio I began to look more closely at the relationship between student feedback and personal reflection, which gave me the confidence to invite informal feedback on a more regular basis, and to engage more openly with this feedback in seminar discussions. I feel that this aspect of my teaching was central to my receipt of a Silver Award for Excellence in Teaching in the 2013 Vice-Chancellor’s Outstanding Achievement awards."

"Having just finished the hard slog of applying for academic posts, I have realised how useful having the YLTA qualification was. For the lectureships I was applying for (in teaching-focused establishments), most of the posts required, as a minimum, for applicants to be Associate Fellows of the Higher Education Academy (which you get automatically after passing the YLTA)."

"As well as helping me to secure interviews, having written up my portfolio meant I was well versed in discussing pedagogy, so when I was asked how I dealt with issues in the classroom or about my teaching strategy, I could use real examples backed up by theory learned during the YLTA. I’m certain that without having completed the YLTA, I wouldn’t have been in the fortunate position of being able to pick between two lectureship posts!"

"In such a competitive employment climate, the opportunity to complete the YLTA is more important than ever. It also demonstrates the commitment of York University to high quality teaching for undergraduate students and support and career development of postgraduate students."

"The YLTA programme is outstanding in the breadth of training provided and the opportunity it provides for peer support as well as to get advice from experienced teaching professionals. All the tutors on the programme were consistently interesting, friendly, well-informed and open to opportunities for further debate. The YLTA gave me chance to reflect on my teaching, grounding it in pedagogic theory which I’d been completely unaware of before."

"Participating in the YLTA programme was truly a unique opportunity for me. I was introduced to many interesting pedagogic and educational theories that I believe helped to improve my teaching and demonstrating. Also, it is very important to me that I get official recognition for my teaching skills that will help me get a lecturing position in the future."
Section 1: INTRODUCTION TO THE PROGRAMME

1.1 Timescale and expected study hours

The 2016/17 YLTA programme commences in October 2016. Registration is nine months from October to the end of June. As an accredited 20-credit postgraduate course, the expectation is that students will undertake an equivalent of 200 hours work which also includes completing the required teaching, mandatory attendance at four core training strands (one of which is participation in the YLTA Symposium); participation in supervisory meetings, peer and teacher observations and private study. You will need to spend a large amount of time completing the assessment requirements and compiling the portfolio. Previous students on the programme have said that they underestimated how much time they needed to compile the necessary evidence and reflection for their portfolio. As such you are strongly recommended to compile the evidence as you go along. Students in 2016/17 are required to submit their portfolio by 9.00am on Monday 26 June 2017. The table below gives you a guide as to the required training, teaching and study hours involved:

<table>
<thead>
<tr>
<th>Details</th>
<th>Min Frequency</th>
<th>Min Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at the 4 core training strands (5 days) and any other optional PGWT training workshops</td>
<td>5 days (7 hours per day plus preparatory and extended work from the sessions)</td>
<td>55</td>
</tr>
<tr>
<td>Meetings with your YLTA supervisor (at least 3)</td>
<td>1 hour each</td>
<td>3</td>
</tr>
<tr>
<td>8 teaching sessions x 3 hours preparation and evaluation</td>
<td>1 hour each</td>
<td>32</td>
</tr>
<tr>
<td>2 observation reports (peer observation of an academic and YLTA participant)</td>
<td>1 hour each observation + 1 hour report writing</td>
<td>4</td>
</tr>
<tr>
<td>2 reflective writing logs</td>
<td>4 hours each</td>
<td>8</td>
</tr>
<tr>
<td>2 teaching session plans</td>
<td>3 hours each</td>
<td>6</td>
</tr>
<tr>
<td>Online Portfolio Construction tutorial</td>
<td>2 hours</td>
<td>2</td>
</tr>
<tr>
<td>Construction of Portfolio</td>
<td>40 hours</td>
<td>40</td>
</tr>
<tr>
<td>Reflection, recording, peer review and enhancement of your teaching practice</td>
<td>50 hours</td>
<td>50</td>
</tr>
</tbody>
</table>

| Total                                                                 | 200                                                                           |


1.2 Assessment requirements

The assessment criteria can be found in Section 3. In order to successfully complete the programme you need to construct a portfolio of evidence that demonstrates that you have:

1. met all the programme learning outcomes
2. met the teaching and attendance requirements
3. completed the assessed elements and included them in your portfolio
4. provided evidence of engagement with the UK Professional Standards Framework (UKPSF) – see Section 2

Details of how to construct the portfolio to reflect all these different forms of evidence can be found in Section 3. The portfolio is an online submission and further guidance about how to construct, personalise and develop your portfolio will be available via the ‘YLTA Portfolio Tutorial’ module on the VLE and you can also ask your YLTA supervisor for help. The submission process for the online portfolio is via Google Sites. You will have access to this following the official start of the programme on 18/19 October 2016. You are strongly encouraged to start uploading reflective notes, student feedback and other forms of evidence as soon as you can.

