Postgraduate Certificate in Performance Teaching

Programme & module specifications & assessment criteria 2025/26

Programme details may change in future academic years, please consult the programme specification for the given year. Any programme, module and assessment criteria amendments will be approved following consultation of the student body through the School's academic governance committee framework and in-line with the requirements of the School's Academic Regulations.

Contents

1. Programme Title

Postgraduate Certificate in Performance Teaching

2. Programme Accredited by (if applicable)

Advance HE: Postgraduate Certificate in Performance Teaching (Higher Education) leads to recognition by Advance HE

3. Final qualification

Postgraduate Certificate in Performance Teaching

OR

Postgraduate Certificate in Performance Teaching (Higher Education) – accredited by Advance HE at D2

4. Exit awards

n/a

5. Relevant QAA subject benchmarks

n/a

6. SITS code

PPCERPERTPT

7. Approved for the year of study

2025/26

8. Programme Leader

Programme Leader for Postgraduate Certificate in Performance Teaching

9. Pathway Leader (where relevant)

n/a

10. Aims of the Programme

This programme aims to:

- foster critically evaluative, reflective, and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings
- enable students to review and enhance practices in teaching and/or supporting learning, providing a focus for initial and continuing professional development
- support students in developing an effective and inclusive practice that supports the high-quality learning of performing arts and related disciplines
- equip graduates with the cognitive, practical, and transferable skills and expertise required to respond to the developing needs of the performing arts professional landscape
- offer interdisciplinary perspectives on the integration of teaching with performing arts and related disciplines, drawing on theory and practice from a range of diverse contexts
- develop students' deep understanding of values in education and a high level of insight in students' personal philosophy of teaching
- enable students to develop a distinctive voice as a teaching artist, alongside craft and artistry in their discipline, grounded in evidence-led explorations of pedagogy

Additionally, for the Postgraduate Certificate in Performance Teaching (Higher Education) qualification, to:

- address key issues of teaching in higher and professional education
- enable students to meet Descriptor 2 of the PSF 2023 (Fellow)

11. Criteria for admission to the Programme

11.1 Application and selection process

Applicants will be asked as part of their written application to outline their experience as a practitioner and teacher and any specialist areas of interest in the practice or philosophy of teaching that they hope to explore further in the programme. They will need to provide evidence of relevant experience and expertise as well as some awareness of issues and some personal goals in relation to facilitating learning in the performing arts. They will also be required to complete a written assignment and to submit two references with their application.

To be eligible for the PGCert, applicants need to have a current teaching practice that will be ongoing for the duration of the course.

The PGCert (HE) is available to both internal Guildhall School staff, and to external students teaching in other specialist performing arts HEIs. For these external students, we check the suitability of their professional practice in HE by crosschecking against the list in the Advance HE Accreditation Policy (Appendix 1, section xi). The PGCert (HE) leads to recognition at Descriptor 2 (D2) level.

To be eligible for the PGCert (HE), applicants need to have sufficient authentic practice to evidence D2 by the end of the programme at the depth and breadth required across all 15 Dimensions of the Professional Standards Framework (PSF) 2023. This is assessed at the point of application to the programme. Applicants complete the online application form which, as well as education history, includes providing comprehensive details of history working in HE, an extended personal statement, plus two references from those familiar with their work in HE. It is likely that applicants will need to draw on a minimum of around 100 hours of practice whilst on the programme. This should be current and recent practice (the last two to three years). However, this is only an indicative figure and is offered simply as a guide to likely eligibility for the programme.

After initial assessment, applicants may be invited to interview. Selection will be considered by the Programme Leader and one other member of the Programme Team.

11.2 Standard entry requirements:

Applicants should normally have obtained an undergraduate degree in music, acting, dance, technical theatre arts, or equivalent qualification. An applicant without an undergraduate degree may be eligible for non-standard entry (see below).

11.3 English Language requirements:

Applicants for whom English is not their first language should have achieved a minimum overall score of 6.5 in the IELTS Academic Training examination with no individual component score below 6.0 (or equivalent). Applicants who do not fulfill this criterion are offered an internal English Language assessment.

11.4 Non-standard entry procedure: direct entrants and transfers

The School's Admissions Policy makes provision for the consideration of nonstandard entrants where applicants do not have formal academic qualifications. Applicants will be considered on an individual basis and will be required to submit a professional CV with their application. Additionally, they may be required to confirm by way of an essay or similar, their ability to engage with postgraduate level study.

However, as the PGCert is only a 60-credit programme, with the Module 1 worth 40 of those credits, entry through 'advanced standing' by transfer or AP(E)L* is not possible as the majority of the modules for an award of the Guildhall School need to be undertaken through the Guildhall School.
*Accreditation of Prior Experiential Learning

12. Programme Learning Outcomes

The programme provides opportunities for students to develop and demonstrate the following learning outcomes. The PGCert in Performance Teaching learning outcomes have been closely informed by the Professional Standards Framework (PSF 2023), together with the QAA's Frameworks for Higher Education Qualifications (2014), and the Master's Degree Characteristics Statement (2020).

There is tight integration with the PSF 2023 whilst still adhering to the overall Guildhall School structure for learning outcomes in four categories. The relevant PSF Dimensions are indicated alongside each learning outcome.

It should be noted that while the PSF was developed in an HE context, it is equally useful as a framework and guide for supporting teaching and learning in a wider range of contexts. The overall programme learning outcomes, serving both pathways, have therefore been developed with this in mind.

The curriculum map (section 15 below) indicates how modules and assessments relate to the programme learning outcomes.

A. Technique and knowledge:

In your context, you will be able to apply knowledge of:

A1   How learners learn, generally and within your discipline, showing a grasp of theories of learning, frameworks, models, or professional guidelines, and evidencing how this knowledge has enabled you to teach and/or support learning effectively across the scope of your responsibilities.
PSF K1

A2   A broad base of approaches to teaching and/or supporting learning effectively, in ways appropriate for discipline, context, and level of study, offering a well-informed rationale for your approach, and evidencing impact on learning.
PSF K2

A3   Critical evaluation, informed by scholarship, research, professional learning, or other evidence-informed approaches, as a basis for evaluating the effectiveness of the breadth of your practice, regularly taking action to adjust your approaches as a result.
PSF K3

A4   Appropriate use of a broad range of digital and/or other technologies, and resources for learning, showing how your knowledge has informed the breadth and depth of your practice, enabling you to teach and/or support learning effectively.
PSF K4

A5   The requirements for quality assurance and enhancement, their relevance to your practice, and why they are important for the learner experience. PSF K5

B. Performance and/or creative output

In your context, you will be able to demonstrate that you:

B1   Design and plan inclusive learning activities and/or programmes, explaining your rationale, and evidencing that your plans and designs have been effective in facilitating high-quality learning.
PSF A1

B2   Teach and/or support high quality learning, appropriately exploiting and managing the learning environments you encounter, effectively adapting pedagogical and/or support strategies to suit learners and learning goals.
PSF A2

B3   Assess and give feedback for learning, using effective varied approaches appropriate to the diverse needs of your learners, justifying your choices, and evidencing that your practice is effective in enhancing learning.
PSF A3

