



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Supporting Learning in Higher Education				
Module Code	UTLG96-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL Module?	No
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education MA Education				
Pre-requisites	None	Co- requisites	UTLG97-15-3, Developing Practice in Higher Education		
Excluded Combinations	None	Module Entry requirements	Usually that the participant works in a support role, in a position less than 0.5 or as an Associate Lecturer. They need to be able to log at least 45 hours teaching activity		
Valid From	October 2015	Valid to			

CAP Approval Date	January 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module participants will be able to:</p> <ol style="list-style-type: none"> 1. analyse a number of contrasting perspectives on learning in higher education in relation to their disciplinary origins (B); 2. engage critically with these perspectives and explored the implications they have for teaching in a range of higher education settings (B); 3. consider the place of reflection in models of professional knowledge, action and development (A); 4. examine the role of their own educational histories and key events that together with their values, may affect their approach to learners and learning in higher education (A); 5. analyse critically assessment practices and systems in higher education (B); 6. appraise the roles of quality assessment, institutions, disciplinary cultures, policies and other contextual factors in shaping teaching and learning practices in higher education (B);
Syllabus Outline	The module encompasses practical and theoretical questions raised by making learning and teaching problematic. To this end, it compares perspectives derived from a variety of sources in terms of what they offer the HE practitioner, and promotes a critical engagement with these perspectives. Concepts and practices of reflection are

	considered for their role in professional development. Participants are encouraged to look at their own educational backgrounds to weigh up the significance of key individuals, moments or episodes for their current practices. They also examine assessment practices and regimes, including those they have experienced as learners together with the influence of institutional and other traditions on practices.
Contact Hours	20 hours
Teaching and Learning Methods	A variety of approaches to learning will be employed from the following: lecture input; video; seminar; presentations; reading; debate; email conversation; feedback on assessed work.
Key Information Sets Information	N/A
Reading Strategy	<p>All participants will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Participants will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Essential readings for each week will be clearly indicated in the module handbook and through Blackboard or through any other vehicle deemed appropriate by the module/programme leaders</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, participants will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Books:</p> <p>Beetham H & Sharpe R (2013) <i>Rethinking pedagogy for a digital age: designing for 21st century learning</i>, London: Routledge</p> <p>Biggs J. & Tang C. (2007), <i>Teaching for quality learning at university: what the student does</i>, 3rd edition, Maidenhead: Open University Press E-book</p> <p>Blanchard J. (2009), <i>Teaching Learning & Assessment</i>, Maidenhead: McGraw Hill. OU Press E-book</p> <p>Bloxham S. & Boyd P. (2007), <i>Developing effective assessment in higher education: a practical guide</i>, Maidenhead: Open University Press</p> <p>Brockbank A. & McGill I. (2007), <i>Facilitating reflective learning in higher education</i>, 2nd edition. Maidenhead: Open University Press E-book</p> <p>Brookfield S. (2012), <i>Teaching for Critical Thinking</i>, Chichester: Jossey-Bass</p> <p>Campbell A. & Norton L. (2007), <i>Learning, Teaching & Assessing in HE: Developing Reflective Practice</i>, Exeter: Learning Matters</p> <p>Exley K & Dennick R (2009), <i>Giving a lecture: from presenting to teaching</i>, London: Routledge. E-book</p> <p>Fry H, Ketteridge S, Marshall S (2014), <i>A Handbook for Teaching and Learning in Higher Education</i>, 3rd Edition, London: Kogan Page E-book</p> <p>Garrison DR. & Vaughan ND. (2008) <i>Blended Learning in HE</i>, Chichester: Wiley</p> <p>Harland T. & Pickering N. (2011), <i>Values in HE Teaching</i>, London: Routledge. E-book</p> <p>Hartley P. (2011), <i>Learning Development in HE</i>, Basingstoke: Palgrave Macmillan</p> <p>Irons A. (2008), <i>Enhancing learning through formative assessment and feedback</i>, London: Routledge</p> <p>Johnston B. (2010) <i>The first year at university: teaching students in transition</i>, Maidenhead: McGraw Hill</p> <p>Kember D. & Ginnis P (2012), <i>Evaluating Teaching & Learning</i>, London: Routledge E-book</p> <p>Ketteridge S., Marshall S. & Fry H. (2008), <i>The effective academic: a handbook for enhanced academic practice</i>, London: Kogan Page. E-book</p> <p>Murray . (2008), <i>The Scholarship of Teaching & Learning in HE</i>, Maidenhead: OU</p>