1.2.1 Learning outcomes

By the end of the programme, successful students should have met the following six learning outcomes:

1. Demonstrate the use of appropriate teaching methods to meet particular student needs and contexts.
2. Construct session plans including learning outcomes, content and feedback mechanisms for a range of teaching sessions at the University of York.
3. Explain how pedagogic theory and research informs your own teaching, learning and assessment practice.
4. Evaluate the alignment of the design, the teaching and the assessment used in a module on which you teach.
5. Apply the principles of good marking and feedback to student work.
6. Reflect on an aspect of academic practice that you have found difficult and how you have overcome this.

1.2.2 Teaching requirements

Students need to engage in 20 hours of activity associated with the UKPSF (see Section 2 for further details). This must include a minimum of eight hours of teaching delivery/facilitation of student learning at the University of York along with some opportunity to assess student work. This delivery/facilitation may take the form of tutorials, seminars, problem-solving sessions, demonstrations or online learning. You will also need to demonstrate that you have been engaged in an additional 12 hours of activity associated with the three areas of academic practice (research, administration and teaching). Students who have any concerns about the teaching opportunities available to them should seek clarification from the programme director.
1.2.3 Mandatory training

All YLTA students are required to attend the following four strands:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Date/s and duration</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand 1: Supporting Student Learning in Higher Education</td>
<td>Two full days 18/19 October 2016</td>
<td>Overnight residential at the Mercure York Fairfield Manor Hotel, Skelton</td>
</tr>
<tr>
<td>Strand 2: Pedagogy and Academic Practice</td>
<td>One full day 8 February 2017</td>
<td>On campus</td>
</tr>
<tr>
<td>Strand 3: Learning and Teaching Symposia</td>
<td>Two half days (minimum) March 2017</td>
<td>On campus</td>
</tr>
<tr>
<td>Strand 4: Professional Practice and Academic Career Development</td>
<td>One full day 16 May 2017</td>
<td>On campus</td>
</tr>
</tbody>
</table>

There will also be a one-hour training session on portfolio construction on 1 December 2016 (see Section 3: the portfolio).

Please see below for outlines of the four strands (*the information in brackets indicates which area of the UKPSF the strand corresponds with*).

**Strand 1: Supporting Student Learning in Higher Education**

This two-day intensive workshop is designed to develop the skills and competences needed to support learning and to identify effective learning strategies which advocate both inclusivity and diversity (V4). It provides a broad introduction to the core areas of activity (PSF A1-A4) including the use of teaching techniques (A2), session design (A1), assessment and feedback strategies and explores the use of technology as a way of supporting student learning (K4). You will give a mini-teaching demonstration (A2) on your own area of subject expertise (K1) and collectively devise assessment criteria and provide peer feedback (A3). Group discussions will be supported by research into student learning (V3) and collectively you will explore ways to evaluate teaching (K5).

**Learning Outcomes**

By the end of Strand 1 you will have practiced using a variety of approaches and techniques to support student learning in a research-intensive university. You will be able to:

- Critically evaluate the use and value of different approaches to support students from different cultures and different learning needs
- Write SMART intended learning outcomes
- Design a session plan suitable for a diverse group of undergraduate students
- Deliver a mini-teaching session suitable for undergraduate students in their discipline
- Peer review and give feedback on teaching
- Explain the benefits and shortcomings of using technology to support learning

**Formative Assessment**

- You will receive peer feedback on your mini-teaching session
Strand 2: Pedagogy and Academic Practice

This strand introduces you to pedagogic theory (A5) and current research into student learning (for example work by Biggs J, Entwistle N, Gibbs G, Land R etc). In the morning of this one-day workshop you will examine the principles proposed through scholarship in learning and teaching and critically review the value of theoretical frameworks in relation to your own practice (V3). To achieve this, each of the supervisory groups will be allocated a key text in advance and collectively present the strengths and limitations of the various perspectives espoused by Vygotsky, Boud, Kolb (V3) and critically evaluate how threshold concepts and knowledge objects impact on the design, facilitation and assessment of undergraduate learning. Additionally, you will review literature on the scholarship of learning and explore the link between teaching and research. In the afternoon you will practice writing reflectively about your own academic practice and will work in groups to practise the skills of storytelling as ways of supporting student learning.

Learning outcomes

By the end of Strand 2 you will be able to:

- Evaluate key concepts and theories of student learning in the context of the discipline and higher education
- Practice reflective writing and storytelling as ways of engaging students and enhancing learning
- Critically evaluate a range of pedagogic theories and relate them to facilitating student learning
- Examine ways of evaluating your own teaching
- Recognise the QA processes and reputation benchmarks employed at institutional and global level
- Review a range of reflective writing styles
- Produce and peer review a reflective teaching log

Formative Assessment

- You will receive feedback on your ability to explain and select appropriate pedagogic theories and concepts in relation to your discipline and learning environment

Strand 3: Learning and Teaching Symposia

The Symposia will take place as four separate half-day events. You will be expected to present at one of these events and attend at least one other as an active member of the audience where you will provide feedback to your peers. The half-day events will take the form of an education conference at which you will individually present what you have learnt about teaching, learning and assessment in higher education in relation to your own academic practice. You will submit your own title and abstract in relation to one of the following themes: assessment and feedback in higher education; the relationship between teaching and research in higher education; engaging students in learning in the modern university; the effect of accountability and competition on the curriculum; global education and the changing face of higher education. You are asked to be explicit about which of the UKPSF areas you are addressing in your presentation and the literature that has helped inform this reflection. The audiences will include YLTA participants, academic staff, support staff, research students and invited guests who will all be asked to provide you with feedback. A small panel consisting of YLTA supervisors, academic staff and academic support staff will be allocating marks using the following criteria:
Learning Outcome

By the end of Strand 3 you will have demonstrated your ability to conduct and communicate effectively the outcome of individual enquiry into an area of academic practice that resonates with your personal practice.