B4   Support and guide learners, demonstrating your understanding of their needs, considering discipline, level of study, and the nature of the learner/s, showing how your approach has supported student learning.
PSF A4

B5   Enhance your practice through continuing professional development, including observations of practice, critically reflecting on your learning, and identifying how learners have benefited.
PSF A5

C. Communication and artistic values

In your context, you will be able to show how you:

C1   Respect and value individual learners and diversity across groups you work with, demonstrating how you have adapted your practice, and/or developed approaches to reflect your learners' identities, interests and needs. PSF V1

C2   Promote engagement in learning and equity of opportunity, recognising the barriers that some individuals or groups may face, and employing a combination of proactive measures, to enable your learners to reach their potential. PSF V2

C3   Use scholarship, research, professional learning, or other evidenceinformed approaches as a basis for effective practice, demonstrating breadth and depth of understanding of the relevance of your sources to your work.
PSF V3

C. Communication and artistic values
In your context, you will be able to show how you:
C4   Respond to the wider context in which education / higher education* operates, showing a depth of understanding of external factors that affect learning and teaching, the implications for your own practice, and how your responses have positively impacted learner engagement, learning and/or achievement. PSF V4 C5   Collaborate with others to enhance your practice, explaining your rationale, evidencing the success of the collaboration and the effectiveness of the part you played. PSF V5

* 'education' for PGCert, 'higher education' for PGCert (HE)

D. Professional protocols
In your context, you will be able to show how you:
D1   Establish and maintain clear and appropriate boundaries with your learners. D2   Work in alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies. D3   Maintain accurate and useful records relating to both your learners and to your own learning, as a basis for effective practice. D4   Manage and prioritise your time and resources appropriately, in preparation for and/or during engagement with learners.

13. Programme Structure

13.1 Programme Duration (years)

1 year

13.2 Mode of Delivery (full/part-time/other)

Part-time; online learning

13.3 Total student learning hours

600

13.4 % Split teaching contact hours: self-directed practice & study

19% contact hours

81% self-directed practice & study

13.5 Pathways and modules

There are two pathways:

- PGCert in Performance Teaching
- PGCert in Performance Teaching (Higher Education)

Module structure for each pathway is as follows.

PGCert in Performance Teaching		
Module	Credits	Level
Fundamental Principles in Performance Pedagogy	40	7
Reflective Practice in Performing Arts Education	20	7
TOTAL	60	

PGCert in Performance Teaching (Higher Education) Aligned to Descriptor 2 (Fellow) of the PSF 2023		
Module	Credits	Level
Fundamental Principles in Performance Pedagogy	40	7
Reflective Practice in Performing Arts Education (HE)	20	7
TOTAL	60	

14. Teaching & Learning Methodology & Assessment Strategy

14.1 Teaching and Learning

The programme is delivered through a combination of synchronous (live) and asynchronous online activity. Synchronous activity includes whole-day workshops, other shorter live sessions (webinars, drop-in sessions, and study groups), and one-to-one tutorials. Asynchronous activity includes tasks and resources made available through Moodle, the School's digital learning management system.

The workshop sessions require students to engage in discussion and reflection on their own and other's work. Aligned with the programme learning outcomes, students are provided with structured opportunities to share with colleagues their understandings, ideas and approaches to learning, teaching, and performance.

Typical activities and learning formats include:

- Small-group and pair work: students engage in discussion, practical activities, case studies, and problem-solving activities
- Action Learning for reflection and feedback on students' own practice, including analysis of critical incidents and evaluation of teaching strategies
- Direct lecturing input from tutors
- Plenary discussions / question and answer sessions
- Tutorials: Individual sessions arranged with one-to-one tutor
- Students' self-study
- Reflection on prepared resources

14.2 Assessment

Summative assessments include written assignments (case studies; critical reflections; written observation reports), live teaching, and presentations.

The individual summative assessments have been designed to reflect the learning objectives and core activities in the programme. For example, critical reflection is at the heart of the concept of the 'reflective practitioner' and underpins the learning objectives and activities across the programme. Presentation skills are similarly central in professional teaching practice. The summative presentation assessments will build on work that is undertaken in the workshops and online activities. Finally, critical reflections on observations of others teaching and facilitating learning, as well as critiques of examples of the students' own practice in facilitating learning, are at the heart of the professional community of practice that the programme aims to support.

Formative feedback is a core, embedded feature of this programme which aims to support the development of reflective, self-regulated and creative practice in teaching the performing arts or related disciplines. Further detail about the cycle of assessment and feedback is given in the sections below:

14.3 Formative Feedback

- The workshops, other online activities, and one-to-one sessions enable a process of exchange, in which students gain insights about themselves and their work.
- This empowers and motivates them to develop further and continue learning.
- Students receive informal and formal formative feedback from tutors as well as giving and receiving peer feedback.
- Students will receive timely and constructive feedback at draft stages of all assessments.
- Tutors evaluate students' work in progress, providing information to enable them to modify and develop their work, both generally in relation to their teaching, and specifically in relation to the summative assessment tasks.
- Students receive formative feedback on practical work (e.g. facilitating learning), both during workshops and via tutorial contact with one-to-one tutors.

14.4 Summative Assessment

- The summative assessment tasks (as outlined in the module specifications) provide a means to evaluate, at a particular point in time, the degree to which the specified learning outcomes have been achieved in relation to the assessment criteria.
- Students are set clear and focused tasks (as outlined in the detailed assessment briefs on Moodle) with firm deadlines as stated in the handbook, and with transparent criteria for assessment.
- The assessment tasks overall focus on a variety of skills, including practical, critical reflection and interpersonal, to allow students to demonstrate their strengths and to reflect the wide range of learning outcomes developed by the programme.
- The assessment tasks for the pathway 'PGCert in Performance Teaching (Higher Education)' enable students to demonstrate that they meet the PSF descriptor for D2 (Fellow). The summative assessment and sign off for each of the Dimensions takes place via the PSF 2023 mapping document, submitted at the end of the programme.

14.5 Summative Feedback

- Students receive timely written feedback about summative assessment tasks (within three weeks of written submission or the completion of the relevant component).
- This feedback sheds light on the level that has been achieved, recognising positive aspects of their work and providing constructive criticism on how improvements could be made in the future.

15. Curriculum map relating learning outcomes to module content and assessments

Learning Outcomes	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
Module																			
Fundamental Principles in Performance Pedagogy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective Practice in Performing Arts Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessments (* = supporting documents)																			
Individual Presentation	✓	✓		✓			✓		✓		✓	✓	✓	✓		✓	✓		
Group Workshop-Presentation	✓	✓	✓	✓		✓	✓						✓	✓	✓	✓			✓
Lesson observations *	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Observations of others *	✓	✓	✓	✓	✓					✓			✓		✓				
Lesson plans *	✓	✓		✓		✓					✓	✓		✓				✓	✓
Feedback from learners *			✓			✓	✓	✓	✓	✓			✓	✓				✓	
Case Study 1	✓	✓	✓	✓			✓						✓	✓		✓			✓
Case Study 2			✓					✓				✓	✓					✓	
Case Study 3	✓		✓	✓	✓	✓							✓	✓	✓		✓	✓	✓
Case Study 4		✓	✓		✓		✓		✓			✓	✓	✓	✓	✓	✓		
Overall Critical Self-Reflection			✓		✓					✓		✓	✓	✓				✓	

15.1 Curriculum map relating PSF 2023 Dimensions to modules and assessments

This mapping of Dimensions to assessments should be read in conjunction with the overall assessment criteria for Fellowship Judgement (see section 18.1). Detailed assessment briefs, criteria, and rubrics are outlined on Moodle for each assessment.

