

**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	7.1
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	September 2012		Valid to	September 2016	

CAP Approval Date	6 February 2013 (noted at)
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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, (Component 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 (Component 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 (Component 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 (Components A & B) 5. have demonstrated in an assignment a professional level of knowledge and methodological awareness in teaching and learning methods (Component B) 6. have shown a range of appropriate personal attributes such as enthusiasm, commitment, creativity, openness to ideas and empathy with learners (Components A & B) 7. be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (Components A & B) 8. able to work effectively as an independent and self-motivated learner (Components 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:</p> <p>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</p>

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 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.

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.

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.

All the forms for this module are accessible electronically from Blackboard.

Those on the Nursing and Midwifery Council route will use paperwork and forms specific to that route.

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.

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.

We strongly recommend that at least one tutor observation is completed before December, the second before then end of February and the third before the end of March.

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.

Key Information Sets Information

N/A as module on a postgraduate course

Reading Strategy	<p>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.</p>
Indicative Reading List	<p>ASHCROFT, K. & FOREMAN PECK, L. (1994) <i>Managing Teaching and Learning in Further and Higher Education</i>. London: Falmer Press.</p> <p>BARNETT, R. (1997) <i>Higher Education - A Critical Business</i>, Buckingham: Open University Press.</p> <p>BIGGS, J. (1999) <i>Teaching for Quality Learning at University</i>, Buckingham: Open University Press</p> <p>BROOKFIELD, S. & PRESKILL, S. (1999) <i>Discussion as a way of Teaching</i>, Buckingham: Open University Press.</p> <p>BROWN, S. & KNIGHT, P. (1994) <i>Assessing Learners in Higher Education</i>, London: Kogan Page.</p> <p>CHAMBERS, R. & WALL, D. (2000), <i>Teaching made easy: a manual for health professionals</i>, Abingdon: Radcliffe Medical Press</p> <p>COHEN, L. & MANION, L. (1989) <i>A Guide to Teaching Practice</i>. London: Methuen.</p> <p>COWEN, J. (1998) <i>On Becoming an Innovative University Teacher</i>, Buckingham: Open University Press.</p> <p>CURZON, L.B. (1990) <i>Teaching in Further Education</i>, 4th ed., London: Cassell</p> <p>EVANS, L. & ABBOTT, I. (1998) <i>Teaching and Learning in Higher Education</i>, London: Cassell.</p> <p>GIBBS, G. (1981) <i>Teaching Students to Learn</i>, Buckingham: Open University Press.</p> <p>GOPEE, N. (2010), <i>Practice Teaching in Healthcare</i>, London: Sage</p> <p>HABESHAW & GIBBS, G. (1988) <i>Interesting Ways to Appraise Your Teaching</i>. Bristol: TES</p> <p>HALL, E. & HALL, C. (1988) <i>Human Relations in Education</i>, London: Routledge.</p> <p>HOWKINS, E. (2008), <i>Preparing for interprofessional teaching: theory and practice</i>, Oxford: Radcliffe</p> <p>HUDDLESTON, P. & UNWIN, L. (1997) <i>Teaching and Learning in Further Education</i>. London: Routledge.</p> <p>KAHN, P. & KYLE, J. (Eds) (2002) <i>Effective Learning and Teaching in Mathematics and its Applications</i>, London: ILT/ Kogan Page.</p> <p>KNIGHT, P. (2002) <i>Being a Teacher in Higher Education</i>, Buckingham: Open University Press.</p> <p>MACFARLANE, B. & OTTEWELL, R. (Eds) (2001) <i>Effective Learning and Teaching in Business and Management</i>, London: ILT: Kogan Page.</p> <p>MEYLER, E. (2007), <i>Succeeding in nursing and midwifery education</i>, Chichester: Wiley</p> <p>PROSSER, M. & TRIGWELL, K. (1999) <i>Understanding Learning and Teaching</i>, Buckingham: Open University Press.</p> <p>QUINN, F. (2007) (5th edition), <i>The principles and practice of nurse education</i>, Cheltenham: Nelson Thornes</p> <p>RAMSDEN, P. (1988) <i>Learning to Teach in Higher Education</i>. London: Routledge</p> <p>ROGERS, A. (2002) <i>Teaching Adults</i>, Buckingham: Open University Press.</p> <p>TAYLOR, I. (1997) <i>Developing Learning in Professional Education - Partnerships for Practice</i>. Buckingham: Open University Press.</p> <p>TENNANT, M. (1988) <i>Psychology and Adult Learning</i>, London: Routledge</p> <p><u>Journals and Websites</u> <i>Active Learning in Higher Education</i> <i>Journal of Further and Higher Education</i> <i>Reflective Practice</i> <i>Studies in Higher Education</i> <i>Teaching in Higher Education</i> www.hefce.ac.uk (The Higher Education Funding Council for England) www.heacademy.ac.uk (the Higher Education Academy)</p>

	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)
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Part 3: Assessment	
Assessment Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Participants will provide a witnessed declaration of authenticity.</p> <p>Documentation generated in the process of producing the assignment will be made available upon request.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	100%
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> <ul style="list-style-type: none"> 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" data-bbox="178 1010 1121 1171"> <thead> <tr> <th></th> <th>Unobserved Teaching</th> <th>Tutor Observed</th> <th>Peer Observed</th> </tr> </thead> <tbody> <tr> <td>Teaching Plan</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Self Appraisal</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Report/feedback</td> <td>0</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>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):</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	Teaching Plan	2	3	3	Self Appraisal	2	3	3	Report/feedback	0	3	3	
	Unobserved Teaching	Tutor Observed	Peer Observed														
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Resits Resits are not automatically granted for Pass/Fail components and are subject to the recommendation of the award board. Other components are covered under normal resit regulations.																	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																
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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.

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.