Formative assessment

- You will receive feedback from supervisors and the programme team and feedback from your peers. The presentations are filmed such they can be shared and reviewed.

Strand 4: Professional Practice and Academic Career Development

The focus of this strand is on your learning and professional development and how you can develop the key skills associated with academic practice. The one-day workshop will take the form of a developmental assessment centre during which you will be given an institutional case study and asked to explore the challenges and opportunities presented by this context. Drawing on your understanding of the teaching research nexus covered in Strand 2, you will be asked to explore how institutional context impacts on this and what considerations you think would be important in facilitating student learning in this context.

In the second part of this one-day workshop you will prepare for a mock interview and be asked to develop a personal statement based around the UKPSF professional values to supplement your interview. This will be similar in style to the Account of Professional Practice (APP) used in the portfolio of evidence. You will be asked to explain your academic CV and justify your choice of teaching methods in relation to the UKPSF (A2). You will also be asked to evidence your ability to support student learning and to support institutional processes such as quality assurance and quality enhancement (K6).

Learning Outcomes

By the end of Strand 4 you will be able to:

- Demonstrate your ability to refine your teaching approach in accordance to institutional profiles
- Promote yourself as a capable and competent practitioner
- Produce a personal statement based around the PSF professional values
- Develop your academic CV
- Prepare for and demonstrate your capability in a mock academic interview
- Apply the feedback on your statement, CV and interview to produce a Professional Development Plan

Formative Assessment
- You will be given feedback on your performance for all tasks such that you can construct a professional development plan aligned to your chosen career and institution type

1.2.4 Postgraduates Who Teach – resources and further optional training

In addition to the four core strands you can, if you wish, take advantage of the wider range of support and training available to postgraduates who teach. Details are available via the Research Excellence Training Team (RETT) or the York Graduate Research School (YGRS) webpages:

york.ac.uk/admin/hr/researcher-development/pgwt
york.ac.uk/research/graduate-school/pgwt

Booking a place:
All optional workshops should be booked using skillsforge.york.ac.uk (please note that you do not need to book for the mandatory four strands or the optional one-hour training session on 'Portfolio construction').

1.2.5 Supervisory requirements
All registered YLTA students are required to meet with their allocated YLTA supervisor at least three times per year of registration (once per term). Where possible supervisors will try and meet with all their supervisees together such that you can learn from each other and share practice. You are expected to take a professional approach to the programme and to take responsibility for your own progression. To get the most from your YLTA supervisory meetings it is advisable to identify in advance the issues you want to discuss and to share these with your YLTA supervisor such that s/he can accommodate everyone's needs. Your YLTA supervisor will also observe one of your teaching sessions and provide feedback to you (mapped to the UKPSF). You are asked to supply your supervisor with details of your teaching commitments early on in the programme to enable this.

You are required to show your YLTA supervisor a draft copy of your complete portfolio a minimum of two weeks prior to the submission date such that they can provide you with feedback that you can act upon. Students who fail to show their supervisors a draft copy of their portfolio will lose their right to appeal on the grounds of inadequate feedback.

1.2.6 Assessed elements of the portfolio
As part of your portfolio, you need to have completed all of the following assessed elements:

A. Teaching session plans as part of learning outcome 2
You are required to submit a draft of learning outcome 2 for feedback prior to submitting your final portfolio. This section of your portfolio should include the context of the teaching in which learning outcome 2 was achieved (eg numbers of students, level, year group etc) and evidence to support it including: teaching session plans, learning outcomes for the session, details of activities planned for your teaching/demonstration, a timescale for activities and proposed feedback mechanisms. It must also include reflections on your teaching when meeting this learning outcome and illustrate how your academic practice has developed in relation to the UKPSF. Learning outcome 2 must be
submitted as part of your online portfolio via Google Sites to your YLTA supervisor by Monday 27 February. (See Section 3 for more information on portfolio construction.) Once you have received feedback you may revise it and this will form one of the six required programme learning outcomes.

B. Teaching observations and reports (to be submitted as evidence in your portfolio and not included in the 10,000 word limit)

You are required to:

- Observe an academic member of staff teaching (ideally someone from a discipline other than your own). We can help you with arranging this if you need us to but we encourage you to make contact with academic staff and seek permission to observe their teaching as part of your academic practice. If they indicate that they would welcome your feedback then offer it.
- Observe a fellow YLTA student teaching/demonstrating and provide feedback on their teaching. Previous students have said how useful this is so we encourage you to be honest and fair in your feedback to colleagues.
- Be observed by a YLTA student and receive feedback on your teaching.
- Be observed by your YLTA supervisor and receive feedback on your teaching.

