

Teaching & Learning Professional Developmental Plan

Programme & Institutional Accreditation Requirements	Assessment Consultant's Key Findings of Review of Undergraduate Course Outlines	Immediate Professional Development Needs	Sustainable Professional Development Initiatives			Resources
			Professional Development Tools to Address Needs	Ongoing Professional Development Initiatives	Tools for Building Academic Staff Capacity (Future Oriented)	
<p>Curriculum</p> <ul style="list-style-type: none"> • USP Graduate Outcomes • Programme Graduate Outcomes • Course Learning Outcomes • Curriculum maps for each programme/ discipline • Course outlines in the standardized template <p>Pedagogy and Practice</p> <ul style="list-style-type: none"> • Evidence of achievement of student learning outcomes <p>Professional Development</p> <ul style="list-style-type: none"> • Evidence of continuous improvement by staff around teaching and learning <p>Inventory of Educational Effectiveness Indicators (WSCUC requirement)</p>	<p>Curriculum</p> <p><i>Course Design Principles:</i> Uneven evidence of basic comprehension of course design principles, for example:</p> <ul style="list-style-type: none"> • In the writing of learning outcomes; • Demonstration of relationship between outcomes, teaching and learning activities and assessments; • Linking of individual courses to the Programme and USP Graduate Outcomes <p><i>Assessments:</i> Specific issues around assessment:</p> <ul style="list-style-type: none"> • Lack of evidence of fundamental familiarity with core assessment design principles; • Common feature is a narrow range of assessment types or task, e.g., reliance on standard assessment tasks such as quizzes, mid-semester tests, short tests, essays and examinations in some disciplines; 	<p>Developmental work around:</p> <ul style="list-style-type: none"> • Curriculum Alignment and mapping • Course design, • Assessment design • Design of rubrics • Analysis of data on achievement of learning outcomes 	<p>Face-to-face</p> <p><i>Programme Specific</i></p> <ul style="list-style-type: none"> • Face-to-face workshops and individual support <p><i>Generic</i></p> <ul style="list-style-type: none"> • University-wide workshops including profiling practitioners from different disciplines <p>Online:</p> <ul style="list-style-type: none"> • Webinars 	<ul style="list-style-type: none"> • Teaching, research, leadership, administrative and career development mentoring for all staff; • Teaching advocates (academic staff/ faculty who organize teaching-related activities; • Leadership of teaching, e.g. Prof. Geoffrey Scott; • Postgraduate student supervision forum; • Formal tertiary teaching qualifications 	<p>Training of trainers (support and monitoring of course design and assessment to enable a continuous cycle of improvement)</p>	<p>Resources are currently being made available on the Learning & Student Services (LTSS) website. These will later be integrated into a virtual Teaching & Learning Hub</p>

	<ul style="list-style-type: none"> • Limited amount of authentic (fit-for-purpose, work-based/field-related) assessments; • Variable evidence of appropriate weightings of assessment tasks; • Variable evidence of appropriate rubric design and feedback methods; • Limited use of formative assessments; • Variable use of e-assessment opportunities; • Limited consideration of assessment design that curb plagiarism. 					
	<p>Practice</p> <p>Teaching and learning approaches:</p> <ul style="list-style-type: none"> • Auditing; • Development 	<ul style="list-style-type: none"> • Observation of face-to-face and online classroom practice; • Professional development around teaching and learning approaches 	<ul style="list-style-type: none"> • Conducting observations of teaching and learning approaches; • Review of course Moodle shells 	<p>Strategies for becoming a reflective Practitioner:</p> <ul style="list-style-type: none"> • Scholarship of teaching, learning and assessment; • Student feedback to improve one's teaching; • Peer feedback; • Conducting self-reflection • Conducting research on teaching 		