CURRICULUM DESIGN FOR LEARNING

PROGRAM HANDBOOK

An accredited pathway to recognition as HEA ASSOCIATE FELLOW

COMMENCING IN JANUARY 2019
Welcome to the **Curriculum Design for Learning Program**

Griffith University and Learning Futures are committed to enhancing your professional learning and to recognising staff for their achievements in learning and teaching. The University is also committed to supporting staff in the development of their capabilities in learning and teaching, and to supporting this development in alignment with the **Griffith Learning and Teaching Capabilities Framework** (GLTCF). One of the ways in which this commitment is facilitated is by ensuring staff are supported in the development and recognition of their practice. The Griffith Higher Education Academy (HEA) Fellowship Scheme, provides programs of staff development and recognition, accredited by Advance Higher Education (from now on known as Advance HE). These programs lead to recognition as Associate Fellow, Fellow or Senior Fellow of the HEA.

This handbook introduces you to the **Curriculum Design for Learning Program** which is a program accredited by Advance HE and designed for recognition in the category of **HEA Associate Fellow**. This handbook also explains the relationship between the **UK Professional Standards Framework (UKPSF)** and Fellowship of the HEA.

Best wishes for a successful program!

*Louise Maddock (SFHEA) and the *Curriculum Design for Learning Program* Team*

Learning Futures
Griffith University
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HEA Fellowships in the Griffith Context

HEA Fellowships

Advance Higher Education in the United Kingdom is the body responsible for conferring HEA Fellowships. These fellowships are a means of acknowledging your commitment to professionalism in learning and teaching in higher education. They are based on the UK Professional Standards Framework (UKPSF) developed in the United Kingdom, which sets out the knowledge, skills and values demonstrated by those teaching and/or supporting learning in higher education. HEA Fellowships are globally recognised and portable across universities, and are increasingly considered by universities as part of the appointment and promotion process.

There are four categories of Fellowship: Associate Fellow, Fellow, Senior Fellow and Principal Fellow. These categories span the wide range of practice carried out by teaching staff and/or those supporting learning in higher education. They incorporate staff who have a partial role in teaching/supporting learning through to those with strategic impact on learning and teaching within the institutional, national and/or international context. The UKPSF for teaching and supporting learning in higher education document provides descriptors for each category of fellowship and information about the typical role/career stage indicative of the category. Specific information about each category can be found via Advance Higher Education.

Benefits of HEA Fellowship

- HEA Fellowship gives you global recognition across the higher education sector
- Fellowship encourages you to review, develop and demonstrate your practice across the Professional Standards Framework
- Being a HEA Fellow provides opportunities for you to engage in ongoing professional learning through mentorships and professional networks
- As HEA Fellow you will be invited into the Griffith Learning and Teaching Academy
- Fellowship entitles you to use post-nominal letters: AFHEA – Associate of the Higher Education Academy; FHEA – Fellow of the Higher Education Academy; SFHEA – Senior Fellow of the Higher Education Academy; PFHEA – Principal Fellow of the Higher Education Academy.

HEA Fellowships at Griffith

Griffith has a strong tradition in recognising and rewarding teaching. Working towards obtaining HEA Fellowship is recognition of your commitment to learning and teaching, and is strongly encouraged. To facilitate this, Griffith provides a range of programs to help you to reach the goal of HEA Fellowship.

Once you obtain recognition as a Fellow of HEA you will be invited to become a member of the Griffith Learning and Teaching Academy (GLTA). This Academy recognises exemplary learning and teaching practice and enhances the profile of learning and teaching at Griffith. As a member of the Academy you will also have the opportunity to mentor future HEA Fellows and contribute to this growing community.

At Griffith, being a Fellow of the HEA is an important form of recognition, where recognition and reward form a part of the overall fabric of learning and teaching. This fabric can be understood in terms of two important framework - the UK Professional Standards Framework (UKPSF) and the Griffith Learning and Teaching Capabilities Framework (GLTCF).
Griffith HEA Fellowship Team Contact Details

The Griffith HEA Fellowship Scheme is situated in Learning Futures. However, there are close links between staff of Learning Futures, professional learning staff in the academic groups, and the Griffith Learning and Teaching Academy (GLTA).

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA Fellowship Scheme Director</td>
<td>Prof. Ruth Bridgstock (PFHEA)</td>
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Program Coordinators of Griffith Accredited HEA Fellowship Programs

<table>
<thead>
<tr>
<th>Role</th>
<th>Name &amp; HEA Fellowship category</th>
<th>Contact Details</th>
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<tbody>
<tr>
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The UK Professional Standards Framework (UKPSF)

The UKPSF provides a description of the dimensions of the roles of teaching and supporting learning within the Higher Education environment. It is written from the perspective of the practitioner and outlines a framework for comprehensively recognising learning and teaching within Higher Education.

Aims of the UKPSF

The UK Professional Standards Framework:

- Supports the initial and continuing professional development of staff engaged in teaching and supporting learning
- Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning
- Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning
- Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities

Structure of the UKPSF

The Framework has two components:

The **dimensions** of practice: a set of statements outlining the:

1. **Areas of Activity** undertaken by teachers and supporters of learning within HE
2. **Core Knowledge** that is needed to carry out those activities at the appropriate level
3. **Professional Values** that someone performing these activities should embrace and exemplify

The **descriptors** - a set of statements outlining the key characteristics of someone evidencing four broad categories of typical teaching and learning support roles within Higher Education (corresponding to the four categories of HEA Fellowship (Associate Fellow, Fellow, Senior Fellow and Principal Fellow)).