PSF 2023 Dimensions	K1	K2	K3	K4	K5	A1	A2	A3	A4	A5	V1	V2	V3	V4	V5
Module															
Fundamental Principles in Performance Pedagogy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective Practice in Performing Arts Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessments (* = supporting documents)															
Individual Presentation	✓	✓		✓			✓		✓		✓	✓	✓	✓	
Group Workshop-Presentation	✓	✓	✓	✓		✓	✓						✓		✓
Lesson observations *	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓
Observations of others *	✓	✓	✓	✓	✓					✓			✓		✓
Lesson plans *	✓	✓		✓		✓					✓	✓		✓	
Feedback from learners *			✓			✓	✓	✓	✓		✓			✓	✓
Case Study 1	✓	✓	✓	✓			✓						✓	✓	
Case Study 2			✓					✓				✓		✓	
Case Study 3	✓		✓	✓	✓	✓						✓	✓	✓	✓
Case Study 4		✓	✓		✓	✓		✓			✓	✓	✓	✓	✓
Overall Critical Self-Reflection			✓		✓					✓		✓	✓	✓	

16. Assessment Regulations

These regulations are in addition to the general assessment regulations for taught programmes in the *Academic regulatory framework* covering Board membership, attendance at examinations and submission of coursework (including late penalties), extenuating circumstances, external examiners, and academic misconduct.

16.1 Requirements to pass a module

To pass a module and acquire the associated credit, a student must complete all the assessment components of the module and achieve an aggregate weighted mark of no less than 50%. The module specification will indicate whether a pass, or minimum mark, is required for a specific component.

Compensation across components is permitted for the PGCert pathway, but not for the PGCert (HE) pathway as it would undermine the related judgement for Advance HE Fellowship. Students on the PGCert (HE) pathway who do not pass all components of a module may transfer to the PGCert pathway, and hence still be eligible for the award of PGCert (but without the Advance HE Fellowship).

16.2 Resit Provisions

a) Where a student does not meet the overall weighted aggregate and/or fails to meet the minimum achievement required in a module component, the Assessment Board may offer a resit of the failed assessment component (or an equivalent task).
b) A module component may be resat only once.
c) The Assessment Board may, at its discretion, permit a student to resit during the course of the following year, with or without attendance.
d) A resit fee will be payable (resit fees are published on the School's website).
e) A student who successfully completes a resit will be awarded the minimum pass mark for the failed component and this capped mark will be used for the aggregate mark of the module. The only exception to this is for an academic misconduct failure (e.g. plagiarism, collusion) where, even though the module component must be resat and passed, the failed mark may be carried forward to the overall module aggregate mark.
f) Where a student fails to meet the requirements of the programme after all valid resit attempts, the School Board of Examines will require the student to withdraw from the programme.

16.3 Award regulations

Classification

A student who, at the end of the programme completes Module 1 and Module 2 for a total of 60 credits will be considered for the award of the 'PGCert in Performance Teaching' or 'PGCert in Performance Teaching (Higher Education)'.

The overall result will be calculated based on the aggregate of the module marks weighted according to their credit value.

The classification shall be determined as follows:

Classification	Minimum %
With Distinction	70%
With Merit	60%
Pass	50%

The overall aggregate produced from the algorithm as detailed within this programme specification will determine a student's classification. Where a student's overall mark falls within 0.5% of a higher classification, the higher classification will be awarded but the mark itself will not be rounded up. The treatment of borderline classifications will be applied consistently across the School's departments. This will be based on mathematical calculation alone and will have been determined prior to the meeting of the Assessment Board. Students' individual performance in modules, their profiles or trajectories will not factor in the calculation. Students whose overall final mark puts them at a Fail, but which falls within 0.5% of a Pass, the degree mark will not be rounded up, but they will be awarded a Pass.

Compensation at module level after second attempt

There is no compensation at module level.

Lower Level Qualification (if applicable)

No lower level qualification is available for this programme.

Fail Withdraw

Where a student fails to meet the requirements for the award, the Assessment Board will require the student to withdraw from the programme.

16.4 Period of registration

The maximum period of study including any repeat years and/or periods of deferral or interruption will be 3 years.

16.5 Scheduling of Assessment

The assessment schedule for all modules will be published on Moodle and distributed to students at the beginning of the academic year.

17. Module Specifications

17.1 Fundamental Principles in Performance Pedagogy

1. Module Title	Fundamental Principles in Performance Pedagogy
2. HE Level	7
3. Credit Value	40
4. SITS module code	PED4001
5. Location of Delivery	Online
6a. Module Type	Teacher led, whole group learning
6b. Applicable in the year of study	Year 1
7. Module Leader	See Programme Handbook
8. Department	Music

9. Aims of the Module

This module is aligned to Descriptor 2 (Fellow) of the PSF 2023

This module aims to:

- Develop students' expertise and knowledge in principles of pedagogy
- Develop students' awareness of their own values in education and philosophy of teaching
- Develop students' critical understanding of the relationship between pedagogical theory and practice
- Develop students' critical understanding of inclusion and inclusive professional practice
- Equip students with interdisciplinary understandings of the concept of professionalism and its applications within their own discipline-specific contexts
- Develop students' in-depth understanding of institutional, national and international frameworks for professional practice
- Provide students with frameworks for developing their personal professional practice in creative and innovative ways

Students will consider the underpinning philosophy and principles that relate to their specific disciplines and teaching contexts. They will be supported to develop their 'pedagogical content knowledge', through combining their own discipline-specific content knowledge with the principles of general pedagogical knowledge learned through the module.

For students taking this module as part of the PGCert (HE), the content of the module enables them to begin to evidence Descriptor 2 (D2) of the PSF 2023 demonstrating effective and inclusive practice with learners that has breadth and depth. The indicative content below is mapped against the Dimensions of the PSF and Descriptor statements for D2.

Indicative content:

Descriptor statements D2.1, D2.2, D2.3 with particular reference to A1, A2, A3, A4

Reflective practice PSF A5, K3, V3

The concept of reflective practice will be introduced. Models of critical reflection and reflective practice, drawing for example on Kolb, Brookfield and Schön, will be interrogated.

Inclusion PSF A1, K1, K4, V1, V2

Students will be introduced to the concept of inclusion and its application within their performing arts practice. They will consider what it means to be inclusive, to challenge inequality and be able to establish underlying principles of diversity and inclusive practice.

Theories of learning and motivation PSF A1, A2, A3, K1, K2, V1, V3

Students will be facilitated in analysing, evaluating, and synthesising the underpinning principles of a range of major psychological and sociological theories of learning and motivation. Students will consider the application of these theoretical frameworks in relation to their own experiences of learning and their own contexts in teaching the performing arts. Contemporary research, including investigation of 'neuromyths' in education, will further support the development of evidence-informed approaches as a basis for effective practice.

