Module ID5106

University Teaching:
Supporting Student Learning

Centre for
Educational Enhancement
and Development (CEED)

University of St Andrews

Academic Year 2021-22
**Summary Information**

**Credits:** 15

**SCQF Level:** 11 (Master’s)

**Prerequisites:** Must be engaged in some form of teaching, as assessment is based on reflection on one’s own practice.

Must have the permission of one’s supervisor (for research postgraduates) or line manager (for staff) to enrol.

**Module Co-ordinator:** Dr Gerald Prescott

**Contact Details:** grp2@st-andrews.ac.uk

**Office Hours:** I offer open office hours, please email for an appointment.

**Other Presenters:** Colleagues from across the University who are experts in particular areas provide input into the teaching sessions.

**Administrator:** Ms Diane McLaughlin (PG CAP Administrator- based in CEED)

**Contact Details:** teachingdev@st-andrews.ac.uk

**Overview**

This professional development module is aimed at postgraduate tutors and demonstrators, staff who support the student learning experience and new academic staff without significant teaching experience. In a series of interactive lectures/seminars we consider issues of importance for those who are supporting student learning at university.

During the module we will explore reflective practice, learning theories, equality and diversity, internationalisation, and effective lecturing. The use and application of technology is embedded within this module so that you experience this as a student, with a view to informing your teaching. This module is collaboratively taught by staff from across the university, including academic colleagues and staff from various Units, including CEED.

Module ID5106 provides an opportunity to go beyond the focused practical advice given in the Academic Staff Development Programme for new academics (or mandatory training for postgraduate tutors). You will engage with a wider range of topics, considered in more depth, and explore how theory underlies good practice.

The ILOs for this module are designed to align with the core knowledge, activities and professional values outlined in the [UK Professional Standards Framework](https://www.heacademy.ac.uk). Participation in the module can be used as evidence in applications for categories of [HEA Fellowship](https://www.heacademy.ac.uk). See the programme handbook for further information.
Key Dates

It is recommended that you spread the assigned readings out over a couple of weeks rather than trying to do all of them in the week before each class.

Key dates for the module, including class times, learning activities and assignments can be viewed in Moodle.

Aims

The overall aims of this module are to:

- Introduce some of the core knowledge, understanding, skills and values required to teach effectively in higher education, aligned with the UK Professional Standards Framework.
- Provide an opportunity for participants to discuss the implementation of new teaching methods and to gain feedback on performance.
- Consider the integration of scholarship with the practice of teaching and supporting learning in the context of continuing professional development.
- Encourage participants to develop as reflective practitioners and engage in a community of practice.

Depending on your role you may support student learning in a variety of ways: delivering (perhaps designing) tutorials or lectures; supporting laboratory practicals; marking assessments and giving feedback; designing and running academic skills workshops; encouraging students to engage with your discipline and with the whole university experience. All of this takes place in a dynamic environment where the government and society regularly set new priorities and expectations on universities, and in which the nature of the student population (and their technological and social context) is steadily evolving.

This module aims to provide an opportunity to reflect on and evaluate the teaching methods appropriate in such a diverse and changing environment. It is important to emphasise that successful completion of the module involves not just demonstrating that you can teach, but also that you have thought critically about what it means to teach well and that you seek to continue developing as a teacher.

Intended Learning Outcomes (ILOs)

This module is set at level 11 (taught postgraduate) of the Scottish Credit and Qualifications Framework.

The ILOs for this module are designed to align with the core knowledge, activities and professional values outlined in the UK Professional Standards Framework. All 6 UKPSF core knowledge domains are covered to some extent in this module but the ILOs of this module align particularly with domains 2-4.
After successfully completing this module you should be able to:

1. Critically *evaluate* and *reflect* upon the effectiveness of your teaching.

2. *Apply* effective methods for teaching and supporting learning, both generally and within your discipline, taking account of theories of how students learn.

3. *Explain* how selected technologies could be used to support learning and teaching and how they could be applied within your discipline.

4. *Provide* an effective learning environment that takes account of the needs of students from varying backgrounds (e.g. disabled, international, mature) within the context of your discipline.

In addition, participants should be able to demonstrate the following UKPSF values:

- Respect individual learners and diverse learning communities.
- Promote participation in higher education and equality of opportunity for learners.
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

The table in Appendix 1 indicates how the various elements of the module align with the dimensions of the UK Professional Standards Framework. You may find it helpful to refer to this when reflecting on your engagement with the UKPSF when completing the Assignment Front Sheet.

