



Nottingham Trent
University



What is all the hype about the KSVBs?

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20/10/2022

Objectives:

- To be aware of how to identify the KSVBs you are using in your practice
- To be able to explain how to evidence some of the KSVBs you are fulfilling in your practice
- To identify and discuss how to use relevant evidence to support a variety of enhancements to module and course design and practice

How this session links to the KSVBs

- **CK.8.** How to adapt delivery methods to support a range of needs.
- **TS.K.4** The application of a wide range of technologies and digital skills in support of teaching and learning.
- **CS.2.** Use varying teaching styles depending on the learning environment and students' needs.
- **CS.11.** Implementing approaches to academic practice informed by equality and diversity.
- **CVB.1.** Ethical, sustainable and inclusive practices and equality of opportunity to a professional standard.
- **CVB.4.** The need to consider evidence-informed approaches and the outcomes from research, scholarship and CPD to inform their own professional practice.
- **CVB.8** The requirement to persevere, have integrity, be prepared to take responsibility, to lead, mentor and supervise.

Inclusive Practice and KSVBs



How many?

- 38 in total
 - Knowledge
 - 9 Core
 - 5 Teaching Specialist
 - Skills
 - 11 Core
 - 5 Teaching Specialist
 - Values and Behaviours
 - 8 Core

Inclusive Practice

- Making activities accessible, inclusive matrices
- Reducing bias
- Ensuring the best outcomes possible
- Working with colleagues to enhance practice
- Working based on data and evidence

UK Data

- 2.53 million students in UK HE (approx. 40,000 at NTU)
- 13.9% of UK students disclosed as disabled (Advance HE, 2020)
- 78% of students at UK HEI's are from the UK, 5.8% of students at UK HEI's are from the EU, 16.1% of students at UK HEI's are from outside the EU (HESA 2019/20)
- 7.1% of HE Students are Black
- 21% of HE Students are from IMD Q1
- 30.2% of HE Students are Mature Students
- Students from more deprived backgrounds and Black students are more likely to take vocational qualifications (SMF, 2018).

Useful Statistics – Attainment Gaps

- Black students get 18.3% fewer 1st/2.1 degrees (OfS 2019-20). Decreased since 2017-18 when the gap was 23.1%.
- Students from the most deprived neighbourhoods (IMD Q1) get 15.2% fewer 1st/2:1 degrees (OfS 2019-20).
- 84.4% of mature students continue with their studies compared to 92.4% of young students (8pp gap) (OfS 2018-19)

How to use data

- Making data meaningful
- Highlighting student progress and outcomes
- Making individual and cohort interventions based on data
- Highlighting good practice and areas for development

Why map?



Why map the KSVBs

- Outcomes evidencing
- More effective communication
- Showing engagement in developing your practice
- AdvanceHE – the ‘why’
- Save you time in the long run

S	M	A	R	T
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIMEBOUND
What exactly do I want to achieve?	How will I know the goal is reached?	Is my goal possible in this timeframe?	Why do I want this?	What's the deadline?
<i>I want to lose 2 inches off of my waist before springtime in three months.</i>	<i>I'll measure my waist at the beginning and will measure my progress.</i>	<i>Yes, it is very possible to lose 2 inches off of my waist in three months.</i>	<i>I want to lose the inches so I look great at the spring festival.</i>	<i>I have three months.</i>

End Point Assessment

- 3 Elements:

1. **Written Submission** (9 KSVBs, 3 are also looked at in the APPA)

- a) Reflective Journal
- b) Supporting Evidence

2. **Academic Practice Professional Assessment** (16 KSVBs, 3 are looked at in WS and 2 in the PC)

- a) Video (55 minutes teaching, 5 minutes Reflection)
- b) Session Plan

3. **Professional Conversation** (18 KSVBs, 2 are looked at in APPA)

End Point Assessment

- The tricky CS.5 Supervise and mentor students and peers to develop knowledge in their subject discipline.
- Tutoring in your practice for the APPA
- Interventions made for Written Submission and Professional Conversation
- Mindful of the context and rationale for decisions all aspects