Values in education PSF A4, K2, V1, V2, V3, V4, V5

Students will be facilitated in interrogating their own personal values in education generally and performing arts education more specifically. Links will be made between students' own personal drivers, how these align with the professional values in the PSF, and the implications for the contexts within which they are working.

Facilitating learning PSF A2, K1, K2, K4, V1, V3

Students will consider the roles and responsibilities of the teacher or facilitator in one-to-one and group performing arts contexts. A range of approaches will be analysed and discussed, such as hierarchical, co-operative, autonomous, coachingmentoring, modelling, demonstration, and questioning.

Assessment and feedback PSF A3, A5, K1, K2, K3, K4, V1, V2, V3

Key assessment and feedback terminology will be deconstructed, and students will consider the purpose and consequences of diverse approaches to assessment in performing arts contexts. Various approaches to giving and receiving feedback for learning will be examined and practiced. Links will be made with teaching observations, and with CPD to enhance practice.

Collaboration PSF A2, A5, K2, K3, V1, V5

Models, tools, and skills for working together will be explored and applied to different contexts. These include fostering collaborative learning environments, enabling creative practice through collaboration, supporting our reflective practice and CPD, and learning from the diverse practice of our learners and colleagues, in particular across disciplines.

Working with groups PSF A2, A4, K1, K2, V1, V2, V5

Various approaches to understanding and responding to group dynamics and behaviours will be introduced, understanding how these manifest and how to manage them. Models of group development and functional roles will be explored, alongside approaches to building the 'contract' with learners. This learning will also be applied to working well with peers.

Curriculum design PSF A1, K1, K2, K5, V2, V4

Students will be introduced to the concepts of constructive alignment and the spiral curriculum, applying these concepts to diverse contexts, and implementing their practical application in terms of lesson planning. They will also explore creativity and pedagogical improvisation, reconciling this with paradigms revolving around a Learning Outcomes based approach to curriculum design.

10. Teaching & Assessment Methodology

Teaching:

Live online workshops, webinars and drop-in sessions, one-to-one tutorials

Assessment:

The assessments below are mapped against Descriptor D2 of the PSF 2023 and against programme learning outcomes. Please refer to the detailed individual assessment briefs on Moodle for further details.

1. Individual presentation (25% weighting of module)

Learning Outcomes: A1, A2, A4, B2, B4, C1, C2, C3, D1, D2
PSF K1, K2, K4, A2, A4, V1, V2, V3
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A2 & A4

- An individual presentation of 10-15 minutes, providing evidence of your effective and inclusive practice with learners, with particular reference to the following two areas of activity and your own principles and values in performing arts education:
  - A2 (teach and/or support learning through appropriate approaches and environments)
  - A4 (support and guide learners)
- The presentation should incorporate the 'student profile' supporting document – a critical analysis of a student cohort that you teach/support, reflecting on diversity of learning needs, and implications of these for their learning and your practice.
- The individual presentation will take place in the first term of study
- Students will have the opportunity to receive tutorial support from their one-to-one tutor relating to this assessment, including formative feedback on draft material

2. Group workshop-presentation (37% weighting of module)

Learning Outcomes: A1, A2, A3, A4, B1, B2, C3, C5, D1, D2, D4
PSF K1, K2, K3, K4, A1, A2, V3, V5
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A1 & A2

- A 20-minute group workshop, followed by a 20-minute presentation, demonstrating skills and knowledge of working with groups;
- The group workshop-presentation will take place in the second term of study
- Students will have the opportunity to receive tutorial support from their one-to-one tutor relating to this assessment, including formative feedback on draft material

3. Case Studies (3000 words) (38% weighting of module)

Case Study 1 - A2 (Teach and/or support learning through appropriate approaches and environments)

Learning Outcomes: A1, A2, A3, A4, B2, C3, D1, D4
PSF K1, K2, K3, K4, A2, V3
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A2

  - Case study of teaching activity or technique used (1000 words)
  - Critical reflection on this teaching (500 words)

Case Study 2 - A3 (Assess and give feedback for learning)

Learning Outcomes: A3, B3, C1, C3, D3

PSF K3, A3, V1, V3
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A3

- Case study of one assessment approach, or feedback technique used (1000 words)
- Critical reflection on this assessment or feedback approach (500 words)

Supporting documents for case studies:

- Evaluation feedback from student's own students
- First observation of student's practice – pro forma from one-to-one tutor, including action plan by student
- First observation of one-to-one tutor (or another Experienced Educator) – pro forma

- This links to the first 'authentication of practice' (observation and feedback by one-to-one tutor)
- Submission dates for the individual elements of the Case Studies are spread out over the first module – details in the assessment briefs on Moodle
- Students will have the opportunity to receive support from their one-to-one tutor relating to this assessment, including formative feedback on draft material, and observation and feedback on student's practice

11. Learning outcomes: On successful completion of the module, students will have achieved various skills and abilities. Please refer to the Programme Specification for descriptions of the skills codes listed below. Note: for mapping of Learning Outcomes to PSF please refer to section 15.1 of the Programme Specification
A1, A2, A3, A4, A5 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5 D1, D2, D3, D4

12. Module Pattern	
a) Scheduled Teaching & Learning hours	
KIS Type	Contact Hours
Workshops	50
Webinars & Drop-in sessions	15
One-to-one tutorials and feedback	6

	b) Assessment			

12. Module Pattern

KIS Assessment Component*	Detail (e.g. component parts, length in time or words)	KIS code	% Weighting	% Pass Mark
Presentation	Individual presentation providing evidence of your effective and inclusive practice with learners	KPE	25	50
Practical Work / Presentation	Group workshop presentation demonstrating skills and knowledge of working with groups	KPE	37	50
Written assignment	Case Studies (3000 words)	KCW	38	50
c) Independent Study hours				Notional Hours
Personal study				329
d) Total student learning hours for module				400

13. Reading and Resources

There is one single resource list for the whole programme, rather than different lists for each module, due to the interconnected and holistic nature of the programme. The core list is regularly updated, with additional specific signposting linked to individual workshops, and tailored to each cohort of students. The most up-to-date and complete list of readings and resources is within Moodle, and most of these resources are provided as digitised files. An indicative partial selection of these readings is shown below.

Ashby, R. (2021) '*Curriculum: Theory, Culture and the Subject Specialisms*, London: Routledge.

Biggs, J. "Aligning teaching for constructing learning." HEA.

Carless, D. and D. Boud (2018). "The development of student feedback literacy: enabling uptake of feedback." Assessment & Evaluation in Higher Education.

Cook & Artino (2016) "Motivation to learn: an overview of contemporary theories." Medical Education **50**: 997-1014.

Espelund, Kvile, Holdhus (2021) "Teacher agency and teacher improvisation." Research Studies in Music Education **43**(3): 311–328.

Heron (1999) "Dimensions and modes of facilitation." In *The Complete Facilitator's Handbook* (pp. 1-18). London, Kogan Page.

Howard-Jones, P. (2010). 'Neuromyths', in Howard-Jones, P. (author) *Introducing Neuroeducational Research: Neuroscience, Education and the Brain from Contexts to Practice*. London: Routledge, pp.20-36.

