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CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Practice of Teaching in Higher Education					
Module Code	UTLG99-15-3		Level	3	Version	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	Professional Practice		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education MA Education					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	An active role in teaching in higher education, normally above a 0.5 position. Participants are required to be able to log 150 hours of teaching activity (broadly defined) between registration and the assignment deadline.		
Valid From	October 2015		Valid to			

CAP Approval Date	Jan 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module participants will be able to: 1. Complete successfully at least 150 hours of teaching activity in higher education (B); 2. Demonstrate a professional level of competence in design, planning, preparation, implementation and monitoring of learning using a variety of teaching methods appropriate to the higher education context, a variety of appropriate learning spaces, knowledge, resources, assessment and feedback methods (A &B) 3. Evaluate their own and others' higher education teaching (design, planning, preparation, implementation, assessment and feedback) in terms of their own and pre-specified criteria, discussed fundamental aspects of good practice and suggested ways in which practice can be improved (A & B) **4.** Demonstrate and evaluate how they work within a professional value base, conform to relevant agreed codes of professional practice and adapt to changes in their higher education professional environment (A & B)

Syllabus Outline	• methods of practical teaching in the professional context • extended self and peer evaluation • personal teaching log
Contact Hours	1 hour briefing session 3 x 1 hour observations of teaching plus time for feedback following the observations
Teaching and Learning Methods	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). 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, in order to achieve a balance. Video-recording of practical teaching - Tutor observation: Unless issues of practicality, ethics, or confidentiality forbid it, the basis of one of the three tutor observations will usually be a video-recording of a single session of the participant's own teaching (minimum of one hour, maximum of two hours). 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 through faculties, provided it is booked in advance. 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. Participant and university tutor will view the video recording together at the University. 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 not be possible to view the entire recording, therefore participants are 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 be prepared to 'rewind' or 'fast forward' at the tutor's request. Recordings should ensure events are 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 observed session the participant will give a copy of their 'Teaching Activity Plan' to the observer. Plans should 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 will 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 be included in 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 on Blackboard.
	Arranging tutor observations
	Participants are encouraged to begin planning their observations at the earliest opportunity. It is recommended these are spaced evenly over the period of the module. It is expected that this module will address participants' use and development needs of Technology Enhanced Learning (TEL) and that the practical teaching activities will involve (TEL) where practicable. Therefore at least one observation and feedback should include TEL explicitly.
	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	There is no essential reading for this module; but students are expected to make use of the specified readings from the previous module (UTLG95-30-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) (3rd edition), *Teaching for quality at university: what the student does*, 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
	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 McMillan
	Fry H., Ketteridge S. & Marshall S. (2008) (3rd edition), *A handbook for teaching and learning in higher education: enhancing academic practice*, London: Routledge
	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
	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
	Participants are also encouraged to engage with the most recent HEA projects, such as:
	Gordon, N. (2014) *Flexible Pedagogies: Technology Enhanced Learning* https://www.heacademy.ac.uk/sites/default/files/resources/TEL_report_0.pdf
	Healey, M., Flint, A. and Harrington, K. (2014) *Engagement Through Partnership: students as partners in learning and teaching in higher education* https://www.heacademy.ac.uk/sites/default/files/resources/Engagement_through_partnership.pdf
	Buckley, A. (2013) *Engagement for Enhancement: Report of a UK survey pilot* https://www.heacademy.ac.uk/sites/default/files/Engagement_for_enhancement_FINAL_0.pdf
	Gunn, V., and Fisk, A. (2013) *Considering teaching excellence in higher education: 2007-2013. A literature review since the CHERI report 2007* www.heacademy.ac.uk/sites/default/files/resources/TELR_final_acknowledgements.pdf
	Tomlinson, M. (2014) *Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education: implications for student learning engagement* https://www.heacademy.ac.uk/sites/default/files/resources/Exploring_the_impact_of_policy_changes_student_experience.pdf
	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 and 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 participants 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 particiapants 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 participants 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 participants 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

Identify final assessment component and element	Component B	
	A:	**B**:
% weighting between components A and B (Standard modules only)	Pass/fail	100%

First Sit	
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
	100%

Component B **Description of each element**	**Element weighting (as % of component)**

A written assignment which includes a log of their own teaching, a self-evaluation and for which a single mark will be provided.
 Part 1
 Contents of the Log
 	
 i) **Reports of observed teaching activities**:
      - 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.
      - Two 'Teaching Activity Plans', one relating to each time they were observed by a <u>peer</u>.
      - Two peers' 'feedbacks' - one for each of the above observations.
      - Two completed 'Teaching Activity Self-Appraisal' forms - one for each of the above occasions.
 	
 Summary of i):
	100%

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

* 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:**
      - 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
 Self-evaluation
      A 1500 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
	100%

Component B	**Element**

Description of each element	weighting (as % of component)

A written assignment which includes a log of their own teaching and a self-evaluation and for which a single mark will be provided:
Part 1
Contents of the Log
 	
i) **Reports of observed teaching activities**:
   - 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.
   - Two 'Teaching Activity Plans', one relating to each time they were observed by a <u>course colleague</u>.
   - Two colleagues' 'feedbacks' - one for each of the above observations.
   - Two completed 'Teaching Activity Self Appraisal' forms - one for each of the above occasions.
	100%

Summary of i):

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

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

iv. **The following details of all teaching activities comprising the required 150 hours:**
- 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
Self-evaluation
   A 1500 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.