You also need to write two reports, one on peer observation (co-YLTA student) and one on the teaching of an academic. Each report should reflect on the strengths and weaknesses of the teaching observed. The peer observation should include constructive feedback on points for improvement.

You should use the Teaching Observation form (Obs/1) which is mapped to the UKPSF to provide feedback. This can be found on the YLTA VLE support site under the resources tab. You can access the YLTA VLE site by logging into: http://vle.york.ac.uk/ with your usual username and password and clicking on the link to ‘University of York Learning and Teaching Award’.

Each report should be between 500 and 1000 words in length.

C. Reflective teaching logs (to be submitted as evidence in your portfolio and not included in the 10,000 word limit)

You are required to write a reflective log for at least two different teaching sessions for the purposes of the portfolio submission; however, it is good practice to reflect on each teaching session you do. Each log should include reflection on your teaching in relation to pedagogic theory and a summary of the key learning points. Reflective writing is a particular discipline and very different to the objective, scientific style of writing you will be employing for your thesis or publications. It involves writing in the first person and identifying yourself as both the author and the actor. If you've never written a diary or undertaken any kind of personal writing it can be difficult. We ask you to do this not to make you feel uncomfortable (although it can be) but to encourage your development as a professional practitioner, that is, someone who learns from their mistakes and makes corrective adjustments to continually improve their practice in the light of new research, theories, changing climate and experience.

There are three main parts to reflective writing: firstly you need to write down the context in which you are working, secondly you need to describe what you did and what happened (what did you do and what did the students do) and thirdly you need to identify what you could do in the future to enhance learning. You will have an opportunity to practice and get feedback on your reflective writing as part of Strand 2.

You should use the Reflective Learning Log form (Learn/1) which is mapped to the UKPSF. This can be found on the YLTA VLE support site under the resources tab. You can access the YLTA VLE site by logging into: http://vle.york.ac.uk/ with your usual username and password and clicking on the link to ‘University of York Learning and Teaching Award’.

Each log should be between 500 and 1000 words in length.
D. Final portfolio
See Section 3 for more details about the content of the portfolio.

1.2.7 Timeline for submitting assessed work

<table>
<thead>
<tr>
<th>YLTA Learning and Teaching Symposia</th>
<th>Abstracts must be submitted to the YLTA administrator by email by Monday 6 February 2017. The presentation will be held on 4 dates in March 2017 and will be assessed by peers and YLTA supervisors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft of learning outcome 2</td>
<td>To be shared with your YLTA supervisor via your online portfolio for formative feedback by Monday 27 February 2017</td>
</tr>
<tr>
<td>Two teaching observation reports</td>
<td>To be shared with your YLTA supervisor for feedback no later than Friday 21 April 2017</td>
</tr>
<tr>
<td>Two reflective teaching logs</td>
<td>To be shared with your YLTA supervisor for feedback no later than Friday 21 April 2017</td>
</tr>
<tr>
<td>Final portfolio submission</td>
<td>You must share your portfolio with your supervisor at least two weeks prior to the submission deadline so they can provide feedback. You must make the YLTA administrator the owner of your portfolio on or before Monday 26 June 2017 by 9.00am. At this point, your access will be removed until after the External Examination Board meeting. Please note that you must be contactable by your University email throughout July and August when you will be sent the outcome of your marked submission – this is particularly important if amendments are required for resubmission.</td>
</tr>
</tbody>
</table>

1.3 Credits and qualification

Students who successfully complete the programme can download a transcript of the work they have done via e:Vision and, if required, a certificate (PDF) can be provided by the YLTA administrator to show to potential employers. In addition you will have your Associate Fellowship of the Higher Education Academy which you can use as evidence of your commitment to your continued professional academic practice.

'\textit{M}' level credits:

The YLTA programme counts for 20 ‘\textit{M}’ (Master’s) level credits. This is approximately 1/3 of a PG Certificate in Higher Education (such as PGCAP at York). These credits are recognised throughout the UK. However, students who are successful in securing a lecturing position in a UK institution should note that it is at the discretion of the institution to decide to accredit the YLTA programme against a postgraduate programme and is not an automatic entitlement. Those wishing to gain employment in a non-UK University are advised to provide potential employers with a full description of what they have done using Skills Forge. The Research Excellence Training Team (RETT) can also provide references on request.

National accreditation and career development

The programme is mapped to the UK Professional Standards Framework and is accredited by the HEA, the national organisation supporting learning and teaching in higher education in the UK. On successful completion of the YLTA programme the YLTA administrator will submit your details to the Higher Education Academy (HEA). Once you have official confirmation from the HEA of your Associate Fellowship status you will be able to use the letters AFHEA after your name. You are
strongly encouraged to reference your associate fellowship status in academic job applications as this is evidence of your commitment to continued professional academic practice.