Hughes, G. (2009). "Talking to oneself: using autobiographical internal dialogue to critique everyday and professional practice." Reflective Practice **10**(4).

Husbands & Pearce (2012) What makes great pedagogy? Nine claims from research, National College for School Leadership.

Jaques, D. (2007) "Studies of group behaviour". In *Learning in groups: A handbook for face-to-face and online environments* (pp. 22-49). London, Kogan Page

Jones (2005) Gatekeepers, Midwives and Fellow Travellers. London, Mary Ward Centre.

Kapcia, S (2022). "Creating inclusive classrooms: Intersectionality in curriculum and classroom"

Lerman & Borstel (2022). "Critique Is Creative: The Critical Response Process® in Theory and Action". Wesleyan University Press.

Rogers, J. (2012) "Defining Coaching." In *Coaching Skills – A Handbook* (pp. 5-24). Open University Press.

Tusting & Barton (2003) "Models of Learning: A Literature Review." National research and development centre for adult literacy and numeracy.

17.2 Reflective Practice in Performing Arts Education

1. Module Title	Reflective Practice in Performing Arts Education
2. HE Level	7
3. Credit Value	20
4. SITS module code	PED4003
5. Location of Delivery	Online
6a. Module Type	Teacher led, whole group learning
6b. Applicable in the year of study	Year 1
7. Module Leader	See Programme Handbook
8. Department	Music

9. Aims of the Module

This module aims to:

- Develop students' sophisticated understanding of the wider context in which performing arts education operates
- Develop students' effective and inclusive practice that supports the high-quality learning of performing arts and related disciplines
- Develop students' advanced questioning, reflective and analytic approach to the understanding of major issues in performing arts education
- Develop students' critical understanding of theoretical frameworks and models for teaching and learning in education and their application or implications in the performing arts

Indicative content:

This module is again focused on students' professional practice in education and is designed to support them in further applying the professional values and theoretical perspectives articulated in the core module. The module will build on the theoretical framework from the module 'Fundamental Principles in Performance Pedagogy', extending and deepening knowledge and skill, applying it further to students' own current teaching contexts, enabling them to make greater connections between theory and practice, and supporting them to further develop effective teaching and learning practice in performing arts education contexts.

Professionalism

Students will consider what it means to be a 'professional' in the world of performance pedagogy education. Definitions of professionalism will be interrogated,

and relevant professional codes of practice will be analysed and evaluated. Students will consider the implications of professionalism for developing an effective and inclusive practice.

Retention and Progression

Students will explore some of the current issues with student retention and progression, considering how these manifest at different levels and within diverse contexts. They will be supported to develop strategies for addressing these issues within their practice, to support and guide learners and to promote engagement in learning.

Inclusion

Building on the foundation of the first module, students will revisit and deepen the ideas around inclusion and inclusive learning environments, together with the related areas of equity and diversity. They will be enabled to take stock of current issues around DEI and equipped to further develop their practice.

Reflective Practice and Continuing Professional Development

Again, building on the foundation of the first module students will critically reflect on their progress since starting the programme. They will plan and imagine opportunities and possibilities for the future including ways of sustaining learning, support and challenge, mapping and development plans, and the relationships between the different career and life elements. This will provide the foundation for their final overall critical self-reflection assessment and will set intentions for how they want to continue to work and develop using reflective practice.

Curriculum and assessment

Students will have the opportunity to draw together their learning from the first module and examine the process of designing their own curriculum, programme of study, or learning activity. They will consider questions around the diverse contexts that they work in; what curriculum and assessment processes they already work with; whether they need to create their own; how they work to their students' aims; whether they are guided by exam syllabi.

Learning environments for children

Students will explore specific issues relating to a range of under 18 learners. They will consider statutory guidance, the characteristics of a positive learning environment, and how might these be created through day-to-day interactions with learners.

Safeguarding

Students will explore practical examples of frameworks and policies, underpinned by theoretical concepts. For example, a 'safe space' and why might it be important to

their practice; particular considerations when working within drama and music education contexts; and approaches to managing challenging behaviour.

Creating models for learning

Students will interrogate their teaching and artistic practice through the creation, design and exploration of new models for teaching and learning. Methods will include working from peak teaching and learning experiences; using interviews, listening, skilful questioning; looking at model types (metaphors, diagrams and physical models). This will lead to students creating their own original models for use with students, testing these models with peers, examining issues, techniques and problem solving.

10. Teaching & Assessment Methodology

Teaching

Live online workshops, webinars and drop-in sessions, one-to-one tutorials

Assessment:

The assessments below are mapped against programme learning outcomes. Please refer to the detailed individual assessment briefs on Moodle for further details.

Performing Arts Education Portfolio consisting of the following elements:

1. Case Studies

Case Study 3 – Design and plan learning activities and/or programmes

Learning Outcomes: A1, A3, A4, A5, B1, C2, C3, C4, C5, D2, D3, D4

- o Case study on designing / planning a learning activity (1000 words)
- o Critical reflection on the above (500 words)
- o Format: 1500 words essay, using above word count, or 10-minute prerecorded presentation.

Case Study 4 – Support and guide learners

Learning Outcomes: A2, A3, A5, B4, C1, C2, C3, C4, C5, D1, D2

- o Case study on supporting and guiding learners (1000 words).
- o Critical reflection on the above (500 words)
- o Format: 1500 words essay, using above word count, or 10-minute prerecorded presentation.

Supporting documents for case studies:

- o Second evaluation feedback from student's own students
- o Second observation of student's practice – pro forma from one-to-one tutor including action plan by student
- o Second observation of one-to-one tutor (or another Experienced Educator) – pro forma
- o Sample lesson
  plan

2. Overall critical self-reflection on student's practice

Learning Outcomes: A3, A5, B5, C2, C3, C4, D3

- o Reflection and observation of student's engagement with development as an educator throughout the duration of the course
- o This should also include the student's ongoing plans for CPD
- o Format: 1500 words essay or 10-minute pre-recorded presentation

Submission dates for the elements above are spread out over the second module – details in the assessment briefs on Moodle.

Students will have the opportunity to receive support from their one-to-one tutor relating to this assessment, including formative feedback on draft material, and observation of student's practice.

11. Learning outcomes: On successful completion of the module, students will have achieved various skills and abilities. Please refer to the Programme Specification for descriptions of the skills codes listed below:
A1, A2, A3, A4, A5 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5 D1, D2, D3, D4

12. Module Pattern	
a) Scheduled Teaching & Learning hours	
KIS Type	Contact Hours
Workshops	25
Webinars & Drop-in sessions	8
One-to-one tutorials and feedback	3

b) Assessment				
KIS Assessment Component*	Detail (e.g. component parts, length in time or words)	KIS code	% Weighting	% Pass Mark
Portfolio	Performing Arts Education Portfolio	KCW	100	50
c) Independent Study hours				Notional Hours
Personal study				164
d) Total student learning hours for module				200

13. Reading and Resources

There is one single resource list for the whole programme, rather than different lists for each module, due to the interconnected and holistic nature of the programme. The core list is regularly updated, with additional specific signposting linked to individual workshops, and tailored to each cohort of students. The most up-to-date and complete list of readings and resources is within Moodle, and most of these resources are provided as digitised files. An indicative partial selection of these readings is shown below.

