

**CDA4 Programme Design Template
Module specification (with KIS)**



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Practice of Teaching in Higher Education				
Module Code	UTLG99-20-3	Level	3	Version	1.1
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education PG Dip Education (Teaching & Learning in Higher Education) MA Education MA Education (Teaching & Learning in Higher Education)				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	January 2010		Valid to		

CAP Approval Date	20/01/10 12/11/13
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> 1. have successfully completed at least 150 hours of teaching activity in higher education; students following the NMC pathway are required to complete a minimum of 12 weeks (360 hours) teaching practice of which 165 hours will be actual student contact teaching. The other 195 hours will be their involvement in curriculum planning/design, marking, tutorials, other teaching and learning activities and assessment, (B) 2. be able to evaluate their own and others' teaching in terms of their own and pre-specified criteria and published work. They will be able to discuss and have critical awareness of fundamental aspects of good practice and suggest ways in which practice can be improved (B) 3. have demonstrated to their tutor a professional level of competence in preparation and planning in support of learners, in using a range of classroom management methods, in use of appropriate learning spaces, in knowledge, use and management of reference materials and resources, in assessment of students, and in monitoring the effectiveness of teaching (A)

	<ol style="list-style-type: none"> 4. have demonstrated they work within a professional value base, conform to relevant agreed codes of professional practice and adapt appropriately to changes in their professional environment (A & B) 5. have demonstrated in an assignment a professional level of knowledge and methodological awareness in teaching and learning methods (B) 6. have shown a range of appropriate personal attributes such as enthusiasm, commitment, creativity, openness to ideas and empathy with learners (A & B) 7. be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (A & B) 8. able to work effectively as an independent an self-motivated learner A & B).
Syllabus Outline	<ul style="list-style-type: none"> • methods of practical teaching in the professional context • extended self and peer evaluation • personal teaching log
Contact Hours	<p>1 hour briefing session</p> <p>3 x 1 hour observations of teaching plus time for feedback following the observations</p>
Teaching and Learning Methods	<p>In this module, participants maintain a comprehensive log of teaching and related activities. They receive feedback on six practical teaching sessions, after observations by a University tutor and a course colleague, each of whom will make three observations. (In agreement with the module tutor, the peer observations may be substituted by observation visits from a suitably qualified and experienced person).</p> <p>For the purposes of this module, 'teaching' can be taken to include a wide range of activities within which the participant's intention is to foster the learning of others. The range would include: lecturing to large and small groups; conducting seminars and tutorials with groups and individuals; group and team-based work of various kinds; one-to-one support; inducting learners into an organisation; electronic communication to foster learning, whether in 'real time' or in a 'virtual' environment; telephone tutorials. Participants should ensure that as far as possible their logged and observed activities reflect a range of such situations, and observers will negotiate with participants as to the kinds of teaching activity they visit, so as to achieve a balance.</p> <p>Video-recording of practical teaching: Tutor observation: Unless issues of practicality, ethics, or confidentiality forbid it, the basis of one of the three <u>tutor</u> observations will normally be a video-recording of a single, minimum of one hour, maximum of two hours, session of the participant's own teaching. It is expected that shared viewing of the recording will contribute uniquely to participants' awareness of strengths and weaknesses in their teaching. The participant will choose whether this should be the first, second, or third observation. Video recording equipment is available provided it is booked well in advance.</p> <p>For many participants, it is likely that this aspect of the module is most easily achieved by recording a conventional teaching session with a group of students. If so, the recording may be made by a colleague and freely follow movement and action during the session. However, this will not always be possible and a standing camera and tripod may be placed by the participant in appropriate positions in the teaching environment and moved from time to time, for example, recording teaching in the introductory and closing stages and associated student activity in the middle of the session. The recording should, however made, show principal phases, certainly including any teacher exposition and some related student action or response.</p> <p>Participant and university tutor will normally view the video recording together at the University, using video playback facilities. It is recognised that observing a recording is significantly different from a live observation. Although participants are expected to bring a plan of the session as usual, the tutor will still need to spend some time clarifying the context of the session, which may not be totally apparent in a recording. Video-observation also offers opportunities for detailed analysis of processes that are unavailable in the conventional live observation, and tutors will wish to stop and discuss the recording as it is played back. It will therefore normally be impossible to view an entire recording. Participants are therefore asked to come to video observations prepared to share a maximum of 30 minutes viewing and having decided which episodes they wish to</p>