The full version can be accessed via [UKPSF](#) for teaching and supporting learning in higher education.
The Griffith Learning and Teaching Capabilities Framework (GLTCF)

Overview of the Griffith Learning and Teaching Capabilities Framework

At Griffith, our capacity to ensure high quality student learning experiences depends on remarkable staff. As staff, each of us has capabilities that we use in a variety of roles, both within and outside of Griffith, including Educator, Course Convener and Program Director roles. The Griffith Learning and Teaching Capabilities Framework (the Framework) makes explicit the individual capabilities underpinning our roles in learning and teaching. Within the Framework a capability is defined as the ability to apply specific ways of knowing, doing and being in your learning and teaching practice. Here is a link to the Griffith Learning and Teaching Capabilities Framework

Structure of the GLTCF

The Framework consists of three components of learning and teaching practice: practice values, capabilities, and lifecycle (see graphic):

Values (centre of graphic): At the heart of the Framework are the practice values that underpin our work in learning and teaching. These values influence our relationships and practices and set the cultural context for learning and teaching at Griffith.

Capabilities (middle layer of graphic): The Framework organises learning and teaching capabilities into ten interdependent clusters of capabilities.

Lifecycle (outside ring of graphic): The practice lifecycle represents an intentional process of continuing professional learning and practice enhancement. It consists of four phases: Appreciating and Aligning; Designing and Developing; Facilitating and Coordinating; and Evaluating, Enhancing and Innovating.
Purposes of the GLTCF

We can use the Framework to:

- reflect on the strengths of our learning and teaching capabilities
- discuss and plan learning and teaching practice enhancement, career development and professional learning
- provide a stimulus for collegial conversations regarding learning and teaching and capability development
- inform the design, development and facilitation of professional learning activities, experiences and programs
- identify areas of practice that can be used as evidence in applications for recognition and reward in learning and teaching, including grants, awards and fellowships, including HEA Fellowships

Evidence base for GLTCF design

The Framework’s practice values, capabilities and lifecycle components have been identified through an extensive review of the learning and teaching literature and in consultation with colleagues across the University. In addition, the Framework has been mapped to the University’s broader value and commitment statements, and the UK Professional Standards Framework (UKPSF).

GLTCF alignment to the UKPSF

It is important to understand that, while Griffith has a Learning and Teaching Capabilities Framework for staff in key roles in learning and teaching at the University, the HEA Fellowship Scheme is underpinned by the UKPSF. Both frameworks seek to illustrate and define the key characteristics of people who support learning and teaching in higher education. The GLTCF is useful in a detailed Griffith context and makes explicit the individual capabilities underpinning three specific roles at Griffith (those of Educator, Course Convenor and Program Director). The GLTCF is also useful in guiding institutional conversations around Academic Staff Career Development (ASCD), especially in association with appraisal and career planning. The GLTCF was developed using the UKPSF as a reference, and has been aligned to the UKPSF. For further details on this alignment, and use of the GLTCF, please see the GLTCF website. The UKPSF is the framework on which HEA Fellowships are grounded.
The Curriculum Design for Learning Program

Program General Information

The Curriculum Design for Learning CDL Program explores key components of successful learning and teaching in higher education, with an emphasis on designing curriculum and assessment to support student learning. The program fosters the development of ways of knowing and ways of doing that are indicative of a contemporary, intentional and reflective university educator.

This program acknowledges diverse professional practice contexts and encourages participants to explore their learning and teaching practices in these contexts, identifying relevant issues, analysing current curriculum and assessment practices and planning meaningful practice enhancements or innovations, as part of a guided action research approach.

The program will be offered during Trimester 1 and Trimester 2, each academic year.

The Curriculum Design for Learning Program has three aims:

1. To support the development of key Educator capabilities outlined in the Griffith Learning and Teaching Capabilities Framework (see diagram). They are:
   - Understanding the learning context
   - Designing for learning
   - Managing assessment for learning
   - Practising reflection, evaluation and scholarly inquiry

2. To provide a pathway into the Graduate Certificate in University Learning and Teaching via 10 points of credit for the core course 7032LFC Curriculum and Assessment Design for Learning.

3. To provide recognition of staff commitment to professionalism in learning and teaching and continuing professional learning and development through AFHEA Fellowship. These fellowships are globally recognised and portable across universities, and are increasingly considered by universities as part of the appointment and promotion process.

Program Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact details</th>
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</tr>
</tbody>
</table>
Program Aims
Emphasising critical reflection and practice-based experiential learning processes, this program will enable you to develop capabilities to design, implement and evaluate student-centred, learning-focused curriculum and assessment approaches relevant to your learning and teaching professional context.

Program Learning Outcomes
At the end of the program you will be able to:

1. Analyse curriculum and assessment practices within higher education learning and teaching contexts
2. Critically reflect on curriculum and assessment practices within a specific professional practice context
3. Design evidence-informed curriculum and assessment approaches relevant to a specific professional practice context
4. Apply action learning approaches to implement and evaluate a planned curriculum and assessment design
5. Justify curriculum and assessment approaches using scholarly, student-centred and learning-focused curriculum and assessment theories and principles relevant to higher education contexts

Program linked to the Graduate Certificate in University Learning and Teaching
If you successfully complete the Curriculum Design for Learning Program you will be eligible to apply for credit to 7032LFC Curriculum and Assessment Design for Learning, which is a core course in the Graduate Certificate in University Learning and Teaching (GCULT). Successful completion requires you to produce evidence of your learning. This evidence of learning is the same as the assessment tasks required in 7032LFC Curriculum and Assessment Design for Learning course.
Program linked to HEA Associate Fellowship

Curriculum Design for Learning is an Advance HE accredited program, with successful completion leading to the award of Associate Fellow, Higher Education Academy (AFHEA). The program has been mapped to Descriptor 1 of the UKPSF which is the descriptor for Associate Fellowship:

Descriptor 1. Associate Fellowship

Demonstrate an understanding of aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

- Successful engagement with at least two of the five areas of activity
- Successful engagement in appropriate teaching and practices related to these Areas of Activity
- Appropriate Core Knowledge and understanding of at least K1 and K2
- A commitment to appropriate Professional Values in facilitating others’ learning
- Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities
- Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

In order to underpin your claim for AFHEA, you will need to complete a series of four core professional learning experiences (Modules 1-4) which are currently available as face-to-face/blended workshops (and from 2020 will be available fully online) and submit the evidence of learning/practice associated with these professional learning experiences. In addition to this, you must ensure that your curriculum design practice is authenticated by a HEA-accredited fellow through a peer review process. This process requires the HEA peer-partner to review your curriculum design, discern whether sufficient evidence of practice is present for authentication and complete the ‘Authentication of practice’ form (Appendix 2). The Curriculum Design for Learning Program will facilitate and support the peer review process.