Ashby, R. (2021) '*Curriculum: Theory, Culture and the Subject Specialisms*, London: Routledge.

Biggs, J. "Aligning teaching for constructing learning." HEA.

Carless, D. and D. Boud (2018). "The development of student feedback literacy: enabling uptake of feedback." Assessment & Evaluation in Higher Education.

Cook & Artino (2016) "Motivation to learn: an overview of contemporary theories." Medical Education **50**: 997-1014.

Espelund, Kvile, Holdhus (2021) "Teacher agency and teacher improvisation." Research Studies in Music Education **43**(3): 311–328.

Heron (1999) "Dimensions and modes of facilitation." In *The Complete Facilitator's Handbook* (pp. 1-18). London, Kogan Page.

Howard-Jones, P. (2010). 'Neuromyths', in Howard-Jones, P. (author) *Introducing Neuroeducational Research: Neuroscience, Education and the Brain from Contexts to Practice*. London: Routledge, pp.20-36.

Hughes, G. (2009). "Talking to oneself: using autobiographical internal dialogue to critique everyday and professional practice." Reflective Practice **10**(4).

Husbands & Pearce (2012) What makes great pedagogy? Nine claims from research, National College for School Leadership.

Jaques, D. (2007) "Studies of group behaviour". In *Learning in groups: A handbook for face-to-face and online environments* (pp. 22-49). London, Kogan Page

Jones (2005) Gatekeepers, Midwives and Fellow Travellers. London, Mary Ward Centre.

Kapcia, S (2022). "Creating inclusive classrooms: Intersectionality in curriculum and classroom"

Lerman & Borstel (2022). "Critique Is Creative: The Critical Response Process® in Theory and Action". Wesleyan University Press.

Rogers, J. (2012) "Defining Coaching." In *Coaching Skills – A Handbook* (pp. 5-24). Open University Press.

Tusting & Barton (2003) "Models of Learning: A Literature Review." National research and development centre for adult literacy and numeracy.

17.3 Reflective Practice in Performing Arts Education (HE)

1.	**Module Title**	Reflective Practice in Performing Arts Education (HE)
2.	**HE Level**	7
3.	**Credit Value**	20
4.	**SITS module code**	PED4002
5.	**Location of Delivery**	Online
6a.	**Module Type**	Teacher led, whole group learning
6b.	**Applicable in the year of study**	Year 1
7.	**Module Leader**	See Programme Handbook
8.	**Department**	Music

9. Aims of the Module

This module is aligned to Descriptor 2 (Fellow) of the PSF 2023

This module aims to:

- Develop students' sophisticated understanding of the wider context in which performing arts higher education operates
- Develop students' effective and inclusive higher education practice that supports the high-quality learning of performing arts and related disciplines
- Develop students' advanced questioning, reflective and analytic approach to the understanding of major issues in performing arts higher education
- Develop students' critical understanding of theoretical frameworks and models for teaching and learning in Higher Education and their application or implications in the performing arts

Indicative content:

This module is again focused on students' professional practice in Higher Education and is designed to promote reflective practice that is grounded in and framed by the PSF. Students will be supported in further applying the professional values and theoretical perspectives articulated in the core module. Students will again be expected to demonstrate how their professional practice maps against and provides evidence of fulfilling the PSF. The content of the module, focusing on professional values, core knowledge and key areas of activity relevant to supporting effective and inclusive practice in performing arts Higher Education contexts, is designed to enable them to build on the evidence from the first module, in order to fully meet the Descriptor 2 of the PSF. The indicative content below is mapped against the Dimensions of the PSF and Descriptor statements for D2.

Indicative content:

Descriptor statements D2.1, D2.2, D2.3 with particular reference to A1, A2, A3, A4, A5

Transition into Higher Education PSF A2, A4, K2, K5, V2, V4

Students will explore issues when transitioning to Higher Education from a range of settings. Relationships between HE institutions and other educational providers will be examined, together with our role as in promoting engagement in learning and equity of opportunity for all to reach their potential.

Quality Assurance and quality enhancement in HE PSF A1, A3, K5, V3, V4

Building on the work of the first module in relation to lesson planning, curriculum design, and assessment issues, students will explore the requirements for quality assurance and enhancement, and their implications for practice. Modules & Programmes will be considered, both from the perspective of design & planning, but also from the point of view of delivery, and having a more rounded understanding of the programmes that students teach on, and/or support. Students will also explore issues around being an assessor on a programme and will look at the process of moderation.

Professionalism PSF A5, K3, K5, V3, V4

Students will consider what it means to be a 'professional' in the world of performance pedagogy education. Definitions of professionalism will be interrogated, and relevant professional codes of practice will be analysed and evaluated. Students will consider the implications of professionalism for developing an effective and inclusive practice.

Retention and Progression PSF A4, K1, K5, V1, V2, V4

Students will explore some of the current issues with student retention and progression, considering how these manifest at different levels and within diverse contexts. They will be supported to develop strategies for addressing these issues within their practice, to support and guide learners and to promote engagement in learning.

Inclusion PSF A1, A4, K4, V1, V2, V4

Building on the foundation of the first module, students will revisit and deepen the ideas around inclusion and inclusive learning environments, together with the related areas of equity and diversity. They will be enabled to take stock of current issues around DEI and equipped to further develop their practice.

Reflective Practice and Continuing Professional Development PSF A5, K3, K5, V3

Again, building on the foundation of the first module students will critically reflect on their progress since starting the programme. They will plan and imagine opportunities and possibilities for the future including ways of sustaining learning, support and challenge, mapping and development plans, and the relationships between the different career and life elements. This will provide the foundation for their final overall critical self-reflection assessment and will set intentions for how they want to continue to work and develop using reflective practice.

Safeguarding PSF A2, A4, K4, K5, V1, V2, V4

Students will explore practical examples of frameworks and policies, underpinned by theoretical concepts. For example, a 'safe space' and why might it be important to their practice; particular considerations when working within drama and music education contexts; and approaches to managing challenging behaviour.

Creating models for learning PSF A1, A2, K2, K4, V3, V5

Students will interrogate their teaching and artistic practice through the creation, design and exploration of new models for teaching and learning. Methods will include working from peak teaching and learning experiences; using interviews, listening, skilful questioning; looking at model types (metaphors, diagrams and physical models). This will lead to students creating their own original models for use with students, testing these models with peers, examining issues, techniques and problem solving.

10. Teaching & Assessment Methodology

Teaching

Live online workshops, webinars and drop-in sessions, one-to-one tutorials

Assessment:

The assessments below are mapped against Descriptor D2 of the PSF 2023 and against programme learning outcomes. Please refer to the detailed individual assessment briefs on Moodle for further details.

Higher education portfolio consisting of the following elements:

1. Case Studies

Case Study 3 – A1 (Design and plan learning activities and/or programmes)

Learning Outcomes: A1, A3, A4, A5, B1, C2, C3, C4, C5, D2, D3, D4
PSF K1, K3, K4, K5, A1, V2, V3, V4, V5
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A1
- o Case study on designing / planning a learning activity (1000 words)
- o Critical reflection on the above (500 words)

- Format: 1500 words essay, using above word count, or 10-minute prerecorded presentation.

