MODULE SPECIFICATION

Part 1: Information			
Module Title	Higher Education Theory and Practice		
Module Code	UTLNAS-20-M	Level	M
For implementation from	January 2018		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	ACE	Field	Secondary and Lifelong Learning
Department	Education and Childhood		
Contributes towards	Postgraduate Certificate in Academic Practice - compulsory		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking HEA accreditation this must be at HE level and must cover the relevant range of duties necessary to meet the requirements of the UKPSF at Descriptor 1.		

Part 2: Description
This module introduces participants to the theories of learning and teaching to support them in the development of their practice through consideration of their own epistemologies and how these affect their students. Through a series of workshops and the use of virtual material, participants will have the opportunity to integrate their existing experience with a range of pedagogic concepts and ideas. A departmental learning and teaching mentor will work with participants and their programme tutors to ensure that they have every opportunity to use what is covered in the sessions in the context of their subject area. Support will therefore come from the programme tutor, mentor and peers on the programme.

Delivery is through a series of workshops and distance learning provision. Participants will form small Peer Support Groups of around five students who will meet regularly with their tutor and independently to support each other and complete set tasks.

In particular participants will examine planning, teaching and assessment considering a range of strategies and resources, including emerging technology, with the intention of creating learner-centred sessions in the context of their subject area.

Participants are observed teaching by their tutor and mentor who take a developmental approach, considering strengths and areas for development within the framework of the UK Professional Standards Framework (UKPSF). Participants also observe and are observed by their peers on the programme, giving them the opportunity to reflect on practice in other subjects and contexts.

A distinctive feature of this programme and the modules within it is the opportunity for participants to experience the theoretical and practical aspects of the content as both a learner and a teacher, building on prior knowledge and experience they bring to the programme.

Completion of this module will provide evidence to support application for Higher Education Academy Associate Fellowship through meeting the requirements of Descriptor 1.

Part 3: Assessment: Strategy and Details

Participants complete a reflective blog and create an e-portfolio for this module.

The reflective blog is the controlled conditions element for assessment. Teaching is observed by the tutor and departmental Learning and Teaching Mentor, as well as participants observing and being observed by two peers from the programme. These observations will generate a range of resources, feedback and personal reflections which will be linked to the blog. The content of the blog will demonstrate a critical engagement with the context; reflect on learning and teaching practice and demonstrate the impact of teaching practice on student learning.

The e-portfolio is the coursework element for assessment. For the e-portfolio a range of assessment activities will enable participants to build a body of evidence to meet the learning outcomes for the module. Assessment activities blend traditional and virtual approaches enabling participants to try out the approaches used on the programme as learners as well as with their own students. Many of these activities will be carried out within the Peer Support Groups. The assessment is on the individual critical reflection of the experience. All activities undertaken throughout the module will attract formative feedback; three will be formally assessed. The Engagement Record which links evidence of meeting the dimensions of the UK Professional Standards Framework will be included in the portfolio.

The work-based and individual practice nature of the module, together with formative conversations between participants, tutors and mentors, ensure that it is extremely unlikely that programme participants would plagiarise others' work.

Assessment Criteria

As with any M Level module, we expect adequate reference to appropriate literature in order to meet the assessment criteria below. The assessment of both components will be in terms of the following assessment criteria:

Conceptual Domain (Core)
The assignment demonstrates that the course member 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.

Contextual Domain
The assignment demonstrates that the course member has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc.) influencing the area of study and is able to critically engage with the contextual significance.

Action Domain
The assignment demonstrates that the course member 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, critically evaluating professional development needs and/or outcomes.

Identify final timetabled piece of assessment (component and element)	**Comp B element 2**	

	A:	**B:**
% weighting between components A and B (Standard modules only)		**100**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Reflective Blog relating to Professional Practice	Pass/Fail
Component B **Description of each element**	**Element weighting (as % of component)**
E Portfolio	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Reflective Blog relating to Professional Practice	Pass/Fail
Component B **Description of each element**	**Element weighting (as % of component)**
E Portfolio	100%

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will, as appropriate to the context of their practice and with reference to relevant literature, be able to:
	1. Apply knowledge and understanding of the subject and of how students learn, to design teaching sessions as part of a sequence, appropriate to the level of the academic programme. (Component A & B)
	2. Use appropriate strategies and skills to teach effectively, meeting the diverse needs of their students and using a variety of methods and resources including digital technologies. (Component A & B)
	3. Use and evaluate a range of formative assessment strategies to identify and address individual students' needs and plan activities to effectively assess learning outcomes. (Component A & B)
	4. Reflect critically on their own learning journey, and on the effectiveness of teaching, including reference to student responses and other forms of feedback. (Component A & B)
	5. Discuss the ways in which the challenging contexts of students' lives can affect their safety, wellbeing and academic attainment, and recognise how to support them. (Component A & B)
Key Information Sets Information (KIS)	N/A as module is on a postgraduate programme.
Contact Hours	30
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes: **Coursework**: the General Portfolio meets the requirements for coursework. **Practical Exam**: The formal observations within the Teaching Portfolio meet the requirements for the practical exam.

Total assessment of the module:			
Coursework assessment percentage			50%
Practical exam assessment percentage			50%
			100%

Reading List	https://uwe.rl.talis.com/lists/8482D9AF-FDEB-A721-7FF7-467DFB046389.html

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Revision Approval Date		Version	1	*Link to MIA 10703*