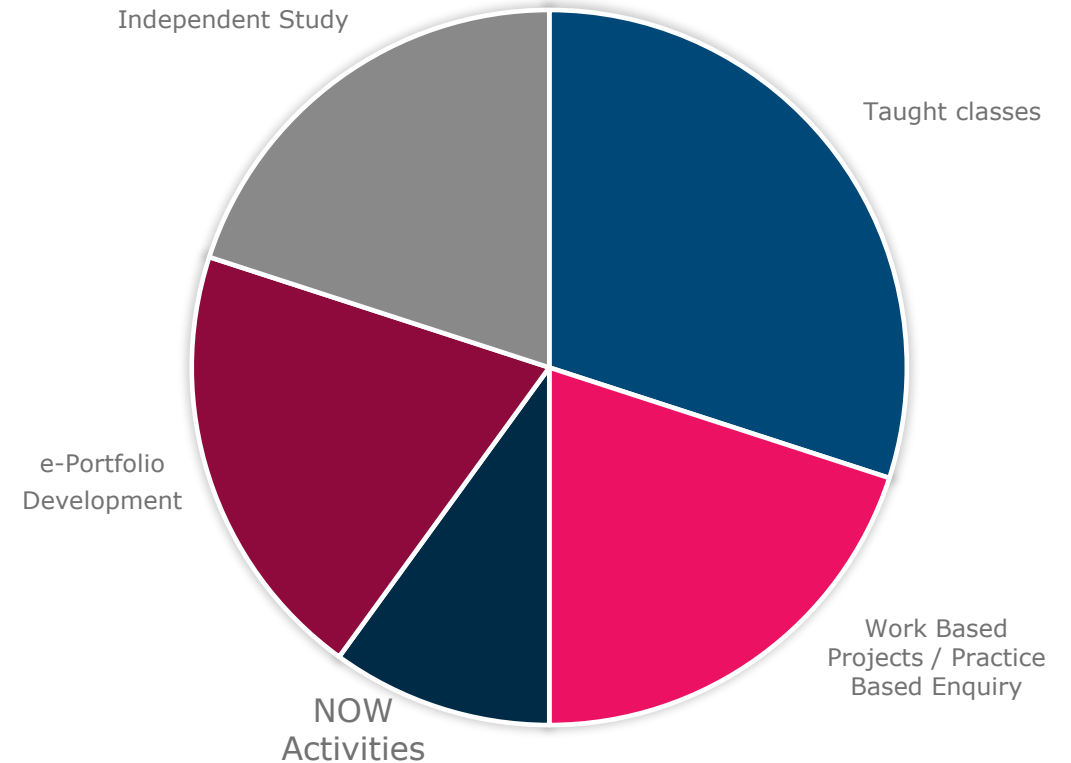
We do it at NTU



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20% Off the Job Training

- As part of an apprenticeship learners are expected to spend a *minimum* of 20% of time in Off the Job Training (OTJ).
- Colleagues are required to record their time spent on OTJ training. Recording of OTJ time is done in PebblePad.
- In practice OTJ training will look different for each colleague and further information is provided in the APA Off the Job Training Guide. However, there are some common aspects of the APA that make up the 20% OTJ training time...



How we use Pebble



A screenshot of the PebblePad web application interface. The top navigation bar includes a menu icon, the 'PebblePad' logo, and several icons. Below this is a secondary bar with buttons for 'Save' and 'Preview', and a 'I want to...' dropdown. The main content area has a dark grey header with tabs: 'Contents', 'Information', 'Help and Support', 'Initial Needs Analysis', 'Apprenticeship Standards', and 'Off-the-job Training Record'. A blue banner across the top of the content area reads 'This asset has been shared for assessment'. A dropdown menu is open under 'Apprenticeship Standards', showing options: 'Evidencing your KSBs', 'Knowledge', 'Skills', and 'Values and Behaviours'. The 'Knowledge' option is highlighted with a mouse cursor. Below the banner is a video player showing a red screen with a play button and a progress bar at 0:00 / 1:20. Below the video player is the text 'A video introduction to the Initial Needs Analysis.' followed by a section titled 'Upload your Initial Needs Analysis' with a paragraph of text and a '+ Add...' button.

Core - What counts as off-the-job training?

APA/PGCLTHE

Direct contact time

- Attending taught sessions on the APA/PGCLTHE

Non-contact time (independent study)

- Online Blended Learning for PGCLTHE / APA modules
- Observations of practice (3 in total)
- Meetings with Workplace Mentors **but not including the 6 tri-partite progress reviews**
- Researching and writing of assessments for the APA/PGCLTHE
- Engagement with library and academic resources related to pedagogy
- Research and preparing documents for ethical approval for course project proposal

Additional - What counts as off-the-job training?

New Appointee to teaching	<ul style="list-style-type: none">•Parts of the induction that provide some generic skills that are core to the Apprentice's learning development e.g. NTU's introduction to digital practice, Introduction to Learning and Teaching etc.
Professional Development	<ul style="list-style-type: none">•Learning from the experience of writing a grant collaboratively and receiving feedback (For use in Research-Informed Teaching)•Learning from responding to grant reviewers' comments (For use in Research-Informed Teaching)•Other teaching-related practical training (in the Department/School)•Developing own practice by learning from shadowing others•Learning from their attendance at/or contribution to departmental training events and activities•Developing own practice from group activities e.g. Team Development•Learning from attendance at conferences, workshops or seminars (e.g. TILT Festival of Learning, academic conferences which can support RiT etc.)
Developing Teaching Skills	<ul style="list-style-type: none">•Preparation and evaluating their use of a new approach in their lectures and seminars•Teaching and Supervision where a new method is employed and reflected upon•Undertaking and reflecting on teaching observations (as an observer and/or being observed)•Learning from developing teaching materials or assessments with a more experienced colleague•Receiving and reflecting on student feedback to inform their practice development

Off the Job Training: Does this counts as off-the-job training?

Lisa is an Academic Professional Apprentice. She shadows a colleague on another team in the University, which enables her understanding of quality assurance processes. The shadowing takes place on half a day during her normal working hours. It forms part of the KSVBs needed for the apprenticeship

Off the Job Training: Does this counts as off-the-job training?

Imran attends a School wide meeting for two hours, where the discussion is on Success for All data. He follows the meeting with 1 hour writing up a reflective account for his APA portfolio. How much time could he record as Off-the-Job training?

Off the Job Training: Does this counts as off-the-job training?

Chris is a well-established researcher in their field and had several successful grants. When they joined NTU they were required to complete the APA. They spent 2 days on drafting a grant proposal. One of the KSVBs for the APA mentions:

"knowledge of... how research is conducted, within your own and related disciplines and in inter-disciplinary or transdisciplinary contexts."

Off the Job Training: Does this counts as off-the-job training?

Zoe is a member of a scholarship group. She attends meetings and contributes to the outputs of the group focus on inclusivity in the curriculum. The aims of the group align to the KSVBs of the APA apprenticeship. Should she be recording this as Off the Job training?



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Thank you