Case Study 4 – A4 (Support and guide learners)

Learning Outcomes: A2, A3, A5, B4, C1, C2, C3, C4, C5, D1, D2
PSF K2, K3, K5, A4, V1, V2, V3, V4, V5
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A2 & A4

- Case study on supporting and guiding learners (1000 words)
- Critical reflection on the above (500 words)
- Format: 1500 words essay, using above word count, or 10-minute prerecorded presentation.

Supporting documents for case studies:

- Second evaluation feedback from student's own students
- Second observation of student's practice – pro forma from one-to-one tutor including action plan by student
- Second observation of one-to-one tutor (or another Experienced Educator)
- pro forma
- Sample lesson plan

2. Overall critical self-reflection on student's HE practice

Learning Outcomes: A3, A5, B5, C2, C3, C4, D3
PSF K3, K5, A5, V2, V3, V4
Descriptor statements D2.1, D2.2, D2.3 with particular reference to A5

- Reflection and observation of student's engagement with development as an educator throughout the duration of the course, aligned to the PSF 2023 requirements for Descriptor 2
- This should also include the student's ongoing plans for CPD
- Format: 1500 words essay or 10-minute pre-recorded presentation

3. PSF Mapping Document

All the assessments on the PGCert (HE) are part of the cumulative body of evidence produced throughout the course to show alignment with the PSF 2023. They provide an opportunity to demonstrate effective and inclusive practice with learners, *building evidence towards* the Dimensions indicated in the relevant assessment briefs. The *summative* assessment and sign off for each of the Dimensions takes place via the

PSF 2023 mapping document. This document summarises all the evidence gathered while on the programme, using the template provided.

Submission dates for the elements above are spread out over the second module – details in the assessment briefs on Moodle.

Students will have the opportunity to receive support from their one-to-one tutor relating to this assessment, including formative feedback on draft material, and observation of student's practice.

11. Learning outcomes: On successful completion of the module students will have achieved various skills and abilities. Please refer to the Programme Specification for descriptions of the skills codes listed below.   Note: for mapping of Learning Outcomes to PSF please refer to section 15.1 of the Programme
A1, A2, A3, A4, A5   B1, B2, B3, B4, B5   C1, C2, C3, C4, C5   D1, D2, D3, D4

12. Module Pattern				
a) Scheduled Teaching & Learning hours				
KIS Type				Contact Hours
Workshops				2
Webinars & Drop-in sessions				8
One-to-one tutorials and feedback				3
b) Assessment				
KIS Assessment Component*	Detail (eg component parts, length in time or words)	KIS code	% Weighting	% Pass Mark
Portfolio	Higher Education Portfolio	KCW	100	50
c) Independent Study hours				Notional Hours
Personal study				187
d) Total student learning hours for module				200

13. Reading and Resources

There is one single resource list for the whole programme, rather than different lists for each module, due to the interconnected and holistic nature of the programme. The core list is regularly updated, with additional specific signposting linked to individual workshops, and tailored to each cohort of students. The most up-to-date and complete list of readings and resources is within Moodle, and most of these resources are provided as digitised files. An indicative partial selection of these readings is shown below.

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Biggs, J. "Aligning teaching for constructing learning." HEA.

Carless, D. and D. Boud (2018). "The development of student feedback literacy: enabling uptake of feedback." Assessment & Evaluation in Higher Education.

Cook & Artino (2016) "Motivation to learn: an overview of contemporary theories." Medical Education **50**: 997-1014.

Espelund, Kvile, Holdhus (2021) "Teacher agency and teacher improvisation." Research Studies in Music Education **43**(3): 311–328.

Heron (1999) "Dimensions and modes of facilitation." In *The Complete Facilitator's Handbook* (pp. 1-18). London, Kogan Page.

Howard-Jones, P. (2010). 'Neuromyths', in Howard-Jones, P. (author) *Introducing Neuroeducational Research: Neuroscience, Education and the Brain from Contexts to Practice*. London: Routledge, pp.20-36.

Hughes, G. (2009). "Talking to oneself: using autobiographical internal dialogue to critique everyday and professional practice." Reflective Practice **10**(4).

Husbands & Pearce (2012) What makes great pedagogy? Nine claims from research, National College for School Leadership.

Jaques, D. (2007) "Studies of group behaviour". In *Learning in groups: A handbook for face-to-face and online environments* (pp. 22-49). London, Kogan Page

Jones (2005) Gatekeepers, Midwives and Fellow Travellers. London, Mary Ward Centre.

Kapcia, S (2022). "Creating inclusive classrooms: Intersectionality in curriculum and classroom"

Lerman & Borstel (2022). "Critique Is Creative: The Critical Response Process® in Theory and Action". Wesleyan University Press.

Rogers, J. (2012) "Defining Coaching." In *Coaching Skills – A Handbook* (pp. 5-24). Open University Press.

Tusting & Barton (2003) "Models of Learning: A Literature Review." National research and development centre for adult literacy and numeracy.

18. Assessment Criteria

The criteria for Advance HE Fellowship judgement (PGCert HE pathway only) are as follows:

Individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions of the PSF 2023. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:

• D2.1 - use of all five Professional Values

• D2.2 - application of all five forms of Core Knowledge

• D2.3 - effective and inclusive practice in all five Areas of Activity

The overall programme level assessment criteria are given below. These reinforce the link with the programme learning outcomes and give a general indication of the level for each grade boundary. Specific assessment rubrics are provided for each individual assessment, with the relevant learning outcomes and assessment criteria, and full descriptors at each grade level. Refer to Moodle for full details of these assessment rubrics, within each assessment section.

		Technique and knowledge LO's A1, A2, A3, A4, A5	**Performance and/or creative output** LO's B1, B2, B3, B4, B5	**Communication and artistic values** LO's C1, C2, C3, C4, C5	**Professional protocols** LO's D1, D2, D3, D4
		• How learners learn, generally and within your discipline (A1 / PSF K1) • A broad base of approaches to teaching and/or supporting learning, appropriate for discipline, context, and level of study (A2 / PSF K2) • Critical evaluation as a basis for effective practice (A3 / PSF K3) • Appropriate use of a broad range of digital and/or other technologies, and resources for learning (A4 / PSF K4) • The requirements for quality assurance and enhancement, and their implications for practice (A5 / PSF K5)	• Designing and planning inclusive learning activities and/or programmes (B1 / PSF A1) • Teaching and/or supporting high quality learning through appropriate approaches and environments (B2 / PSF A2) • Assessing and giving feedback for learning (B3 / PSF A3) • Supporting and guiding learners (B4 / PSF A4) • Enhancing practice through continuing professional development (B5 / PSF A5)	• Respect and value shown to individual learners and diverse groups of learners (C1 / PSF V1) • Promoting engagement in learning and equity of opportunity, to enable learners to reach their potential (C2 / PSF V2) • Use of scholarship, research, professional learning, or other evidence-informed approaches as a basis for effective practice (C3 / PSF V3) • Responding to the wider context in which education / higher education* operates, recognising implications for practice (C4 / PSF V4) • Collaborating with others to enhance practice (C5 / PSF V5)	• Establishing and maintaining clear and appropriate boundaries with your learners (D1) • Working in alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies (D2) • Maintaining accurate and useful records relating to both learners and to own learning, as a basis for effective practice (D3) • Managing and prioritising time and resources appropriately, in preparation for and/or during engagement with learners (D4)
	90+	An effective and inclusive practice displaying genuine mastery, innovation, originality, and leadership, resulting in outstanding impact on learning within their context.			
Distinction	**80-89**	Exceptional application of learning theories, generally and within discipline Exceptional use of a broad base of approaches to teaching and/or supporting learning, appropriate for discipline, context, and level of study Exceptional level of critical evaluation as a basis for effective practice	Exceptional level of designing and planning inclusive learning Exceptional level of teaching and/or supporting high quality learning through appropriate approaches and environments Exceptional level of assessing and giving feedback for learning	Exceptional level of respect shown to individual learners and diverse groups of learners Exceptional promotion of engagement in learning and equity of opportunity Exceptional use of scholarship, research, professional learning, or other evidence-	Exceptional maintenance of clear and appropriate boundaries with your learners Exceptional alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Exceptional maintenance of accurate and useful records relating to both learners and to own learning

