**Dimensions of Practice Action Planning Document**

Use this document alongside the self-evaluation document to make brief notes about the sort of evidence you have already that demonstrates the different aspects of the dimensions of practice. Some evidence you use will meet more than one aspect. Use it also to note down some ideas you might have about how you will engage in development and collect additional evidence.

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|  | **Areas of activity:** Colleagues will demonstrate engagement with... | **What’s my evidence** | **What do I need to do further to achieve this area of activity** |
| 1 | Design and plan learning activities and/or programmes of study |  |  |
| 2 | Teach and/or support learning |  |  |
| 3 | Assess and give feedback to learners |  |  |
| 4 | Develop effective learning environments and approaches to student support and guidance |  |  |
| 5 | Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices |  |  |

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|  | **Core Knowledge:** Colleagues will demonstrate application of…. | **What’s my evidence** | **What do I need to do further to be able to demonstrate this aspect of core knowledge** |
| 1 |  The subject material |  |  |
| 2 | Appropriate methods for teaching and learning in the subject area and at the level of the academic programme |  |  |
| 3 | How students learn, both generally and within their subject/ disciplinary area(s) |  |  |
| 4 | The use and value of appropriate learning technologies |  |  |
| 5 | Methods for evaluating the effectiveness of teaching |  |  |
| 6 | The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching |  |  |

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|  | **Professional Values:** Colleagues will demonstrate active…. | **What’s my evidence** | **What do I need to do further to demonstrate this professional value** |
| 1 | Respect individual learners and diverse learning communities |  |  |
| 2 | Promote participation in higher education and equality of opportunity for learners |  |  |
| 3 | Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development |  |  |
| 4 | Acknowledge the wider context in which higher education operates recognising the implications for professional practice |  |  |