	<p>Press</p> <p>Salmon G & Edirisingha P. (2008), <i>Podcasting for Learning in Universities</i>, Maidenhead: OU Press</p> <p>Sheward L. & Renshaw M (2011), <i>Developing Reflective Practice with Early Career Academics</i>, London: SEDA</p> <p>Strawson (2012), <i>53 interesting things to do in your seminars and tutorials</i>, Wicken: Professional & Higher Partnership Ltd. E-book</p> <p>Trowler P. (2008), <i>Cultures & Change in HE: Theories & Practices</i>, Basingstoke: Palgrave Macmillan</p> <p>Journals:</p> <ul style="list-style-type: none"> • <i>Active Learning in Higher Education</i> • <i>Assessment and Evaluation in Higher Education</i> • <i>Journal of Further and Higher Education</i> • <i>Studies in Higher Education</i> • <i>Teaching in Higher Education</i> • <i>The New Academic</i> <p>Relevant websites include:</p> <p>www.hefce.ac.uk (The Higher Education Funding Council for England)</p> <p>www.heacademy.ac.uk (The Higher Education Academy)</p> <p>http://www.learningandteaching.info/learning/experience.htm (The Experiential Learning Cycle)</p> <p>www.qaa.ac.uk (The Quality Assurance Agency)</p>
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Part 3: Assessment	
Assessment Strategy	<p>The components are designed to meet the learning outcomes. Component A focuses on participants' reflections on their own learning experiences and the role of reflection in learning; this personal reflection is extended in the second component into a critical engagement with a particular aspect of the Higher Education system in key areas of their practice.</p> <p>Component A will be assessed against the following criteria:</p> <p>ALM: Conceptual Domain (Core)</p> <p>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 showing the ability to synthesise and/or transform ideas in the process of developing an argument.</p> <p>In meeting this assessment criterion participants will be addressing the following dimensions of the UKPSF:</p> <p>Areas of Activity</p> <ul style="list-style-type: none"> A1 Design and planning of learning activities and/or programmes of study A2 Teaching and/or supporting learning <p>Core Knowledge</p> <ul style="list-style-type: none"> K3 How students learn, both generally and within their subject/disciplinary area(s) K5 Methods for evaluating the effectiveness of teaching <p>FLM Values Domain:</p> <p>The assignment demonstrates that the participant can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.</p> <p>In meeting this assessment criterion participants will be addressing the following dimensions of the UKPSF: Core Knowledge</p> <ul style="list-style-type: none"> K1 The subject material K2 Appropriate methods for teaching and learning in the subject area and at the

level of the academic programme

Professional values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Component B will be assessed against the following criteria:

ALM: 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 showing the ability to synthesise and/or transform ideas in the process of developing an argument.

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

Core Knowledge

- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K5 Methods for evaluating the effectiveness of teaching

GLM: 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 professionals practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

In meeting this assessment criterion participants 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

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

Professional values

- V1 Respect individual learners and diverse learning communities
- 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

UK Professional Standards Framework

By completing the taught module and the assignment participants will be addressing the following dimensions of the UKPSF:

Areas of Activity

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

	<p>Core Knowledge</p> <p>K1 The subject material</p> <p>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</p> <p>K3 How students learn, both generally and within their subject/disciplinary area(s)</p> <p>K4 The use and value of appropriate learning technologies</p> <p>K5 Methods for evaluating the effectiveness of teaching</p> <p>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p> <p>Professional values</p> <p>V1 Respect individual learners and diverse learning communities</p> <p>V2 Promote participation in higher education and equality of opportunity</p> <p>V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
An 8 minute presentation to the group with a biographical emphasis in which the participant describes their learning with specific reference to learning outcomes 3 and 4.	100%	
Component B Description of each element	Element weighting (as % of component)	
A written assignment of 1500 - 2000 words that offers a contextualised discussion of an area of educational practice of immediate relevance to the participant. The assignment should make explicit connections between module content and practical experience and make clear the learning outcomes of relevance. Titles to be agreed with the module leader.	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A 5 minute presentation to the group with a biographical emphasis in which the participant describes their learning with specific reference to learning outcomes 3 and 4.	100%	
Component B Description of each element	Element weighting (as % of component)	
A written assignment of 1500 - 2000 words that offers a contextualised discussion of an area of educational practice of immediate relevance to the participant. The assignment should make explicit connections between module content and practical experience and make clear the learning outcomes of relevance. Titles to be agreed with the module leader.	100%	

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.