		Exceptional use of a broad range of digital and/or other technologies, and resources for learning Exceptional application of quality assurance and enhancement requirements, and their implications for practice	Exceptional level of supporting and guiding learners Exceptional level of enhancing practice through continuing professional development	informed approaches as a basis for effective practice Exceptional response to the wider context in which education / higher education* operates, recognising implications for practice Exceptional level of collaboration with others to enhance practice	Exceptional management and prioritization of time and resources
	70-79	Excellent application of learning theories, generally and within discipline Excellent use of a broad base of approaches to teaching and/or supporting learning, appropriate for discipline, context, and level of study Excellent level of critical evaluation as a basis for effective practice Excellent use of a broad range of digital and/or other technologies, and resources for learning Excellent application of quality assurance and enhancement requirements, and their implications for practice	Excellent level of designing and planning inclusive learning Excellent level of teaching and/or supporting high quality learning through appropriate approaches and environments Excellent level of assessing and giving feedback for learning Excellent level of supporting and guiding learners Excellent level of enhancing practice through continuing professional development	Excellent level of respect shown to individual learners and diverse groups of learners Excellent promotion of engagement in learning and equity of opportunity Excellent use of scholarship, research, professional learning, or other evidence-informed approaches as a basis for effective practice Excellent response to the wider context in which education / higher education* operates, recognising implications for practice Excellent level of collaboration with others to enhance practice	Excellent maintenance of clear and appropriate boundaries with your learners Excellent alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Excellent maintenance of accurate and useful records relating to both learners and to own learning Excellent management and prioritization of time and resources
Merit	60-69	Good application of learning theories, generally and within discipline Good use of a broad base of approaches to teaching and/or supporting learning, appropriate for discipline, context, and level of study Good level of critical evaluation as a basis for effective practice Good use of a broad range of digital and/or other technologies, and resources for learning Good application of quality assurance and enhancement requirements, and their implications for practice	Good level of designing and planning inclusive learning Good level of teaching and/or supporting high quality learning through appropriate approaches and environments Good level of assessing and giving feedback for learning Good level of supporting and guiding learners Good level of enhancing practice through continuing professional development	Good level of respect shown to individual learners and diverse groups of learners Good promotion of engagement in learning and equity of opportunity Good use of scholarship, research, professional learning, or other evidence-informed approaches as a basis for effective practice Good response to the wider context in which education / higher education* operates, recognising implications for practice Good level of collaboration with others to enhance practice	Good maintenance of clear and appropriate boundaries with your learners Good alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Good maintenance of accurate and useful records relating to both learners and to own learning Good management and prioritization of time and resources

Pass	**50-59**	Satisfactory application of learning theories, generally and within discipline Satisfactory use of a broad base of approaches to teaching and/or supporting learning, appropriate for discipline, context, and level of study Satisfactory level of critical evaluation as a basis for effective practice Satisfactory use of a broad range of digital and/or other technologies, and resources for learning Satisfactory application of quality assurance and enhancement requirements, and their implications for practice	Satisfactory level of designing and planning inclusive learning Satisfactory level of teaching and/or supporting high quality learning through appropriate approaches and environments Satisfactory level of assessing and giving feedback for learning Satisfactory level of supporting and guiding learners Satisfactory level of enhancing practice through continuing professional development	Satisfactory level of respect shown to individual learners and diverse groups of learners Satisfactory promotion of engagement in learning and equity of opportunity Satisfactory use of scholarship, research, professional learning, or other evidence-informed approaches as a basis for effective practice Satisfactory response to the wider context in which education / higher education* operates, recognising implications for practice Satisfactory level of collaboration with others to enhance practice	Satisfactory maintenance of clear and appropriate boundaries with your learners Satisfactory alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Satisfactory maintenance of accurate and useful records relating to both learners and to own learning Satisfactory management and prioritization of time and resources
Fail	**40-49**	Limited application of learning theories, generally and within discipline Limited use of approaches to teaching and/or supporting learning Limited level of critical evaluation Limited use of digital and/or other technologies, and resources for learning Limited application of quality assurance and enhancement requirements	Limited level of designing and planning inclusive learning Limited level of teaching and/or supporting learning Limited and/or unreliable level of assessing and giving feedback for learning Limited level of supporting and guiding learners Limited level of enhancing practice through continuing professional development	Limited and/or inconsistent level of respect shown to individual learners and diverse groups of learners Limited promotion of engagement in learning and equity of opportunity Limited use of scholarship, research, professional learning, or other evidence-informed approaches Limited response to the wider context in which education / higher education* operates Limited level of collaboration with others to enhance practice	Limited and/or inconsistent maintenance of boundaries with your learners Limited and/or inconsistent alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Limited and/or inconsistent maintenance of records relating to both learners and to own learning Limited and/or unreliable management and prioritization of time and resources
	0-39	Unsatisfactory application of learning theories, generally and within discipline Unsatisfactory use of approaches to teaching and/or supporting learning Unsatisfactory level of critical evaluation Unsatisfactory use of digital and/or other technologies, and resources for learning	Unsatisfactory level of designing and planning inclusive learning Unsatisfactory level of teaching and/or supporting learning Unsatisfactory level of assessing and giving feedback for learning Unsatisfactory level of supporting and guiding learners	Unsatisfactory level of respect shown to individual learners and diverse groups of learners Unsatisfactory promotion of engagement in learning and equity of opportunity Unsatisfactory use of scholarship, research, professional learning, or other evidence-informed approaches	Unsatisfactory maintenance of boundaries with your learners Unsatisfactory alignment with relevant setting-specific frameworks, codes of conduct, and safeguarding policies Unsatisfactory maintenance of records relating to both learners and to own learning

		Unsatisfactory application of quality assurance and enhancement requirements	Unsatisfactory level of enhancing practice through continuing professional development	Unsatisfactory response to the wider context in which education / higher education* operates Unsatisfactory level of collaboration with others to enhance practice	Unsatisfactory management and prioritization of time and resources

'education' for PGCert, 'higher education' for PGCert (HE)