	<p>show. They should also be prepared to 'rewind' or 'fast forward' at the tutor's request. Recordings need not be of the highest technical quality, though this is obviously desirable, but events should be clearly visible and audible.</p> <p>Video-recording of practical teaching: Course-colleague observation: A similar procedure may be followed, should the participant so choose, using a video recording as the basis for one of the course colleague observations for this module.</p> <p>General procedures and paperwork: At the beginning of the visited session (or video-observation) the participant will give a copy of their 'Teaching Activity Plan' to the observer. Plans should normally follow the standard form issued at programme Induction. This will help the observer give appropriate feedback. Each visit must result in a consultation with the observer. The consultation must include an oral self evaluation by the participant and a discussion of written feedback from the observer, given in relation to the five categories below and in relation to any other criteria requested by the participant. The participant will then complete a 'teaching activity self appraisal' form, which will also go into the assignment together with the plan and written feedback. The discussion between the participant and the University tutor will include a consideration of assignment requirements, including relevant readings. All observers provide written feedback, which becomes the property of the participant and is used by them in completing assignment tasks.</p> <p>All the forms for this module are accessible electronically from Blackboard.</p> <p>Arranging tutor observations We strongly recommend that you begin planning these observations at the earliest opportunity. We also strongly recommend that you space these observations out evenly over the period of this module and do not leave them until the last minute so they become bunched together. The reasons for this are: that your tutor will have other obligations which may make arrangements logistically complicated; that there are key times when observations may be less productive such as near the end of a term or a semester; and that you will benefit most from spreading out these observations by leaving time for reflection between them.</p> <p>We would like at least one observation to involve Technology Enhanced Learning if this is logistically and practically possible. We expect the assignment for this module to address explicitly your use of and professional development needs for Technology Enhanced Learning.</p> <p>Conditions: It is a condition of participation in this module that participants agree to visit a colleague to observe teaching, and that they are available for observation of their own teaching. The peer observation is a necessary part of the experience of this module, but it should be understood that a fellow participant's evaluation of teaching competence does not contribute to the final assessment. The assignment will include records of the above activities, as well as of unobserved teaching and an evaluation of the colleague and an extended self-evaluation. Full details of what must be included are given below.</p>
Key Information Sets Information	N/A as module on a postgraduate course
Reading Strategy	There is no essential reading for this module; but students are expected to make use of the specified readings from the previous module (UTLG95-20-M). Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given in the handbook or made available on the University virtual learning environment. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out particularly that relating to the student's subject teaching. It is important that students can identify and retrieve appropriate reading.
Indicative Reading List	Biggs J. & Tang C. (2007) (3 rd edition), <i>Teaching for quality at university: what the student does</i> , Maidenhead: Open University Press

Brockbank A. & McGill I. (2007), *Facilitating reflective learning in higher education*, 2nd edition, Maidenhead: Open University Press

Cannon, R. & Newble, D. (2000) (4th edition), *A Handbook for Teachers in Universities and colleges: a guide to improving teaching method*, London: Kogan Page

Chambers, R. & Wall, D. (2000), *Teaching made easy: a manual for health professionals*, Abingdon: Radcliffe Medical Press

Cohen, L., Manion, L. & Morrison K. (2004) (5th edition), *A Guide to Teaching Practice*. London: Routledge

Entwhistle N. (2009), *Teaching for understanding at university: deep approaches and distinctive ways of thinking*, London: Palgrave MacMillan

Fry H., Ketteridge S. & Marshall S. (2008) (3rd edition), *A handbook for teaching and learning in higher education: enhancing academic practice*, London: Routledge

Gopee, N. (2010), *Practice Teaching in Healthcare*, London: Sage

Guring R., Chick N. & Haynie A. (2009), *Exploring signature pedagogies: approaches to teaching disciplinary habits of mind*, Stirling USA: Styles Pub

Howkins, E. (2008), *Preparing for interprofessional teaching: theory and practice*, Oxford: Radcliffe

Kember D. & Ginns P. (2012), *Evaluating teaching and learning: a practical handbook for colleges, universities and the scholarship of teaching*, London: Routledge

Race P. (2006) (3rd edition), *The lecturer's toolkit: a practical guide to learning, teaching and assessment*, London: Routledge

Meyler, E. (2007), *Succeeding in nursing and midwifery education*, Chichester: Wiley

Quinn, F. (2007) (5th edition), *The principles and practice of nurse education*, Cheltenham: Nelson Thornes

Ramsden, P. (2003) (2nd edition), *Learning to Teach in Higher Education*, London: Routledge.

Squires G. (2003), *Trouble-shooting your teaching: a step-by-step guide to analysing and improving your practice*, London: Kogan Page

Journals and Websites

Active Learning in Higher Education

Journal of Further and Higher Education

Reflective Practice

Studies in Higher Education

Teaching in Higher Education

www.hefce.ac.uk (The Higher Education Funding Council for England)

www.heacademy.ac.uk (the Higher Education Academy)

www.ltsn.ac.uk (for access to all 24 Learning and Teaching Support Network Subject Centres and the Generic Centre)

www.qaa.ac.uk (the Quality Assurance Agency)

Part 3: Assessment

Assessment Strategy

The first part of the assessment strategy is based on tutor observations which comprise Component A which is under controlled conditions. The second part is based on participants' evaluation of their strengths and weaknesses drawing on the feedback from tutor and peers. This second part also contains a log of teaching hours which meets the requirements of the accrediting bodies.

