Evidencing Your Practice: HEA UKPSF - Professional Values

		My Evidence
Professional Values	V1 – Respect individual learners and diverse learning communities	1. Observe and address negative perceptions early on and nurture feelings of trust and inclusion in the studio environment and during formative assessment sessions ('crits') http://paulamur.coventry.domains/academic-poster/ 2. Internationalise the curriculum and include global case studies: http://paulamur.coventry.domains/wp-content/uploads/Impact_Statement_Paula_Murarescu.pdf 3. Demonstrate continuous professional development in improving students' wellbeing and equality: http://paulamur.coventry.domains/cpd-mo3/ 4. MEQ Resutls and student feedback: http://paulamur.coventry.domains/wp-content/uploads/112AAD-2018.pdf, http://paulamur.coventry.domains/wp-content/uploads/114AAD.pdf 5. Teaching Observations: http://paulamur.coventry.domains/wp-content/uploads/Teaching_Obs_Selma_Porobic_Paula_-Murarescu.pdf , http://paulamur.coventry.domains/wp-content/uploads/Paula_Murarescu_TeachingObservation_23OCTSusanBray.pdf and http://paulamur.coventry.domains/wp-content/uploads/Karen_Bull_observing_Paula_Murarescu.pdf

	V2 – Promote participation in higher education and equality of opportunity for learners	1. Promote links between different levels of study, fostering early connection with alumni: http://paulamur.coventry.domains/enterprise-and-community/ 2. Improve perceptions of assessment, integrate international students and foster a community of practice: http://paulamur.coventry.domains/academic-poster/ 3. Peer Feedback: http://paulamur.coventry.domains/wp-content/uploads/Paulas-feedback.pdf 4. Use digital tools to facilitate access to integrative feedback and formative assessment to all members of a large cohort during the entire duration of the semester: http://paulamur.coventry.domains/padlet-formative-assessment/ 5. Develop video resources to allow all students to learn and develop particular skills in own time: http://paulamur.coventry.domains/bookbinding-vlog/ 6. Integrate social media within module to promote employability skills and an outward facing approach: http://paulamur.coventry.domains/instagram-intervention/
	V3 – Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	1. Consistently develop both pedagogic and discipline specific knowledge to maintain an efficient and current practice: http://paulamur.coventry.domains/cpd-mo3/ 2. Engage in reflection in action and adapt teaching methods to suit student reception. (theoretical framework: inquiry learning, active learning, collaborative learning, pedagogy of place, alignment to University strategic Pillars, HEA quality assurance practice): http://paulamur.coventry.domains/statement-of-effective-practice-evidence/ and http://paulamur.coventry.domains/wp-content/uploads/Impact_Statement_Paula_Murarescu.pdf 3. Proactively appraise the student experience and develop evidence-informed approaches to tackle obstacles in learning (theoretical framework: situated-learning, community of practice): http://paulamur.coventry.domains/academic-poster/ 4. Critically reflect on pedagogic approaches and assess the applicability of digital tools including social media and blogs (multi-modal learning, blended learning): http://paulamur.coventry.domains/wp-content/uploads/Impact_Statement_Paula_Murarescu.pdf and http://paulamur.coventry.domains/collaborative-reflection-essay/

	V4 – Acknowledge the wider context in which higher education operates recognising the implications for professional practice	Evidence can be found throughout my portfolio: http://paulamur.coventry.domains/ And specifically, here: 1. http://paulamur.coventry.domains/cpd-mo3/ 2. http://paulamur.coventry.domains/academic-poster/ 3. http://paulamur.coventry.domains/statement-of-effective-practice-evidence/ 4. http://paulamur.coventry.domains/wp-content/uploads/Impact_Statement_Paula_Murarescu.pdf 5. http://paulamur.coventry.domains/collaborative-reflection-essay/

Please also refer to http://www.heacademy.ac.uk/assets/documents/ukpsf/ukpsf.pdf