**Learning and Teaching Methods**

This module emphasises critical reflection on practice, therefore you must be actively engaged in some form of teaching or supporting student learning in order to enrol.

The module involves a combination of face-to-face lecture/seminars, other required activities (e.g. peer observation), e-learning activities and resources on the VLE, peer pair/trio meetings, ongoing formative feedback and substantial self-directed study and reflection.

There is a strong emphasis on self-directed learning and you are expected to actively engage with all readings, teaching sessions, and other activities. You will need to schedule your time carefully in order to manage the module workload alongside your teaching, research and other responsibilities.
**Face-to-Face Teaching Sessions**

1) Intro to ID5106 / Becoming a Reflective Practitioner

2) Your Identity as a University Teacher and Researcher / Higher Education in context

3) Theories of Learning / Effective Methods in Teaching Practice

4) Creating Supportive Learning Environments/ Inclusion, Decolonisation and Internationalisation

5) Technology Enhanced Learning/ Education for Sustainable Development

**Additional Set Activities (required but not graded)**

- Post a response for each Linking Activity by the week before the relevant seminar. Refer to Moodle. *(Contributes to ILOs 1, 2 & 3 and potentially 4.)*
  - Linking Activity 1 (on VLE): Complete the *Approaches to Teaching Inventory* and UKPSF values exercise. *(Links to Seminar 1)*
  - Linking Activity 2 (on VLE): Introduce a new approach or method to your teaching and reflect on how it went. *(Links to Seminar 3)*
  - Linking Activity 3 (on VLE): Education for Sustainable Development. *(Links to Seminar 5)*

- Undergo two teaching observations. Refer to section on *Teaching Observations* in Moodle and Programme Handbook. *(Contributes to ILOs 1, 2 & 4.)*

- Peer Pairs/Trios must meet at least twice to discuss set topics, and then post a brief account online. Refer to section on *Peer Pairs/ Trios*. *(Contributes to ILOs 2 & 4.)*

- Keep a Reflective Log of your teaching practice. Refer to section on *Reflective Log*. *(Contributes to ILOs 1 & 4.)*

**Approximate breakdown of 150 notional hours of study**

The time you spend teaching (e.g. lecturing, tutoring, demonstrating and marking) counts *in part* towards the 150 notional hours of study, as this module is explicitly linked to your teaching practice. However, please note that the proportion of time spent on various activities, particularly teaching and being mentored, reading and writing, etc., will of course vary between participants, and may not be evenly distributed over the course of the semester. You will need to schedule your time carefully in order to manage the module workload alongside your other responsibilities.

New lecturing staff and teaching fellows should also be assigned a mentor within their School (see [http://www.st-andrews.ac.uk/staff/policy/hr/mentoringacademicstaff/](http://www.st-andrews.ac.uk/staff/policy/hr/mentoringacademicstaff/)).
If you have not yet been assigned a mentor, approach the Director of Teaching in your School and ask that a mentor be arranged; you are entitled to this support.

Peer Pairs/Trios

After the introductory class you will be asked to form a Peer Pair or Trio with another module participant(s). You may approach classmates directly to establish pairs/trios, or wait to be assigned a partner by the module co-ordinator. Anyone who hasn’t already done so by Seminar 3 will be assigned a pair/trio.

It is helpful to be able to discuss your teaching with supportive colleagues, if only to reassure yourself that the difficulties you are facing aren’t unique! Conversations with colleagues in different disciplines can lead to a greater appreciation of alternative methods and approaches, so interdisciplinary pairs/trios are encouraged. Peer groups should try to meet occasionally for informal discussion and support (e.g. for another perspective on how to deal with a tricky teaching situation, or how to balance the module workload with your research and teaching commitments).

At a minimum, peer pairs/trios must meet twice to discuss the following set topics:

1. Give an example of how you’ve supported a student who had specific needs or who presented a particular challenge (e.g. a disability, international student, uninterested in subject, first in family to attend university, etc). You may find the required readings for Lectures 2 & 3 helpful.

2. In discussion with your peer pair/trio, identity and discuss ways in which your respective disciplines might be ‘colonised’. Think about how this impacts what you teach and the way that it is taught, and how this might be different between disciplines.

One member of each pair/trio will post a short summary of the discussions on the relevant Peer Trio Activity discussion board. (Each peer group member should then manually mark that activity as completed.)

The Reflective Log

Over the course of the semester you will keep a log or diary in which you regularly reflect on and evaluate your teaching practice. One aim of keeping the log is so that you can evaluate the impact that taking this module has had on your thinking and teaching practice. The other is to give you a chance to practice writing reflectively, and to provide evidence to which you can refer when writing your final reflective essay, which will be summatively assessed. When reflecting on your teaching, try to set explicit actions points for how you’ll do things differently next time, and think about how the readings from the module might apply to your own teaching.

