# KOVSIE PHAHAMISA AWARD FOR SHORT LEARNING PROGRAMMES PORTFOLIO TEMPLATE

## Annual UFS Learning and Teaching Awards

*This portfolio should be submitted on or before 15 July 2024*

This portfolio is a narrative document, that allows a staff member to reflect on their learning and teaching in the SLP environment in an evidence-based manner.

The following template document aims to provide structure and guidance to UFS staff in the compilation of a SLP portfolio that needs to be submitted to be considered for the UFS Learning and Teaching Awards in the SLP category.  Please note the following:

- The narrative section of the document should not exceed 6 pages BUT must be substantiated with supporting examples and evidence (thus not included in the 10 pages). This can be in the form of examples described within the reflective narrative itself, or references or hyperlinks to appendices. If appendices are included, they should only include excerpts pertinent to particular statements in the reflective narrative

# 1. Introduction

This statement is background to your personal approach to Short Learning Programme (SLP) content development, the rationale behind what guides your practice. This includes your view and approach to learning and teaching, including the underlying theories, believes, assumptions, convictions, and values you have in terms of your learning and teaching. It also includes your teaching objectives, to meet the need to offer this particular programme.

In this section you might want to demonstrate that you are aware of the goals or objectives of this SLP and how your approach aligns with those goals or objectives.

# 2. Personal Profile

A brief introduction to highlight your current role and responsibilities at the UFS.

# 3. Understanding of the SLP

- Who is the target Audience for the SLP?
- What is the main aim of the SLP?
- What is the knowledge or skill transfer that you want to develop?

Identify key features of the SLP and how this relates to the need that informed the offering of this SLP in relation to the intended target audience.
What have you learnt thus far about your SLP and how has the knowledge or skill transfer taken place?

# 4. Teaching Approach and Practice

This section focuses specifically on your overall approach to the SLP. This includes aspects such as:

- The design and development of the SLP in relation to the target audience.
- Teaching methods/activities and the rationale behind this.
- Your role in facilitating the SLP.
- Promotion of participant learning.
- Participant development and support.
- Assessment practices.

## 4.1    Programme Development

To what extent have you reflected on, or improved your SLP? Indicate how the design of the SLP addresses the needs of the target audience in terms of aspects such as universal design for learning; industry needs, blended/online learning; career development; uplifting or upskilling.

Provide evidence of materials and resources developed.

## 4.2    Assessment Practices

Describe your assessment approach (formative/summative/continuous)

Outline your assessment plan - indicating the alignment between course outcomes, teaching activities and assessment opportunities.

The assessment methods you use and why (include examples of instruments, as well as examples of marking and providing feedback).

## 4.3    Promotion and Support of Lifelong Learning

In this focus, special attention is drawn to activities and strategies to promote the learning and success of the participants, inside and outside the classroom.  This includes aspects such as:

- How do you develop the participants understanding of the subject matter?
- How do you motivate the participants?
- What teaching/learning strategies do you use to promote learning?
- How do you integrate and use educational technology in teaching (both in and outside of the classroom)?
- How do you integrate industry / professional body needs and requirements into your teaching?
- How do use materials and resources in support of your teaching approach?
- What additional strategies have you integrated in your teaching to support your participants?
- How do you maintain balance for part time participants who may also be employed?
- How do you know that the participants have learnt as a result of your strategies?
- How do you ensure effective communication to support the participants in a short period of time?

# 5. Use of feedback to reflect and evaluate

Review feedback from different sources (participant/data analytics and self-evaluation) and demonstrate how you have used this data or plan to use the data to improve your teaching.

# 6. Professional Development and Recognition

The focus is on the development of your involvement in the offering of SLPs.  Under this section, please include any of the following:
- All the SLPs that you are involved in.
- All contracts and other agreements that you have concluded to offer SLPs as a core deliverable.
- Involvement with professional bodies (or any other body) where the offering of SLPs is an obligation.
- Networking and collaboration with other colleagues and institutions.

# 7. Appendices

A teaching portfolio is evidence-based.  Please remember to attach relevant examples and other evidence as referred to throughout your document.