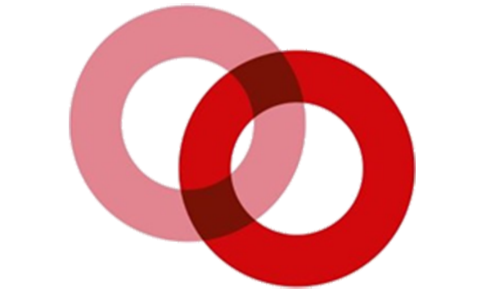
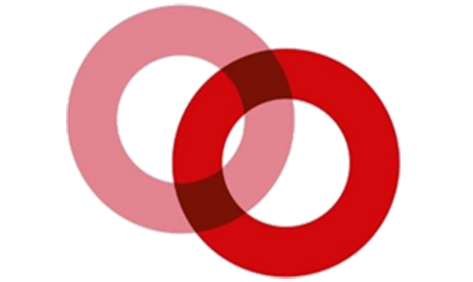
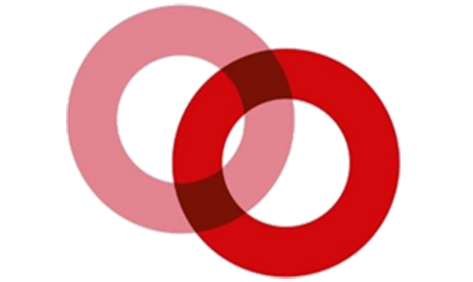
**PSF2023 Development index / planner**

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| **Evidence of your educational practice**  This might include instances of reflection, outcomes of professional development, involvement in projects or initiatives, innovating and sharing practice, learning & teaching strategies, case studies of practice, etc. | **PSF2023 Dimensions** | | | | | | | | | | | | | | |
|  | V1 | V2 | V3 | V4 | V5 | K1 | K2 | K3 | K4 | K5 | A1 | A2 | A3 | A4 | A5 |
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**EXAMPLE PSF2023 Development index / planner**

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| **Evidence of your educational practice**  This might include instances of reflection, outcomes of professional development, involvement in projects or initiatives, innovating and sharing practice, learning & teaching strategies, case studies of practice, etc. | **PSF2023 Dimensions** | | | | | | | | | | | | | | | |
|  | | V1 | V2 | V3 | V4 | V5 | K1 | K2 | K3 | K4 | K5 | A1 | A2 | A3 | A4 | A5 | |
| *In my capacity as Part 1 Director, my approach to reviewing and implementing a revised assessment strategy to reduce over-assessment and to introduce more inclusive assessment design. This included processes of collaboration with department colleagues, co-design with students, taking revisions through a course approvals process and using our Staff-Student Committees to understand how these changes are being experienced by our students.* | | x |  |  |  | x |  |  |  |  | x |  |  | x |  |  | |
| *Completion of the PGCert SPACE module, during which I undertook a focused review of pedagogic literature relating to active learning in large groups. This has subsequently informed changes in my approach, and following evaluation and peer observations have gained more nuanced understanding of how to more effectively engage my large groups in active learning during lectures.* | |  | x | x |  |  | x |  |  | x |  |  | x |  |  | x | |
| *The factors I took into consideration for the design of a series of lectures and seminars on a key topic for second year undergraduate students. Specifically, how the inclusion of group work and peer collaboration – intended to support the development of students’ employability attributes – was scaffolded and valued in the learning and assessment process.* | |  |  |  | x |  |  | x |  |  |  | x |  |  |  |  | |
| *In my role as an academic tutor, my reflections on how I have embraced the idea of feedback as a dialogue with my students rather than a unidirectional process. This includes the introduction of a feedback coversheet where my students are able to indicate what they would like to discuss following receipt of their feedback.* | | x |  |  |  |  | x |  |  |  |  |  |  |  | x |  | |
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**Other sources of evidence and insight that may help enrich your critical reflections on practice**

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| **Student feedback** | **Peer collaboration and feedback** | **External evidence base** |
| *e.g. Module survey results*  *NSS / PTES / PRES survey outcomes*  *In session student responses*  *Staff-student committees* | *e.g. Peer review and observation of teaching*  *Mentoring and coaching*  *Working with employers and industry*  *Co-designed curricula* | *e.g. Your own professional development*  *Engaging with general or discipline pedagogic research*  *Your scholarship of teaching and learning*  *Sector practice and guidance* |