For details of the HE Academy’s professional recognition see:  
heacademy.ac.uk/professional-recognition
Section 2:
UK PROFESSIONAL STANDARDS FRAMEWORK

heacademy.ac.uk/ukpsf

The UK Professional Standards Framework (UKPSF) identifies the key areas of activity, core knowledge and professional values associated with academic practice. All academic programmes accredited by the HEA are mapped against the various descriptor levels of the UKPSF. The YLTA programme is accredited at Descriptor Level 1 (D1), which means it is suitable for early career researchers with some teaching responsibility (eg PhD students, Graduate Teaching Assistants, contract researchers/postdocs, staff new to teaching or with part-time teaching responsibilities).

To pass the programme you need to demonstrate in your portfolio that you have achieved the following:

1. At least two of the five Areas of Activity (A1 - A5) and evidence of successful engagement in appropriate teaching and practices related to the Areas of Activity.
2. Appropriate Core Knowledge (K1 - K6) with K1 and K2 as a minimum. Discussion with your YLTA supervisor will probably help you to identify which of the areas you think you have most effectively developed.
3. A commitment to appropriate Professional Values (V1 - V4).
4. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities.
5. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities (for example, if you have taken part in any departmental PGWT training, presented at the University Learning and Teaching Conference, written something for ‘Forum’ magazine, etc).

For those of you intending to apply for academic posts you might want to consider reflecting on V4 as you will need to demonstrate at interview that you appreciate the wider political and socio-economic context in which higher education operates.

To meet the learning outcomes for the programme you need to demonstrate that you have met all the key areas outlined above. We recommend that you consider identifying in your reflective logs where your core knowledge, professional values and activities were used in your teaching and cross-reference these in your conclusion. This cross-referencing brings to life the examples and is one of the factors that the assessors look for in distinguishing portfolios of exceptional quality which might be considered for a prize.

2.1 The UK Professional Standards Framework

Areas of Activity

A1. Design and plan learning activities and/or programmes of study
A2. Teach and/or support student learning
A3. Assess and give feedback to learners
A4. Develop effective environments and student support and guidance
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices
Core Knowledge (and understanding of)

K1. The subject material
K2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
K3. How students learn, both generally and within their subject/disciplinary areas
K4. The use and value of appropriate learning technologies
K5. Methods for evaluating the effectiveness of teaching
K6. The implications of quality assurance and enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1. Respect individual learners and diverse learning communities
V2. Promote participation in higher education and equality of opportunities for learners
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice
Section 3: THE PORTFOLIO

A portfolio is a structured collection comprising labelled evidence and critical reflection on that evidence. A portfolio is produced as part of a process of learning. It is presented to show evidence of that learning. It may additionally comprise an explicit claim or demonstration that specified learning outcomes have been achieved. (Baume, 2001)

There are two main aims of the portfolio:

1. To provide evidence that you have met all of the six programme learning outcomes (refer to Section 1.2.1 for the six learning outcomes).
2. To illustrate how you have developed your academic practice in relation to the UKPSF.

3.1 Rationale behind the portfolio

The portfolio is often used as the assessment of choice in professional and work-based disciplines such as Health Sciences, Social Work, Medicine and Teaching. This is because any valid measure of achievement within a professional setting needs to take into account not only competence in being able to do something (take a blood sample, facilitate student learning), but also the attitudes and behaviour of the individual in situations with other people (talking to clients, understanding student needs, giving feedback). One of the reasons that we ask students to complete reflective logs is so that you become experienced in reflecting on your academic practice; that is your ability to support student and engage students, to assess work, to construct useful session plans, to manage classroom dynamics and to understand the wider context in which academics work. An ability to reflect and to refine your practice is a key competence as a professional practitioner.

The portfolio is an authentic form of assessment (Wiggins G, 1993). It acts as a record of how you have developed and what you have achieved. It is evidence of your continuing professional development (CPD) and as such should be kept and, if you wish, updated. Like a diary, your portfolio documents your development over time and will help you to recognise how your practice has changed. It is unique to your experience as a future university teacher. The process of writing down your approach to teaching and being able to identify your strengths as a facilitator of student learning will also help you when you apply for academic posts as it helps you to explain what drives and motivates you as a university teacher and how your research plays a part in developing your teaching. In the current economic climate you need to be able to demonstrate that you are better equipped than any other student with a PhD to become a member of university staff.

3.2 Developing and constructing the portfolio

3.2.1. Account of Professional Practice (APP)

Your online portfolio should demonstrate that you have successfully achieved each of the six programme learning outcomes. The narrative of the portfolio should be written as an Account of Professional Practice (APP), using evidence and reflection on academic practice. You will be

expected to explicitly cross-reference the appropriate areas of the UKPSF and literature throughout your account. In addition the account must include:

1. An introductory page that gives a solid account of the teaching practice and facilitation of student learning undertaken. As a minimum this should explain the context of the teaching (discipline, level and year). **Maximum word limit of 500 words.**

2. Evidence and reflection on your academic practice which illustrates that you have met all six programme learning outcomes and engaged with the UKPSF and the relevant literature. This evidence and reflection will draw on formative assessed elements undertaken throughout the programme (learning logs, teaching observation reports, feedback on your symposium presentation, student feedback, etc). The reflection must detail what you have done to support student learning and the impact it had. The evidence supplied should corroborate this. We are looking to understand what you did, why you did it and what the impact was. See Section 3.3 for further information on types of evidence. **Maximum word limit of 1500 for reflection on each of the learning outcomes** (the evidence and bibliography are not included in this word limit).