Participation in the Program

The Curriculum Design for Learning Program is available to full-time staff; casual academic staff; staff in learning and teaching support roles, and staff wishing to enhance their curriculum practices.

Structure of the Curriculum Design for Learning Program

The Curriculum Design for Learning Program (CDL) consists of a series of four core professional learning experiences (Modules 1-4) which are currently available as face-to-face/blended workshops and from 2020 will be available fully online. It has been intentionally designed to build key capabilities of staff who are interested in developing their curriculum and assessment practices. The Program requires participants to respond to five assessment tasks and produce Evidence of Learning/Practice. This program is aligned closely to the dimensions and descriptors for Associate Fellowship of the HEA as described below.
Program enrolment

Prior to enrolling in the program you should read the information on the Griffith HEA Fellowship Scheme website. This information unpacks the UKPSF and details the requirements for each of the four HEA Fellowship categories. It provides information about each accredited professional learning program that leads to fellowship; support provided; and includes videos clips of previous applicants. It includes a short self-reflection tool to help you decide whether the program is appropriate for you.

Applying for HEA Associate Fellowship

To be eligible to apply for HEA Associate Fellowship, participants must be enrolled in the Curriculum Design for Learning program and are required to demonstrate:

- Two or more trimesters experience in a role which includes teaching and/or supporting learning and teaching
- Completion of four (4) core professional learning experiences (Module 1-4)
- Submission of a portfolio of evidence of practice (5 written artefacts of 500 words each)
- Peer review of curriculum design in order to authenticate practice

Program professional learning modules

The Curriculum Design for Learning Program professional learning modules enable participants to consider aspects of their curriculum and assessment design for learning practice through the phases of an experiential action learning cycle (reflect, plan, act, observe). Through engaging with the module learning experiences, participants practise reflecting on, designing, enacting and evaluating their curriculum and assessment design practices.

Module 1: Reflecting on curriculum design practices

This workshop and online resources will introduce participants to an overarching action learning process for facilitating learning and teaching practice development, in relation to curriculum and assessment design for learning in their context; learning and teaching capabilities and capability development related to designing for learning; theoretical principles underpinning curriculum and assessment for learning; and practices for critical reflection. Participants will also analyse learning and teaching data relevant to their context; identify strengths and weaknesses of their current curriculum and assessment practices; & consider assumptions underpinning practices.

Evidence of Practice #1 Written reflection on learning and teaching capabilities related to designing curriculum and assessment for learning; and,
Evidence of Practice #2 Written analysis and evaluation of curriculum and assessment practices. 500 words each.

Module 2: Designing curriculum for learning

This workshop and associated online resources will explore theoretical principles and practices of curriculum and assessment design, and research-informed practical approaches for designing student-centred and learning-focused curriculum and assessment products and practices. Participants will design specific, measurable and action-oriented intended learning outcomes, which will inform constructively aligned assessment plans and coherently sequenced learning and teaching sequences that promote active and authentic learning relevant to the learning context and location within the program lifecycle.

Evidence of Practice #3 Written curriculum and assessment design for learning product/practices. 500 words.

Module 3: Designing assessment for learning

This workshop and associated online resources will explore research-informed approaches for developing curriculum and assessment resources and processes that support student learning. Participants will develop
authentic assessment tasks and marking rubrics (criteria and standards) that are aligned to the intended learning outcomes; assessment feedback processes and resources; and assessment and moderation practices and procedures.

**Evidence of Practice #4** Written reflection on curriculum and assessment design informed by collegial feedback. 500 words.

**Module 4: Enhancing design practices**

This workshop and associated online resources will explore the use of evidence-informed approaches for conducting scholarly learning and teaching inquiries related to curriculum and assessment practices, for the purpose of fostering quality enhancement processes. Participants will evaluate their curriculum and assessment design practices; and develop a plan for curriculum and assessment design practice enhancement, including an evaluation strategy using multiple sources of relevant learning and teaching data, research-informed strategies to enhance curriculum and assessment practices; and produce a continuing professional learning plan for developing learning and teaching capabilities related to designing for learning, and is aligned to the UKPSF and the GLTCF.

**Evidence of Practice #5** Written plan for curriculum and assessment design practice enhancement and Continuing Professional Learning plan. 500 words.

**Program assessment and evidence of practice alignment to the UKPSF**

Each professional learning module in the *Curriculum Design for Learning* program has an associated assessment task(s) that enable you to develop and produce evidence of your practice in the form of a written artefact of approximately 500 words. See Appendix 1 for assessment tasks and the accompanying rubrics.

The table below shows how the program’s professional learning modules and the alignment of the evidence of practice with the UKPSF dimensions and Descriptor 1 (AFHEA). If you meet the evidence of practice for the Curriculum Design for Learning Program you will also meet the requirements for Descriptor 1 of the UKPSF and will be conferred as a HEA Associate Fellow (AFHEA). You must address certain dimensions of the UKPSF.