At a minimum, your log should include the following entries:

- Reflect on at least two tutorials, lab classes, lectures or other teaching situations; one near the start of the semester, and one near the end. (If you can find the time, you might wish to do an entry after most teaching sessions.) What worked – or not – and why? How could the session have been improved? For the later
entries, consider whether there has been a change in your approach over the course of the semester, and if so, why?

- Reflect on any particularly difficult situations or issues you encounter; consider how well (or otherwise) you feel you handled yourself, and how you might do things differently if it were to happen again.

- When writing your entries, always try and set a specific action point for yourself on how you will do things differently next time.
Formative feedback …

You will submit two reflective log entries on Moodle and complete a related task during the course of the semester. You will receive formative feedback on your second reflective log from module staff. More information can be found in the section on Formative Feedback on you Reflective Writing in Moodle.

For those who are unsure about how to write reflectively, this will provide an opportunity to get guidance on whether you are being sufficiently reflective and analytical, and making appropriate references to the literature.

There are several guides on how to write reflectively available in the VLE as well as a sample of previous student work. You may also find the following chapter useful:


Assessment (see also Academic Regulations)

Achievement on the module overall is recorded simply pass or fail, rather than as a numerical grade. (This is common practice in the sector for this type of module). In order to pass the module, you must pass the final reflective essay, and engage with all of the lecture/seminars and additional set activities outlined above. Although not assessed, these are required elements of the module, as they contribute to the final reflective essay and your ability to make an effective application for HEA Fellowship (see below). Not completing an ungraded, required element may result in a fail on the module. The reflective essay is graded pass/fail, not on the 20-point Reporting Scale. (See sub-section on Reflective Essay.)

The pass/fail system at St Andrews does not allow for the recognition of particularly good performance on the transcript – e.g. with an award of merit. However, the markers will highlight excellent performance in their written feedback on the reflective essay, and the phrase “This is an excellent piece of work” is used to formally recognise what is deemed to be a first-class assignment. Note that if an assignment significantly exceeds the word limit it cannot be recognised as ‘Excellent’.

The reflective essays are second marked and grades for each piece of work are then agreed at an internal moderation meeting. All final module grades are provisional until verified by the External Examiner at the module board.

The final deadline for completing all required elements of the module and submitting the reflective essay is Tuesday 7th December, 17:00

Submission Guidelines

The final assignment for this module is a reflective essay, which you submit via the Module Management System (MMS), using the Summative Assignment tool. Click the “Browse” button in the “File” column to search for and then upload your essay (see screenshot below). Once the first and second markers have met to agree grades, the feedback pro-forma will be uploaded to the “Feedback” column for you to read.
The Assignment Front Sheet must be included at the start of your essay. (Download from the Supporting Documents section of Moodle, see also Appendix 2.) Be sure to provide all of the information requested, including a complete answer to all four questions.

- Submissions without the Assignment Front Sheet will not be marked.

The module co-ordinator and second marker will both provide feedback on your essay using a standard pro-forma (see Appendix 3).

The Reflective Essay

The summative assessment for this module involves writing a reflective essay on your teaching practice. Your submission must be at least 2500 words and no more than 3000 words.

Drawing on your reflective log and what you have learned in ID5106, you should evidence how your thinking about teaching, and your teaching practice, has evolved over the course of the semester, and what impact (if any) this seemed to have on the learning of your students. You might choose to do an overall review of your teaching, or to focus on a particular issue or theme. You must demonstrate that you can apply the theory covered in the module to your own teaching practice.

Within the introduction of your essay briefly explain your teaching context, e.g. the School you are in, name of the module, number of lectures/tutorials/lab groups, class size, etc. This background information is helpful for the second marker and external examiner. Remember that your essay must make sense to someone who is not familiar with the other work you have done on this module.

You may use any referencing system (indicate your choice on the Assignment Front Sheet). Your bibliography/reference list, and footnotes/endnotes, do not count towards the essay word limit.

Note that an essay that significantly exceeds the word limit and/or that has extensive grammatical errors throughout cannot be marked as excellent.
Your essay must:

• Include a fully completed Assignment Front Sheet.
• Give a brief introduction to the context within which your teaching takes place.
• Demonstrate critical reflection on your teaching based on one or more examples of your teaching practice, including applying theory covered on the module to your own teaching.
• Work through the whole of Gibbs’ reflective cycle or other reflective models, with a focus on analysis and action planning.
• Give evidence that you have engaged with the literature and applied concepts to your own teaching practice. At least three references must be cited.