3. A conclusion which summarises your approach to learning and teaching in higher education. You are expected to draw on the professional statement and development plan you have produced in Strand 4 to supplement this narrative. **Maximum word limit of 500 words.**

**Overall portfolio word limit of 10,000 words (evidence and bibliography are not included in this word limit)**

It is expected that you will include a bibliography for each of the six learning outcomes (or one overall bibliography section that you can link to within each learning outcome if you wish) so that the markers can assess the extent to which you have used and engaged with the literature.

It is important that your portfolio reads well as a single coherent document and that it is not presented as a set of separate activities and pieces stitched together by hyperlinks to other information. Please remember that the easier it is for the marker to read your portfolio the easier it will be for them to recognise the richness of your reflections and the importance of the evidence you present.

### 3.3 Types of evidence

It is expected that you will refer to at least three different forms of evidence to support the achievement of each of the six programme learning outcomes. It is acceptable to use some forms of evidence to support several learning outcomes.

Evidence can take a number of forms. Listed below are just some of the kinds of evidence you might want to draw upon:

- Extracts from reflective logs, session plans, peer and YLTA supervisor teaching observation forms, notes and plans from your symposium presentation. Please only include evidence that relates to your academic practice (i.e., your learning logs, examples of feedback you have given to students on their work, session plans you have developed). By all means refer to the work of other academics or facilitators but please do not include the actual handout.

- YLTA supervisor meeting notes, notes made during teaching sessions, notes from meetings, feedback from module or programme leaders on sessions you have contributed to, feedback from students on your teaching (forms or email). Please note that learning outcome 5 requires evidence of your feedback on student work; if you do not have marking responsibilities then you should try to include anonymised copies of emails where you provided formative feedback to students on their progress. If you do not have these then you can include in your reflection how you provided formative feedback to students in class. You will find examples of past portfolios via the YLTA Portfolio Tutorial on the VLE site so you can see how other students without marking experience have dealt with learning outcome 5. Your supervisor will also be able to advise you.

- Reference to (not copies of) secondary sources such as literature on learning and teaching, webpage material.
3.4 **Structuring your portfolio**

Submission of the portfolio is online via Google Sites which provides complete flexibility for you to personalise your portfolio and is very easy to use. You can access it from anywhere with an internet connection which means that you can share your portfolio with whoever you wish (markers, prospective employers). This portability also means that if you wish to you can continue to update your portfolio such that it becomes a developmental record of your practice as an academic. Whilst at York, you will use your University of York log-in to create your portfolio, however once you have completed the programme, you are able to transfer the portfolio to another email address (you can do this more than once and it doesn’t need to be Google Mail).

An online ‘YLTA Portfolio Tutorial’ on how to set up your portfolio can be found on Yorkshare (you will be automatically enrolled onto the VLE site upon enrolment). Once you have the portfolio set up you will see a number of pages within the template we have provided for you to follow if you wish, but it is up to you if you want to create your own personalised portfolio site. So long as you include all the elements outlined in Section 3.2.1 of this handbook you can create your portfolio to your own standards and format. There is flexibility for you to present the evidence in your own style as reflects your practice and discipline. For instance, some portfolios may be very small using just a sample of evidence to support claims of having met several learning outcomes. Others may use several forms of evidence and therefore have a larger portfolio. You can include whatever evidence you wish to support the learning outcomes – email correspondence with students, scanned feedback on assignments, photographs - these just need to be uploaded into the relevant portfolio area. If, in your reflections or learning logs you make reference to resources that you can link to (for example YouTube videos or resources on the web), please add these in so that the markers can better understand how you’ve used the material. We encourage you to make use of a range of media.

3.5 **Submitting and ‘sharing’ your portfolio**

You will need to submit your portfolio by **Monday 26 June 2017, 9.00am**. To do so you will need to transfer ownership of your portfolio to the YLTA administrator so that they can ‘share’ it with the markers.

After you have submitted and throughout the marking process, the YLTA administrator will restrict your access to your portfolio by removing you as the ‘owner’ so that you cannot make any further edits. The administrator will also make a copy of your portfolio so that RETT have an original copy to refer to should any amendments need to be made. As soon as the marking process is finished and the External Examiner’s meeting has taken place your ownership will be returned and the YLTA administrator will remove their access completely (the process of examination should be complete by the end of August 2017).

Your portfolio will not be shared with anyone other than the examiners marking it and if you have any queries or worries then please do not hesitate to ask.

Please note that you should have shared your portfolio with your YLTA supervisor at least 2 weeks **BEFORE** the submission deadline so they can see how you are progressing and provide feedback.