<table>
<thead>
<tr>
<th>Professional Learning Experiences that support the development of evidence of practice</th>
<th>Evidence of Practice produced through completion of assessment tasks (Written artefacts of 500 words each)</th>
<th>Alignment of evidence of practice to Descriptor 1 for AFHEA</th>
<th>Alignment of evidence of practice to Dimensions of AFHEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting on curriculum design practices (Module 1)</td>
<td>#1 Reflection on learning and teaching capabilities related to designing curriculum and assessment for learning</td>
<td>I, II, III, IV, V, VI</td>
<td>A5, K1, K2, K3, K4, K5, K6, V3, V4</td>
</tr>
<tr>
<td></td>
<td>#2 Analysis and evaluation of curriculum and assessment practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing curriculum for learning (Module 2)</td>
<td>#3 Curriculum and assessment design for learning product/practices</td>
<td></td>
<td>A1, A2, A3, A4, K1, K2, K3, K4, K6, V1, V2, V3, V4</td>
</tr>
<tr>
<td>Designing assessment for learning (Module 3)</td>
<td>#4 Reflection on curriculum &amp; assessment design informed by collegial feedback</td>
<td></td>
<td>A1, A2, A3, A4, A5, K1, K2, K3, K4, V1, V2, V3, V4</td>
</tr>
<tr>
<td>Enhancing design practices (Module 4)</td>
<td>#5 Plan for curriculum and assessment design practice enhancement; and Plan for continuing professional learning related to designing for learning</td>
<td></td>
<td>A1, A5, K1, K2, K3, K5, K6, V1, V2, V3, V4</td>
</tr>
</tbody>
</table>
When submitting assessments, you will have to include an assessment cover sheet (provided in Appendix 3) that requires you to do three things:

1. agree that the evidence of practice you are submitting is your own work
2. check off that you have included all pieces of evidence, including the Authentication of Practice form signed by a peer-partner who reviews your practice (see next section)
3. include a short self-reflection, making a brief comment about how you have met the requirements of the UKPSF Descriptor 1 Criteria.

Process of assessment
You may submit your evidence of learning/practice during a two week period at the end of Trimester 1 and the end of Trimester 2 each year (specific dates to be advised each Trimester). Assessment judgments will be made during the following 4-5 week period and will follow the process detailed below.

Submit portfolio
- Submit portfolio of evidence of learning (assessment pieces) including Assessment Cover Sheet and the Teaching Observation Authentication of Practice Form

Program Administrator
- Registers submission
- Forwards portfolios to Program Coordinator

Program Coordinator
- Marks portfolio
- Records outcomes
- Sends a sample of portfolios to second internal assessor for moderation

Second Internal Assessor
- Moderates a sample of portfolios (approx. 15% of portfolios submitted)
- Sending outcomes of moderation to Program Coordinator

Program Coordinator
- Sample of portfolios sent to an External Assessor to quality assure assessment judgements

External Assessor
- Quality assures assessment judgements
- Provides feedback to Program Coordinator
- When satisfied with the appropriateness of assessment judgements informs Program Coordinator that applicants can be informed of application outcome

Program Coordinator
- If application outcome for AFHEA is successful, sends record of final outcome to Program Administrator and informs applicants of application outcome
- If application outcome for AFHEA requires applicant to provide more evidence, Program Coordinator contacts applicant to discuss extent of additional evidence and negotiate time frame for resubmission
- If application outcome for AFHEA unsuccessful, Program Coordinator informs applicant

Program Administrator
- Archives portfolios and records application outcomes
- Adds names of successful applicants to MyAcademy
Authentication of practice

In order to authenticate your practice in this program, you will work with a peer-partner (HEA Fellow or Senior Fellow) to engage in a peer-review of curriculum design practices and products. This will involve you reflecting on your current curriculum and assessment design approaches, and creating new design for learning product/practices related to your context. You will then share your reflections on your curriculum design practices and your new curriculum design product/practices with your peer-partner, who will then individually review your evidence of practice. You will then have a collegial conversation with your peer-partner to discuss the strengths/weaknesses of your design practices/product, the evidence of practice for the various dimensions of the UKPSF and whether it supports Descriptor 1 of the UKPSF. If necessary, you will then have the opportunity to amend your practices/products with enhancements that are deemed important and these will be peer-reviewed by your peer-partner. Your peer-partner will then complete an Authentication of Practice Form as provided in Appendix 2. You will then attached this evidence (form) to your application for Associate Fellowship.

Who will assess your evidence of practice?

There are two possible outcomes for successful completion of the Curriculum Enhancement Program - HEA Associate Fellow and Credit for 7032LFC. The people assessing your evidence will be the same for both outcomes. Assessors need to meet the following specific requirements for each outcome, as shown in the table below. The assessors may be the same for both recognition types.

<table>
<thead>
<tr>
<th>Recognition type</th>
<th>Number of assessors</th>
<th>Frequency of judgements</th>
<th>Assessment judgements</th>
</tr>
</thead>
</table>
| Associate Fellowship              | Two internal assessors each with FHEA as a minimum requirement  
                                      One external assessor who is a SFHEA | Once per trimester      | Each piece of assessment is marked by one of the internal assessors. Sample assessment pieces will be moderated internally by the second internal assessor. These will represent approximately 15% of responses to the tasks (or a minimum of 6 assessment pieces). |
| Credit for 7032LFC Curriculum and Assessment Design for Learning | Two assessors who are members of the 7032 teaching staff and the GCULT Program Director who is a PFHEA | Once per trimester      | In addition, the second internal assessor will review failed submissions and resubmissions. Confidence in the assessment judgements will be achieved through external moderation of a sample of successful and unsuccessful assessment pieces. |

Assessment resubmission

Resubmission of failed assessment tasks is permitted in the Program under the following conditions:

- You have five working days from return of assessment task to resubmit for re-examination
- The format for the resubmitted task is the same as the original
- You will only be given one opportunity to resubmit each specific assessment task
- The mark for your re-examined task will be no greater than the minimum for a pass standard for the assessment

If at the end of the Program, you have not achieved the minimum marks to pass you will need to re-take the course.
Appealing an assessment decision

You have the right to appeal the decisions made by the assessors in line with University complaints and appeals policies and process. In summary this means that you must writing to the Program Coordinator stating your reasons for a review of the assessor judgement. The Program Coordinator will determine the merit of your appeal and must inform you of the outcome of your appeal within 14 days.

