

## Active Learning – PSEQ Self-Assessment Rubric

“Active learning relies on instructional methods which engage and challenge students in the learning process through activities, often collaborative and reflective, not only inside but also outside the classroom (Zepke & Leach 2010).

Active learning contrasts with traditional transmission-based models of learning where students are passive receptors of knowledge from an instructor (Prince 2004). Active learners are continuously using feedback to assess the extent of their learning and identifying what they need to learn next, with or without a tutor present.”

Emergent (Em)	Developed (De)	Extended (Ex)
<p><b>2.1a</b> There are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to actively engage with learning materials through activities that require them to:</p> <ul style="list-style-type: none"> <li>• apply their knowledge, skills and attributes to specific tasks</li> <li>• work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)</li> </ul> <p><b>2.2a</b> There are few requirements (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead ) for students are to participate in learning in and out of the classroom through:</p> <ul style="list-style-type: none"> <li>• Activities such as pair/group work, interactive lectures, enquiry based learning, team based learning, experiments, case based learning, flipped classroom, living lab projects</li> <li>• Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.)</li> <li>• Work placements and/ or study abroad opportunities</li> </ul>	<p><b>2.1b</b> There are frequent opportunities for active student engagement within the programme (e.g. within at least 50% of compulsory programme credits), through activities that require them to:</p> <ul style="list-style-type: none"> <li>• apply their knowledge, skills and attributes to specific tasks</li> <li>• work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)</li> </ul> <p><b>2.2b</b> There are frequent requirements (e.g. within at least 50% of compulsory programme credits) for students to participate in learning in and out of the classroom through:</p> <ul style="list-style-type: none"> <li>• Activities such as pair/group work, interactive lectures, enquiry based learning, team based learning, experiments, case based learning, flipped classroom, living lab projects</li> <li>• Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.)</li> <li>• Work placements and/ or study abroad opportunities</li> </ul>	<p><b>2.1c</b> The programme has been designed with active learning as a core design principle. There are numerous opportunities for active student engagement in learning throughout the duration of the programme through activities that require them to:</p> <ul style="list-style-type: none"> <li>• apply their knowledge, skills and attributes to specific tasks</li> <li>• work individually and in groups both in class and outside of it (i.e. through TEL opportunities, work placements, study abroad opportunities etc.)</li> </ul> <p><b>2.2ci</b> Due to active learning being a core programme design principle there are numerous opportunities for students to participate in learning in and out of the classroom through</p> <ul style="list-style-type: none"> <li>• Activities such as pair/group work, interactive lectures, enquiry based learning, team based learning, experiments, case based learning, flipped classroom, living lab projects</li> <li>• Technology enhanced learning provision (e.g. online discussion boards, contribution to wikis, e-portfolio tasks, e-learning packages etc.)</li> <li>• Work placements and/ or study abroad opportunities</li> </ul> <p><b>2.2cii</b> Student contact time has been designed to embed interactivity and active learning is a core approach to teaching, present in at least 75% of the delivery of the compulsory programme credits.</p>

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Emergent (Em)	Developed (De)	Extended (Ex)
<p><b>2.3a</b> Students are provided with regular formative feedback to help them structure their own learning and development within each compulsory module or programme component.</p> <p><b>2.4a</b> On an ad hoc basis students are signposted towards support and guidance related to their personal responsibility as learners to take ownership of their learning and contribute to that of others through active engagement in learning activities both in and outside the classroom.</p> <p><b>2.5a</b> <u>Students have the opportunity to undertake applied enquiry-led learning in at least one required module/ programme component each year (UG only).</u></p>	<p><b>2.3b</b> Students are provided with regular formative feedback and feedforward and taught how to use this to help them structure their own learning and development within each compulsory module or programme component.</p> <p><b>2.4b</b> Through a structured and scaffolded approach (for example through ongoing but front loaded support sessions [face to face/online etc.]) students are guided and supported to take personal responsibility and ownership of their learning and contribute to that of others through active engagement in learning activities both in and outside the classroom through optional support sessions around study skills, organisation, revision techniques, time management etc.).</p> <p><b>2.5b</b> <u>Students undertake applied enquiry-led learning in at least one required module/ programme component each year (UG only) and have the opportunity to undertake more enquiry-led learning in optional modules or programme components.</u></p>	<p><b>2.3c</b> Students are provided with regular formative feedback and feedforward and taught how to use this to help structure their own learning and development within each compulsory module or programme component. In addition summative feedback refers to previous formative feedback given. Students have the opportunity in at least one module or programme component during their studies to provide peer feedback to develop their skills further.</p> <p><b>2.4c</b> As part of an holistic, progressive programme design students are explicitly taught through a structured and scaffolded approach about their personal responsibility as learners to take ownership of their learning and contribute to that of others through engagement in learning activities both in and outside the classroom and supported to do so through targeted sessions and/ or activities (both face to face and online) around study skills, organisation, revision techniques, time management etc. Students also have opportunities to act as peer mentors or equivalent for other students.</p> <p><b>2.5c</b> <u>Students undertake applied enquiry-led learning in several required modules/programme components each year (UG only) and have the opportunity to undertake more enquiry-led learning in optional modules or programme components</u></p>