Please read the guidance found via the following link carefully for further information:

[http://support.google.com/sites/bin/answer.py?hl=en&answer=90594](http://support.google.com/sites/bin/answer.py?hl=en&answer=90594)

3.6 **Assessment of the portfolio**

Assessment of the programme is through the portfolio of evidence which will be judged as **pass or fail**. The portfolio will be formally assessed and marked by two of the YLTA supervisors (not your own) and will be discussed through internal quality assurance processes and approved at the External Examiner’s meeting. The External Examiner will validate all decisions.
3.6.1 Pass
In order to successfully complete the programme, students must produce a portfolio which demonstrates that they have successfully achieved each of the six programme learning outcomes. As outlined in section 3.2.1, the narrative of the portfolio should be written as an Account of Professional Practice (APP), using evidence and reflection on academic practice. Students will be expected to explicitly cross-reference the appropriate areas of the UKPSF throughout their account.

3.6.2 Prize for outstanding portfolio
It is possible for a student to achieve more than the minimum requirements of Descriptor Level 1 to which the programme is accredited. Recognising this, a prize is awarded to differentiate an exceptional portfolio from a satisfactory one. To be considered for a prize the portfolio must demonstrate that you have engaged with and fulfilled more of the UKPSF than required at D1 level.

The Prize Review Panel includes YLTA supervisors and the Programme Director. The panel will review all the portfolios which have been nominated by both markers as suitable for a prize and their decision will be final. Any portfolio which is resubmitted following an initial fail will not be eligible to be considered for a prize. This does not include those submissions which have been granted an extension by the Mitigating Circumstances Committee.

Students who have submitted a prize-winning portfolio will be informed following the External Examiner’s meeting. Prize winners will be invited to a University event to receive their certificate from the PVC for Learning and Teaching.

3.6.3 Fail
A portfolio that does not show evidence of having met the six programme learning outcomes and/or fails to demonstrate how they have engaged with the UKPSF at D1 will be deemed a fail. Students who submit a portfolio which does NOT meet the criteria will receive written feedback outlining the areas which need development, be invited to discuss the re-assessment requirements with their YLTA supervisor and be given a resubmission deadline, usually within one month of receiving the result from the examiners. If, after resubmission, the portfolio still fails to meet the criteria it will fail outright. Formative feedback will be provided to all students within six weeks of submission.

3.7 Assessment criteria and the UKPSF
Successful completion of the programme rests on your ability to demonstrate through your practice and account of practice that you met the relevant criteria for Associate Fellowship status of the Higher Education Academy. This means that you have to evidence in your portfolio that you have engaged at a practical level with the areas of the UKPSF outlined in Section 2.

To do this you are expected to demonstrate how you have approached, delivered and evaluated your teaching practice in the context of your teaching/demonstrating.

For your information, a pro-forma marking sheet mapped to the UKPSF can be found via the YLTA VLE support site. You can access the YLTA VLE site by logging into: [http://vle.york.ac.uk/](http://vle.york.ac.uk/) with your usual username and password and clicking on the link to 'University of York Learning and Teaching Award'.

Section 4:  
THE ROLE OF YOUR YLTA SUPERVISOR AND OTHER SUPPORT

4.1 The role of your YLTA supervisor

All YLTA students are supported by a YLTA supervisor. It is their role to provide feedback on your progress and to help you get the most from the programme. Supervisors all have extensive teaching experience and have an understanding of the challenges faced by novice university teachers. Your supervisor will arrange meetings with you (at least three in your year of registration). This is to enable you to discuss with them issues arising from your teaching sessions and to highlight areas on which you feel you can improve. Your supervisor will suggest, where appropriate, ways of improving your practice. Your YLTA supervisor is expected to produce a supervisory report, which will also be read, added to (if applicable) and signed by you at the end of the autumn, spring and summer terms so please be prompt in responding to meeting requests to enable the forms to be completed and sent to the YLTA administrator. Your YLTA supervisor will also observe one of your teaching sessions and provide feedback and will comment on drafts of your work, symposium presentation and portfolio.

4.1.2 YLTA representative

A YLTA student is elected from each cohort in the Autumn term to sit on the Board of Studies for Academic Practice (which oversees the YLTA programme) and to represent the students’ views. It is a real opportunity to help shape YLTA in the direction that will best help present and future participants. It is also a terrific opportunity to gain an insight into how an academic Board of Studies operates and will provide a useful addition to your academic CV.

Specific responsibilities include:
- attending Board of Studies for Academic Practice each time it meets
- emailing participants before Board of Studies meetings to request items for discussion
- emailing participants after Board of Studies meetings with any feedback
- attending one Annual Programme Review meeting (Autumn Term) where required (you will be notified if this is the case)

Please note that a 'reserved' business system operates should there be the need to discuss individual participants eg for examination purposes. Thus attendance is only required for the general business (approx. 1½ - 2 hours).

You will be sent further details on how to apply at the start of the programme.