Support resources

You will be supported throughout the program by the Program Coordinator, and the Teaching Team. These people can provide advice and guidance on course materials, and evidence of learning/practice. You will also have support from the Program Administrator on timelines, enrolment processes and submission of evidence of learning. Throughout the program you will have access to numerous course materials and activities that will scaffold your successful gathering of evidence of learning/practice.
Appendices

Appendix 1. CDL Program Evidence of Practice and Assessment Rubrics

Curriculum Design for Learning Program
Evidence of Practice and Assessment Rubrics
Information for recognition for HEA Associate Fellowship &
Application for credit into 7032LFC Curriculum and Assessment Design for Learning

The following information is offered to support your development of evidence of practice for two possible outcomes from the Curriculum Design for Learning program:

- Your recognition as Associate Fellow (AFHEA)
- Your application for credit into 7032LFC Curriculum and Assessment Design for Learning course in the Graduate Certificate of University Learning and Teaching program

For recognition as an AFHEA you must meet the requirements of Descriptor 1 of the UKPSF (including the dimensions of the descriptor) as indicated in the table below. To apply for credit to 7032LFC Curriculum and Assessment Design for Learning, your evidence of practice must cover all the course learning outcomes.

The table below provides a summary of the five pieces of evidence of practice you need to compile for these two outcomes:

<table>
<thead>
<tr>
<th>Evidence of practice</th>
<th>Descriptor 1 AFHEA</th>
<th>Dimensions of AFHEA</th>
<th>Alignment to 7032LFC course learning outcomes</th>
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<tbody>
<tr>
<td>#1 Reflection on learning and teaching capabilities related to designing curriculum and assessment for learning</td>
<td>VI</td>
<td>A5 K1,K2,K3,K4,K5,K6 V3,V4</td>
<td>5</td>
</tr>
<tr>
<td>#2 Analysis and evaluation of curriculum and assessment design practices</td>
<td>I, II, III, IV</td>
<td>A5 K1,K2,K3,K4,K5,K6 V3,V4</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>#3 Curriculum and assessment design for learning</td>
<td>I, II, III, IV</td>
<td>A1,A2,A3,A4 K1,K2,K3,K4,K6 V1,V2,V3,V4</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>#4 Reflection on curriculum &amp; assessment design informed by collegial feedback</td>
<td>I, II, III, IV, V</td>
<td>A1,A2,A3,A4,A5 K1,K2,K3,K4 V1,V2,V3,V4</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>#5 Plan for curriculum and assessment design practice enhancement and continuing professional learning</td>
<td>V, VI</td>
<td>A1,A5 K1,K2,K3,K5,K6 V1,V2,V3,V4</td>
<td>2, 5</td>
</tr>
</tbody>
</table>
Evidence of Practice #1

Assessment Task #1 Reflection on learning and teaching capabilities related to designing curriculum and assessment for learning

Task type: Written reflection (500 words)

UKPSF D1 Descriptor & Dimensions: VI (A5, K1,K2,K3,K4,K5,K6,V3,V4)

Task Description:
The purpose of this assessment to critically reflect on your learning and teaching capabilities related to curriculum and assessment design in your professional context

Task detail:
Use the ‘Designing for Learning’ capability statements (below) from the Griffith Learning and Teaching Capabilities Framework to critically reflect on your learning and teaching capabilities related to curriculum and assessment design for learning:

‘Designing for Learning’ Capabilities

Designing learning outcomes
• Using knowledge of your learning context, discipline content, and understandings from your critical reflections to
• plan sessions that are aligned to the course learning outcomes

Designing assessment for learning
• Using knowledge of students, the course learning outcomes and course content to design formative assessment tasks to help students determine their progression towards the learning outcomes
• Designing a feedback process that supports the development of students’ understanding of the importance and value of feedback to their learning

Designing learning and teaching across teaching sessions
• Using knowledge of student diversity and needs when designing teaching sessions
• Designing sessions that are intentionally learning focussed and incorporate contemporary pedagogies

Designing learning environments
• Planning sessions to take into account the spatial, temporal and social learning environment
• Planning sessions that embed digital technologies to enhance learning, where relevant
• Planning communications with students throughout the teaching period

Use your answers to the following questions as further prompts to help you write a written reflection about your learning and teaching capabilities regarding ‘Designing for Learning’. What is your understanding of each of the above statements? To what extent does your teaching practice reflect these statements? Considering your critical reflection, in what ways would you like to enhance your designing for learning practice? What might be a S.M.A.R.T* goal related to your ‘designing for learning’ capability development? (e.g.: To create teaching session plans that align formative assessment strategies and student learning activities to the learning outcomes for the session)

*Specific, Measurable, Action-Oriented, Relevant, Time-Framed

Task alignment to Grad Cert ULT 7032LFC

This task is related to the critical analysis and evaluation of practices in Assessment Task 1 of the 7032LFC. Learning outcome 5. Additional requirements for GCULT students: Provide scholarly justifications for your statements and cite relevant literature.
Rubric for Assessment #1 Reflection on learning and teaching capabilities related to designing curriculum and assessment for learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is critical - considers content, process and premise</td>
<td>Considers content (contemplates ways of knowing related to designing for learning), process (contemplates ways of doing or acting related to designing for learning) &amp; premise (contemplates assumptions underpinning approaches) related to designing for learning practices</td>
<td>General reflection on ‘Designing for Learning’ practice</td>
</tr>
<tr>
<td>Consideration of all 4 areas of ‘Designing for Learning’ capabilities</td>
<td>Considers all four areas: designing learning outcomes; designing assessment for learning; designing learning and teaching across sessions/sequences; designing learning environments.</td>
<td>Considers less than four areas of capability</td>
</tr>
<tr>
<td>Describes understandings of capabilities, evidence in practice and goals for capability development</td>
<td>Describes current understanding of capabilities statements; evidence of capabilities in practice; SMART goal(s) for ‘Designing for Learning’ capability development</td>
<td>Identifies evidence of capabilities in practice but doesn’t identify goals for capability development</td>
</tr>
</tbody>
</table>

Evidence of Practice # 2

Assessment #2 Analysis and evaluation of curriculum and assessment design practices

**Task Type:** Written analysis and evaluation of curriculum and assessment design practices (500 words)

**UKPSF D1 Descriptor & Dimensions:** I,II,III,VI (A5, K1,K2,K3,K4,K5,K6,V3,V4)

**Task Description:**
The purpose of this assessment is to critically analyse and evaluate the quality of your curriculum and assessment design product/practices in your professional context and provide recommendations for enhancement.