Marking Criteria

The markers will be looking for evidence that: you are able to evaluate your teaching and integrate theory with practice; your teaching practice has developed because of your reading and reflection over the course of the semester, and that you have taken an integrated look at your learning “journey”.

An essay that simply describes your teaching (what you did), with no attempt to explain why things happened in that way and how your teaching might be improved, and that doesn’t explicitly link your teaching practice to the literature, would be noted as “Not achieved” on the relevant sections of the pro-forma and would receive a Fail grade.

An essay that makes some attempt at explaining the rationale for your approach to teaching, and/or to explain why you got particular outcomes, using only passing references to the literature is likely to be noted as “Satisfactory” and would be a bare Pass. Taking a reactionary approach to issues, e.g. explaining after the fact why they might have happened, but with little evidence of addressing the issues at the time, is likely to be noted as “Satisfactory” at best.

“Good” or “Excellent” evidence of reflection will require a clear explanation of the rationale behind your teaching choices, why you think you got the outcomes you did, and how you would try to improve the outcomes next time (i.e. demonstrating the full Gibbs’ reflective cycle). With respect to engagement with the literature, you must explain how you have applied particular concepts in practice in your own teaching.

Marking Criteria

An excellent essay will:

• Provide clear evidence of critical reflection on the course themes.
• Demonstrate deep reflection on the association between the course content and your working practices/future employment. This will involve not just describing what was done but explaining why the approach was taken, why particular outcomes occurred and providing an action plan for how to improve.
• Analyse how your newly acquired knowledge/learning has influenced your existing knowledge.
• Evidence critical reading beyond the immediate course material.
• Cite appropriate sources relevant to the course and your reflective approach.
A passing essay will:
- Provide clear evidence of critical reflection on the course themes.
- Demonstrate reflection on the association between the course content and your working practices/future employment. These reflections may not be fully developed or supported by appropriate evidence.
- Describe how your newly acquired knowledge/learning has influenced your existing knowledge.
- Evidence reading around the immediate course material.
- Cite some sources relevant to the course and your reflective approach.

A failing essay will:
- Provide limited evidence of critical reflection on the course themes.
- Demonstrate reflection that is only descriptive in nature and does not explain why the approach was taken.
- Fail to identify how your newly acquired knowledge/learning has influenced your existing knowledge.
- Not contain any substantial evidence of reading around the immediate course material.
- Cite little or no sources relevant to the course and your reflective approach.
Academic Regulations: Absence, Extensions, Academic Misconduct

For general information on all academic policies, procedures and regulations please refer to the student academic advice pages of the website: https://www.st-andrews.ac.uk/education/handbook/

If you know that you will be absent from any of the teaching sessions it is important that you contact the module co-ordinator in advance to explain the situation. If you have missed a teaching session for any reason you need to contact the module co-ordinator directly as soon as possible. You will also need to do some form of make-up exercise. It is a module requirement to attend at least three of the five lecture/seminars.

If there are good reasons for being unable to meet a submission deadline an extension can be arranged. The module co-ordinator should be informed of any concerns and the extension requested before the deadline is reached. Note that computer issues (e.g. lack of internet access) will not normally constitute an acceptable reason for failure to meet a deadline – you should allow for this possibility when planning the submission of assessed work.

You are expected to be familiar with the University’s Good Academic Practice policy. All work that you submit should be your own and should represent good academic practice.

Module Reporting / Resubmissions

The final deadline for submitting all assessed written work and completing all required activities is Tuesday 7th December.

Failure in any given element of the module will result in failing the module overall. Not completing an ungraded, required element constitutes failing that element. Students who fail on a particular element will be given the opportunity to re-submit a similar piece of work with a deadline of 5 weeks after the module result is released to you.. If the re-submission is received within the deadline and achieves a pass grade, the overall module grade will be adjusted to a pass.

Reading List

The recommended texts for this module are Teaching for Quality Learning at University, 3rd edition (2007, Biggs and Tang) and Make it Stick: the science of successful learning (2014, Brown, Roediger III, & McDaniel). These are available in electronic book form and print copies are also available in the Main Library and Physics Library.

Required and suggested readings for each seminar are listed in Moodle. All required and suggested further readings are also available online via the Library’s Talis reading list service.

You are expected to engage in additional readings beyond the required readings for each class.