4.2 Support and resources

As well as your YLTA supervisor, you can receive advice and guidance from the Research Excellence Training Team (RETT). There is also a YLTA VLE site and you are encouraged to use the discussion boards there to discuss issues with fellow YLTA students. You can access the YLTA VLE site by logging into: [vle.york.ac.uk](http://vle.york.ac.uk) with your usual username and password and clicking on the link to 'University of York Learning and Teaching Award'. You will also find a growing resources area within the VLE site as well as reading lists against each workshop and a recommended reading list (Appendix 1). There is also a PGWT VLE site to which you have access with additional resources. As part of a new community of academic practitioners we also hope you will contact the rest of the cohort and YLTA Director with details of any resources which you have found useful. You are also
strongly encouraged to get involved with the learning and teaching activities across the university which are open to PGWT as well as staff: [york.ac.uk/staff/teaching](http://york.ac.uk/staff/teaching)

4.3 Changes to your registration, exceptional circumstances and appeals

The elements of this programme are valid for a maximum of five years. At the time you complete your YLTA studies all elements, including your teaching practice, must have been undertaken within the last five years.

4.3.1 Leave of Absence (LoA)

If your circumstances change and you are given a Leave of Absence (LoA) from your PhD, you need to inform the YLTA administrator and you will then automatically get a leave of absence from the YLTA programme too. If, however, you wish to apply for an LoA from the YLTA programme only, then you will need to complete the relevant form (see below for link) and send it directly to the YLTA administrator. All requests for leave of absence from the YLTA programme are considered by the Board of Studies for Academic Practice. Please be aware that it is your responsibility to let the YLTA Director know if you are going to have any problems in completing the work. If you fail to complete the required elements of the programme outlined in Section 1.2 and have not made your circumstances known to the YLTA Director then this may result in you failing the programme. Once you have missed a deadline it is very difficult to rectify the situation so please take responsibility for your own learning and let us know if you are experiencing problems so that we can help you in advance of deadlines.

4.3.2 Exceptional Circumstances affecting Assessment (ECA)

If you feel you have exceptional circumstances that may have affected the quality of or even your ability to submit your YLTA portfolio on time then you must submit an exceptional circumstances claim form in advance of the portfolio submission date. We strongly advise that you discuss submitting an exceptional circumstances claim form with your YLTA supervisor beforehand as you will need their support for any request.

The Exceptional Circumstances affecting Assessment (ECA) Committee is a sub-group of the Board of Studies for Academic Practice (which oversees the YLTA programme). The ECA considers all requests for changes to registration. Please note that not having enough time to complete the portfolio due to poor time management is not a sufficient reason to be granted additional time by the ECA.

If you do need to apply for special consideration then please use the appropriate forms accessible via the links below:

- Leave of Absence (LoA) form [york.ac.uk/students/studying/manage/plan/taught/loa-taught](http://york.ac.uk/students/studying/manage/plan/taught/loa-taught)
- Exceptional Circumstances affecting Assessment (ECA) form [york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation](http://york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation)

4.3.3 Appeals

Should your portfolio fail following submission and examination, you will be given extensive, focussed feedback to enable you to redress the areas which were considered lacking. You will be informed within 48 hours of the External Examiner’s meeting taking place of the result (subject to ratification by Senate) and if the portfolio has been considered a fail then you are given a realistic timeframe to address the areas that were judged to be inadequate. There is only one opportunity to resubmit. If the portfolio fails after resubmission then that verdict is final and binding. All YLTA students are expected to show their YLTA supervisor a draft copy of their portfolio an absolute minimum of two weeks prior to the submission date such that they can provide feedback in
sufficient time so that any areas of concern can be redressed prior to formal submission. In this way, students who fail to show their supervisors a draft copy of the portfolio prior to submission will lose their right to appeal on the grounds of inadequate feedback.

The YLTA programme is subject to the University’s procedures for appeals. Details of the procedure can be found here: york.ac.uk/students/help/appeals

4.4 Accredited Prior (Experiential) Learning and Exemption

YLTA is a self-contained 20-credit module course and therefore, in accordance with University of York APL policy, there is no option to apply for accredited prior learning.
Appendix 1:
RECOMMENDED READING

Supporting learning and teaching

Biggs, J (2007) 3rd Edition Teaching for Quality Learning at University, Buckingham: SRHE /OUP.


Assessment and feedback


Reflection


Recommended web resources

The University of York’s Learning and Teaching pages

*york.ac.uk/staff/teaching*

These pages include resources, information on the York pedagogy and information about workshops and the annual conference.

Higher Education Academy

*heacademy.ac.uk*

The HE Academy has resources for each discipline. It should be your first stop for L&T support in specific disciplines.

Oxford Brookes University Centre for Staff and Learning Development

*brookes.ac.uk/services/ocsld/resources/index.html*

Oxford Brookes has for many years hosted a number of influential conferences and a great set of resources to support learning, teaching and assessment.

Times Higher Education (THE)

*timeshighereducation.com*

Keep up to date with all the latest news about higher education from across the world. This is essential reading for all those working in higher education.

The Guardian – Higher Education Section

*theguardian.com/education/higher-education*

Complementary to the THE, the Guardian often has interesting articles about higher education, including pieces on how to get academic jobs and publishing. It also links to the University Guides.

Tools for Mind Mapping

*mindtools.com/pages/article/newISS_01.htm*

Examples and tips on how to create mind maps to help you remember information:

*https://imindmap.com/how-to-mind-map*

The official website for mindmaps based on Tony Buzan’s work - you can download a free imindmap application: *thinkbuzan.com/uk/support*