**Task detail:**
Identify the strengths and weaknesses of your current i) curriculum design and ii) assessment design products/practices. Evaluate the overall quality of your current i) curriculum design and ii) assessment design products/practices. State recommendations for enhancement to the i) curriculum design and ii) assessment design products/practices.

**Task alignment to Grad Cert ULT 7032LFC**

Rubric for Assessment #2 Evaluation of curriculum and assessment design practices

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the strengths and weaknesses of a curriculum and assessment design</td>
<td>Explanation of at least one strength and weakness of i) curriculum design and ii) assessment design.</td>
<td>Only one or two strengths or weaknesses of design are provided but no analysis. Or, there are no strengths and weaknesses presented.</td>
</tr>
<tr>
<td>Evaluation of the overall quality of the curriculum and assessment design</td>
<td>Accurate, clear and succinct evaluation about the quality of the curriculum and assessment design.</td>
<td>Evaluation about the overall quality of curriculum and assessment is inaccurate, unclear or incomplete. Or, evaluation is absent.</td>
</tr>
</tbody>
</table>

Evidence of Practice #3

Assessment #3 Curriculum and assessment design for learning

Task type: Written curriculum and assessment design/planning document (500 words)

UKPSF D1 Descriptor & Dimensions: I, II, III, VI (A1, A2, A3, A4, K1, K2, K3, K4, K6, V1, V2, V3, V4)

Task Description:
The purpose of this assignment is to intentionally enhance the design of curriculum and assessment approaches in your professional context.

Task detail:
You will produce a curriculum and assessment design document that outlines the following:
1. General outline of the learning context
2. Re/designed curriculum with relevant learning outcomes and links to the Graduate Attributes
3. Re/designed assessment plan and tasks including a summary table and assessment details.
4. Re/designed teaching and learning plan, including brief outline of activities.

Task alignment to Grad Cert ULT 7032LFC

This task relates to Assessment 2 in 7032LFC - Intentional design for curriculum and assessment enhancement. Learning Outcomes Assessed: 1, 3, 4. **UKPSF Descriptor 2**: II, III, IV, V, VI (A1, A2, A3, A4, K1, K2, K3, K4, K6, V1, V2, V3, V4).
### Rubric for Assessment #3: Curriculum and assessment design for learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum design</strong></td>
<td>All sections of the curriculum are included. Relevant learning outcomes.</td>
<td>Incomplete curriculum with most sections missing.</td>
</tr>
<tr>
<td>Curriculum Details, Description, Introduction &amp; Aims</td>
<td>Relevant learning activities. Constructive alignment evident between learning outcomes, assessment and learning activities. Minor errors.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Learning Outcomes &amp; Curriculum Map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Activities Summary Constructive alignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Design</strong></td>
<td>Assessment is developed and generally constructively aligned. Relevant assessment</td>
<td>Incomplete assessment section with most of the section missing.</td>
</tr>
<tr>
<td>Assessment Summary &amp; Detail Formative and summative Relevant and authentic Valid and reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence of Practice #4

#### Assessment #4 Reflection on curriculum & assessment design

**Task type:** Written reflection on curriculum and assessment design practices (500 words)

**UKPSF D1 Descriptor & Dimensions:** 1,11,111,VI,V (A1,A2,A3,A4,A5,K1,K2,K3,K4,V1,V2,V3,V4)

**Task Description:**
The purpose of this assignment is for you to critically reflect on the peer feedback you receive regarding your intended curriculum and assessment design for learning and consider the quality of the design.

**Task detail:**
You will give a copy of your curriculum and assessment design for learning to a peer-partner (HEA assessor, SFHEA). Your peer-partner will review your curriculum and assessment design for learning and authenticate your practice (using the Authentication of Practice form - See Appendix 2). You will then have a collegial conversation discussing the strengths and/or weaknesses of the curriculum design practices/product, the evidence of practice for the dimensions of the UKPSF, whether the evidence supports Descriptor 1 of the UKPSF and the evidence of ‘Design for Learning’ capabilities as outlined in the Griffith Learning and Teaching Capabilities Framework. After receiving feedback on your curriculum and assessment design from your peer-partner, you will produce a written summary this feedback and an individual critical reflection about your intended design.

**Task alignment to Grad Cert ULT 7032LFC**

This task relates to Assessment 3 in 7032LFC - Critical reflection and evaluation of curriculum and assessment design. Learning Outcomes Assessed: 2, 4, 5. **UKPSF Descriptor 2:** III, III, IV, V, VI (A1, A5, K1, K2, K3, K5, K6, V1, V2, V3, V4). Additional requirements: You will justify the your reflection, evaluation and suggestions by referring to scholarly principles and making reference to relevant literature.
Rubric for Assessment #4 Reflection on curriculum and assessment design

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of peer-partner feedback about design</td>
<td>Clear and concise statements outlining key feedback messages from peer-partner</td>
<td>Minimal and/or rambling feedback statements.</td>
</tr>
<tr>
<td>Reflection on design is critical - considers content, process and premise</td>
<td>Considers content (contemplates ways of knowing related to designing for learning), process (contemplates ways of doing or acting related to designing for learning) &amp; premise (contemplates assumptions underpinning approaches) related to designing for learning practices</td>
<td>General reflection on ‘Designing for Learning’ practice</td>
</tr>
</tbody>
</table>

Evidence of Practice #5

**Assessment #5 Plan for curriculum and assessment design practice enhancement and continuing professional learning**

**Task type:** Written plan for curriculum and assessment design practice and continuing professional learning plan (500 words)

**UKPSF D1 Descriptor & Dimensions:** V, VI (A1, A5, K1, K2, K3, K5, K6, V1, V2, V3, V4)

**Task Description:**
The purpose of this assignment is for you to develop a plan for curriculum and assessment design practice enhancement and develop a continuing professional learning and development plan.