A L3: Conceptual Domain (Core)

The assignment demonstrates that the participant can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Core Knowledge

K1 The subject material

K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching

B L3: Literature Domain

The assignment demonstrates that the participant can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

G L3: Action Domain

The assignment demonstrates that the participant can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A1 Design and planning of learning activities and/or programmes of study
- A2 Teaching and/or supporting learning
- A3 Assess and give feedback to learners
- A4 Develop effective environments and approaches to student support and guidance

Professional values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Participants will provide a witnessed declaration of authenticity.

Documentation generated in the process of producing the assignment will be made available upon request.

UK Professional Standards Framework

By completing the observations and the assignment you will be addressing the following dimensions of the UKPSF:

Areas of Activity

- A1 Design and planning of learning activities and/or programmes of study
- A2 Teaching and/or supporting learning
- A3 Assess and give feedback to learners
- A4 Develop effective environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

Professional values

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

NMC Teachers' Standards

By completing the taught module and the assignment you will be addressing the following elements of the NMC Standards:

1. Establishing effective working relationships
 - 1.1 Demonstrate effective relationships with other members of the teaching teams, in practice and academic settings, based on mutual trust and respect.
 - 1.2 Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals.
 - 1.3 Foster peer support and learning in practice and academic settings for all students.
 - 1.4 Support students to integrate into new environments and working teams to enhance access to learning.
2. Facilitation of learning
 - 2.1. Promote development of enquiring, reflective, critical and innovative approaches to learning.
 - 2.2. Implement a range of learning and teaching strategies across a wide range of settings.
 - 2.3. Provide support and advice, with ongoing and constructive feedback to students, to maximise individual potential.
 - 2.6 Act as a practice expert to support development of knowledge and skills for practice.
3. Assessment and accountability
 - 3.2 Develop, with others, effective assessment strategies to ensure that standards of proficiency for registration, or recordable qualifications at a level beyond initial registration, are met.
 - 3.3. Support others involved in the assessment process – students, mentors and peers.
 - 3.4 Provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice, or be able to understand their failure and the implications of this for their future.
 - 3.5 Be accountable for their decisions related to fitness for practice for registration or recordable qualifications – underpinning such decisions with an evidence-base derived from appropriate and effective monitoring of performance.⁷
4. Evaluation of learning
 - 4.1. Determine and use criteria for evaluating the effectiveness of learning environments – acting on findings, with others, to enhance quality.
 - 4.2. Foster and participate in self and peer evaluation to enable students to manage their own learning in practice and academic settings and to enhance personal professional development.
 - 4.3. Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on fitness for practice.
 - 4.4. Report on the quality of practice and academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students and achievement of standards of proficiency.
5. Creating an environment for learning
 - 5.1. Develop, in partnership with others, opportunities for students to identify and access learning experiences that meet their individual needs.
 - 5.2. Ensure such opportunities maintain the integrity of the student's professional role whilst responding to the interprofessional context of practice.

	<p>5.3. Determine, with others, audit criteria against which learning environments may be judged for their effectiveness in meeting NMC requirements.</p> <p>5.4. Support and develop others involved to ensure that learning needs are effectively met in a safe environment.</p> <p>5.5. Explore and implement strategies for continuous quality improvement of the learning environment.</p> <p>6. Context of practice</p> <p>6.4 Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice.</p> <p>6.5 Adapt to change, demonstrating to students how flexibility may be incorporated whilst maintaining safe and effective practice.</p> <p>7. Evidence-based practice</p> <p>7.3 Empower individuals, groups and organisations to develop the evidence-base for practice.</p> <p>7.4 Disseminate findings from research and practice development to enhance the quality of learning, care delivery and academic environments.</p> <p>8. Leadership</p> <p>8.1. Demonstrate effective communication skills to facilitate delivery of educational programmes that lead to registration or a recordable qualification.</p> <p>8.3 Develop effective relationships with practice and academic staff, who are involved in programme delivery, to ensure clarity of contribution and strategies to respond to evaluation of learning experiences</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	N/A	N/A
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
<p>Participants must receive a final satisfactory report from their tutor on their practical teaching (awarded on a pass/fail basis). The final summary report form to this effect should be included with the assignment. The criteria will relate to the finding of high professional standards in the following categories:</p> <p style="padding-left: 40px;">Preparation and planning Class management Knowledge, use and management of reference materials and resources Monitoring the effectiveness of teaching General appraisal</p>	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
A written assignment which includes a log of their own teaching, an evaluation of a course colleague's teaching, and a self-evaluation and for which a single mark will be provided.	100%	
Part 1 Contents of the Log		
<p>i) Reports of unobserved teaching activities:</p> <ul style="list-style-type: none"> - Two 'Teaching Activity Plans' demonstrating contrasting aspects of the participant's teaching activities over the period of the module. - Two completed 'Teaching Activity Self Appraisal' forms - one for each of the two occasions above <p>ii) Reports of observed teaching activities:</p> <ul style="list-style-type: none"> - Three 'Teaching Activity Plans', one relating to each tutor observation. - Three <u>tutors'</u> written feedback statements, one for each of the above 		