It is recommended that you spread the assigned readings out over a couple of weeks rather than trying to do all of them in the week before each class.
Appendix 1

This table indicates how the various elements of the module align with the dimensions of the UK Professional Standards Framework. Further ticks may be possible in some cases, e.g. in column 2 depending on the subject of the article chosen for review.

<table>
<thead>
<tr>
<th>Module Elements *</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td><strong>Areas of Activity</strong></td>
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<td></td>
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<tr>
<td>1. Design and plan learning activities and/or programmes of study</td>
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<td>2. Teach and/or support learning</td>
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<td>3. Assess and give feedback to learners</td>
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<td>4. Develop effective learning environments and approaches to student support and guidance</td>
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<td>5. Engage in continuing professional development in subjects/disciplines…, incorporating …the evaluation of professional practices</td>
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<td><strong>Core Knowledge</strong></td>
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<tr>
<td>1. The subject material</td>
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<td>2. Appropriate methods for teaching and learning in the subject area &amp; level of academic programme</td>
<td>✔</td>
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<td>3. How students learn, both generally and within their subject/disciplinary area(s)</td>
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<td>4. The use and value of appropriate learning technologies</td>
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<td>5. Methods for evaluating the effectiveness of teaching</td>
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<td>6. The implications of quality assurance and enhancement…with a particular focus on teaching</td>
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<tr>
<td><strong>Professional Values</strong></td>
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<tr>
<td>1. Respect individual learners and diverse learning communities</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>2. Promote participation in higher education and equality of opportunity for learners</td>
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<td>✔</td>
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<tr>
<td>3. Use evidence-informed approaches and the outcomes from research, scholarship and CPD.</td>
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<td>4. Acknowledge the wider context in which HE operates, recognising the implications for professional practice</td>
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</tbody>
</table>

* Module Elements:
1= Comments on Required Readings
2= Linking Activities
3= Peer Pair Meetings
4= Peer Pair Meetings
5= Teaching Observation in School

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3= Lectures & Seminar Discussions
6= Reflective Log/Essay
Appendix 2

Module ID5106
Assignment Front Sheet

Matriculation Number:
(Your name should not appear anywhere on your submission.)

Provide Word Count:
(No less than 2500 words, no more than 3000 words. This Front Sheet, footnotes/endnotes, bibliographies and/or reference lists do not count towards the word limit.)

Referencing System Used:
(e.g. Harvard, Chicago, APA, etc.)

You must provide an answer to the following questions.

1. How and why have you changed your essay in response to feedback that you have received from the module co-ordinator, and any other sources?

2. What aspects of your essay do you feel could be improved or developed further?

3. What in particular you would like feedback on?

4. On the grid below, please tick all of the elements of the UKPSF that you have engaged with and that you feel you have evidenced in your essay and/or other work on this module.

Be sure to read the requirements for the relevant Descriptor of the UKPSF, and you may also find it helpful to refer to Appendix 1 in the module handbook.

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan</td>
<td>K1 Subject material</td>
<td>V1 Respect learners</td>
</tr>
<tr>
<td>A2 Teach/support learning</td>
<td>K2 Appropriate methods</td>
<td>V2 Promote participation</td>
</tr>
<tr>
<td>A3 Assess / give feedback</td>
<td>K3 How students learn</td>
<td>V3 Evidence-informed</td>
</tr>
<tr>
<td>A4 Learning environments</td>
<td>K4 Learning technologies</td>
<td>V4 Wider context</td>
</tr>
<tr>
<td>A5 Engage in CPD</td>
<td>K5 Evaluating effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

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Appendix 3

ID5106: University Teaching 1
Feedback Pro-forma for: Reflective essay on one’s teaching practice

The reflective essay was assessed in line with the criteria outlined in the module handbook. The markers looked for critical evaluation of practice, with appropriate reference to the literature covered in the module. The assignment was independently marked by a second marker without sight of the module co-ordinator’s comments. The module co-ordinator and second marker then met to agree grades, and the second marker’s comments were added to the pro-forma.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Structure and presentation of essay:</td>
<td></td>
</tr>
<tr>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
<td></td>
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<tr>
<td>2) Evidence of critical reflection on practice (including self-assessment):</td>
<td></td>
</tr>
<tr>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
<td></td>
</tr>
<tr>
<td>3) Application of theory to practice (engagement with literature):</td>
<td></td>
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<tr>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
<td></td>
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<tr>
<td>4) Feed forward and overall comments:</td>
<td></td>
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<tr>
<td>5) Second marker’s comments:</td>
<td></td>
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</tbody>
</table>

First Marker: Date: 
Second Marker: Date:

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