**Task detail:**
You will develop a plan for curriculum and assessment design practice enhancement, and develop a continuing professional learning plan that will support your learning and teaching practice development. This will entail evaluating the quality of your curriculum and assessment design for learning, suggestions for further modifications or enhancements, considering the ‘Designing for learning’ capabilities in the Griffith Learning and Teaching Capabilities Framework and the descriptors of the UK Professional Standards Framework (UKPSF), consider your professional learning needs, identifying your professional learning goals regarding capability development and articulating a continuing professional learning plan. A template for the Continuing Professional Learning plan is provided in Appendix 4.

**Task alignment to Grad Cert ULT 7032LFC**

This task relates to Assessment 3 in 7032LFC - Critical reflection and evaluation of curriculum and assessment design. Learning Outcomes Assessed: 2, 4, 5. **UKPSF Descriptor 2:** III, III, IV, V, VI (A1, A5, K1, K2, K3, K5, K6, V1, V2, V3, V4). Additional requirements: You will justify the your reflection, evaluation and suggestions by referring to scholarly principles and making reference to relevant literature.
### Rubric for Assessment #5 Plan for curriculum and assessment design practice enhancement and continuing professional learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for practice enhancement</td>
<td>Clear evaluation about the quality of the curriculum and assessment design. Makes links to critical reflection. Describes clear recommendations for enhancing ‘designing for learning’ practices</td>
<td>Quality of design is not discussed. Limited recommendations for enhancement</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Clear discussion about progress towards achieving intended learning goal set in Assessment 1</td>
<td>Lack of discussion of goal progress</td>
</tr>
<tr>
<td>Recommendations for practice enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieving learning goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Continuing Professional Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and teaching capabilities</td>
<td>Continuing professional learning plan identifies relevant ‘Designing for Learning’ capabilities from the Griffith Learning and Teaching Capabilities Framework</td>
<td>Lacks identification of relevant capabilities</td>
</tr>
<tr>
<td>*Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UKPSF dimensions</td>
<td>Continuing professional learning plan identifies relevant UKPSF dimensions that enable further development towards Descriptor I (AFHEA)</td>
<td>Lacks identification of the relevant UKPSF dimensions or links to Descriptor 1</td>
</tr>
<tr>
<td>*Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Links to Descriptor I (AFHEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning goals</td>
<td>Continuing professional learning plan identifies learning goals that are SMART, relevant to capabilities development and practice enhancement</td>
<td>Lacks identification of learning goals</td>
</tr>
<tr>
<td>*SMART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Relevance to capabilities development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Relevance to practice enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional learning opportunities and experiences</td>
<td>Continuing professional learning plan identifies relevant professional learning opportunities and/or experiences that will support capability development, practice enhancement and progress towards SMART learning goal(s)</td>
<td>Lacks identification of relevant professional learning opportunities and/or experiences</td>
</tr>
<tr>
<td>*Relevance to capability development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Relevance to practice development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2. CDL Program Authentication of Practice Form

<table>
<thead>
<tr>
<th>Curriculum Design for Learning Program Authentication of Practice Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Program participant:</td>
</tr>
<tr>
<td>Name of peer-partner:</td>
</tr>
<tr>
<td>Date of peer-review:</td>
</tr>
</tbody>
</table>

**Process:**

1. **Participant:** reflects on, and takes note of, their current curriculum and assessment design approaches; they then create new design for learning products/practices related to your context. You will then share your written reflections on your curriculum design practices and curriculum design products/practices with your peer-partner,

2. **Peer-Partner:** individually reviews the participant’s evidence of practice using this form as a guide; the table below is used to identify and record evidence of practices that are aligned to the dimensions of the UKPSF.

3. **Collegial conversation:** Participant and peer-partner have a collegial conversation to discuss the strengths/weaknesses of the curriculum design practices/product, the evidence of practice for the dimensions of the UKPSF, whether the evidence supports Descriptor 1 of the UKPSF and the evidence of ‘Design for Learning’ capabilities as outlined in the Griffith Learning and Teaching Capabilities Framework.

<table>
<thead>
<tr>
<th>Dimensions of the UKPSF</th>
<th>Observed evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Activity</strong></td>
<td></td>
</tr>
<tr>
<td>A1. Design and plan learning activities and programs of study</td>
<td>(At least engagement with 2 areas - In particular A1 &amp; A4)</td>
</tr>
<tr>
<td>A2. Teach and support learning</td>
<td>What evidence can be seen that indicates that the participant has effectively designed and planned learning activities and programs of study?</td>
</tr>
<tr>
<td>A3. Assess and give feedback to learners</td>
<td>What evidence can be seen that indicates that the participant has effectively developed learning environments and approaches to student support and guidance?</td>
</tr>
<tr>
<td>A4. Develop effective learning environments and approaches to student support and guidance</td>
<td></td>
</tr>
<tr>
<td>A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice</td>
<td></td>
</tr>
</tbody>
</table>
### Core Knowledge