- observations.
- Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions.
 - Three 'Teaching Activity Plans', one relating to each time they were observed by a course colleague.
 - Three colleagues' 'feedbacks' - one for each of the above observations.
 - Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions.

Summary of i) & ii):

	Unobserved Teaching	Tutor Observed	Peer Observed	Observing peers *
Teaching Plan	2	3	3	0
Self Appraisal	2	3	3	0
Report/feedback	0	3	3	3

* The 'observing peers' reports are given to the peer and do not appear in your file

iii. **The following details of all teaching activities comprising the required 150 hours (165 hours for those following the NMC route) of experience (presented as a list):**

- Date and time of beginning and ending of every teaching activity; these can be aggregated and summarised for each module or other regular session.
- Where held (including full address for first entry).
- Title of course, or client group;
- Name of course leader or equivalent.

Part 2

Evaluation of a Course Colleague's Teaching

A 500 word evaluation of the strengths and weaknesses of the course colleague's teaching, based on direct observation and discussion.

Part 3

Self evaluation

A 2000 word self evaluation of their own strengths and weaknesses in teaching, drawing on evidence, reflection and reading associated with the module.

Resit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Participants must receive a final satisfactory report from their tutor on their practical teaching (awarded on a pass/fail basis). The final summary report form to this effect should be included with the assignment. The criteria will relate to the finding of high professional standards in the following categories: Preparation and planning Class management Knowledge, use and management of reference materials and resources Monitoring the effectiveness of teaching General appraisal	Pass/fail
Component B Description of each element	Element weighting (as % of

	component)																							
A written assignment which includes a log of their own teaching, an evaluation of a course colleague's teaching, and a self-evaluation and for which a single mark will be provided.	100%																							
<p>Part 1 Contents of the Log</p> <p>i) Reports of unobserved teaching activities:</p> <ul style="list-style-type: none"> - Two 'Teaching Activity Plans' demonstrating contrasting aspects of the participant's teaching activities over the period of the module. - Two completed 'Teaching Activity Self Appraisal' forms - one for each of the two occasions above <p>ii) Reports of observed teaching activities:</p> <ul style="list-style-type: none"> - Three 'Teaching Activity Plans', one relating to each tutor observation. - Three <u>tutors</u>' written feedback statements, one for each of the above observations. - Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions. - Three 'Teaching Activity Plans', one relating to each time they were observed by a <u>course colleague</u>. - Three colleagues' 'feedbacks' - one for each of the above observations. - Three completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions. <p>Summary of i) & ii):</p> <table border="1"> <thead> <tr> <th></th> <th>Unobserved Teaching</th> <th>Tutor Observed</th> <th>Peer Observed</th> <th>Observing peers *</th> </tr> </thead> <tbody> <tr> <td>Teaching Plan</td> <td>2</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Self Appraisal</td> <td>2</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Report/feedback</td> <td>0</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>* The 'observing peers' reports are given to the peer and do not appear in your file</p> <p>iv. The following details of all teaching activities comprising the required 150 hours (165 hours for those following the NMC route) of experience (presented as a list):</p> <ul style="list-style-type: none"> - Date and time of beginning and ending of every teaching activity; these can be aggregated and summarised for each module or other regular session. - Where held (including full address for first entry). - Title of course, or client group; - Name of course leader or equivalent. <p>Part 2 Evaluation of a Course Colleague's Teaching A 500 word evaluation of the strengths and weaknesses of the course colleague's teaching, based on direct observation and discussion.</p> <p>Part 3 Self evaluation A 2000 word self evaluation of their own strengths and weaknesses in teaching, drawing on evidence, reflection and reading associated with the module.</p>						Unobserved Teaching	Tutor Observed	Peer Observed	Observing peers *	Teaching Plan	2	3	3	0	Self Appraisal	2	3	3	0	Report/feedback	0	3	3	3
	Unobserved Teaching	Tutor Observed	Peer Observed	Observing peers *																				
Teaching Plan	2	3	3	0																				
Self Appraisal	2	3	3	0																				
Report/feedback	0	3	3	3																				

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.