<table>
<thead>
<tr>
<th>K1. The subject matter</th>
<th>(At least engagement with K1 &amp; K2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2. Appropriate methods for teaching, learning and assessing the subject area and at the level of the academic program</td>
<td>What evidence can be seen that indicates that the participant has effectively incorporated knowledge of the subject matter, appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program?</td>
</tr>
<tr>
<td>K3. How students learn, both generally and within their subject/disciplinary area(s)</td>
<td></td>
</tr>
<tr>
<td>K4. The use and value of appropriate learning technologies</td>
<td></td>
</tr>
<tr>
<td>K5. Methods for evaluating the effectiveness of teaching</td>
<td></td>
</tr>
<tr>
<td>K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Values

<table>
<thead>
<tr>
<th>V1. Respect individual learners and diverse learning communities</th>
<th>(Commitment to professional values is demonstrated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>V2. Promote participation in higher education and equality of opportunity for learners</td>
<td>What evidence can be seen that indicates that the participant is committed to the professional values of inclusive education and evidence-informed practices within the wider higher education context?</td>
</tr>
<tr>
<td>V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
<td></td>
</tr>
<tr>
<td>V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
<td></td>
</tr>
</tbody>
</table>

### Griffith Learning and Teaching Capabilities Framework

<table>
<thead>
<tr>
<th>Designing for learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using knowledge of your learning context, discipline content, and understanding from your critical reflections to plan learning sessions/sequences that are aligned to the course learning outcomes</td>
</tr>
<tr>
<td>Using knowledge of student diversity and needs when designing learning sessions/sequences</td>
</tr>
<tr>
<td>Designing learning sessions/sequences that are intentionally learning focussed and incorporate contemporary pedagogies</td>
</tr>
<tr>
<td>Planning learning sessions/sequences that embed digital technologies to enhance learning, where relevant</td>
</tr>
</tbody>
</table>
**Authentication statements:**

The participant has provided evidence of:  
Successful engagement with at least two of the five Areas of Activity AoA  
Successful engagement in appropriate teaching and practices related to these AoA  
Appropriate Core Knowledge and understanding of at least K1 & K2  
A commitment to appropriate Professional Values in facilitating others’ learning  
Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities  
Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

The participant has met all the required outcomes of the peer-review  
A further follow-up peer-review is required

**Comments**

*Please make an overall comment to authenticate the learning and teaching practices of the HEA Associate Fellow applicant.*

**Signature of Peer-reviewer:**

Name of Peer-reviewer:  
Date of Peer-review:
Appendix 3. CDL Program HEA Associate Fellowship Application Cover sheet

Curriculum Design for Learning Program
HEA Associate Fellowship Application
Cover Sheet

The Griffith HEA Fellowship Scheme is accredited to award associate fellowship to participants who successfully complete the Curriculum Design for Learning Program. Please consolidate all components of your evidence of learning into a single PDF including this cover sheet (completed, signed and scanned) as the front page. Email to Tina Hodson (t.hodson@griffith.edu.au).

<table>
<thead>
<tr>
<th>Your Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>First name</td>
</tr>
<tr>
<td>Family name</td>
</tr>
<tr>
<td>Email address</td>
</tr>
<tr>
<td>Griffith Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Position / Level at Griffith (You must be an employee of Griffith when you apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Professional</td>
</tr>
</tbody>
</table>

Statement I hereby certify that:

☐ I am an employee of the above-named institution.
☐ The information I have provided in this application is true and correct, meets all standards of academic integrity, and does not breach anyone’s rights to privacy or confidentiality.

If I am successful in this application, I will commit to:
☐ Upholding the HEA Code of Practice;
☐ Remain in good standing as an HEA fellow by continuing my professional development and the enhancement of my teaching skills, knowledge and practice; and
☐ Contributing to the Griffith University HEA Scheme (e.g. as a mentor/assessor) as appropriate.

Signature

Date
## CONTINUING PROFESSIONAL LEARNING PLAN

### Considerations

<table>
<thead>
<tr>
<th>Element of CPL Plan</th>
<th>Instructions</th>
<th>Success Criteria</th>
<th>My notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLTCF Learning and teaching capabilities</td>
<td>Reflect on your ‘Designing for Learning’ capabilities, as described in the Griffith Learning and Teaching Capabilities Framework. Which ‘Designing for Learning’ capabilities would you like to develop further? Why?</td>
<td>Continuing professional learning plan identifies relevant ‘Designing for Learning’ capabilities from the Griffith Learning and Teaching Capabilities Framework</td>
<td></td>
</tr>
<tr>
<td>UKPSF dimensions</td>
<td>Consider the UKPSF dimensions: Areas of Activity, Core Knowledge and Professional Values. Which dimensions of your practice related to ‘Designing for learning’ would you like to develop further? Why?</td>
<td>Continuing professional learning plan identifies relevant UKPSF dimensions that enable further development towards Descriptor I (AFHEA)</td>
<td></td>
</tr>
<tr>
<td>Professional learning goals</td>
<td>Develop one or more SMART* professional learning goals related to enhancing your ‘Designing for Learning’ capabilities</td>
<td>Continuing professional learning plan contains learning goals that are SMART, relevant to capabilities development and support practice enhancement</td>
<td></td>
</tr>
<tr>
<td>Professional learning opportunities and experiences</td>
<td>In light of your learning goals, identify potential professional learning opportunities and/ experiences that will support capabilities development, practice enhancement and progress towards SMART professional learning goal(s)</td>
<td>Continuing professional learning plan identifies relevant professional learning opportunities and/or experiences that will support capabilities development, practice enhancement and progress towards SMART professional learning goal(s)</td>
<td></td>
</tr>
</tbody>
</table>

*Specific, Measurable, Action-Oriented, Relevant, Time-framed*
## CONTINUING PROFESSIONAL LEARNING PLAN

### Template

<table>
<thead>
<tr>
<th>Element of CPL Plan</th>
<th>Professional SMART learning goal(s)*</th>
<th>Planned professional learning experiences/activities</th>
<th>Planned Actions</th>
<th>Indicative Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLTCF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and teaching capabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UKPSF dimensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Specific, Measurable, Action-Oriented, Relevant, Time-framed