



Module Specification

Higher Education Theory and Practice

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Part 1: Information

Module title: Higher Education Theory and Practice

Module code: URJNCJ-20-M

Level: Level 7

For implementation from: 2021-22

UWE credit rating: 20

ECTS credit rating: 10

Faculty: Academic Practice Directorate

Department: APD Central

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Academic Practice

Module type: Professional Practice

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module explores effective practice in teaching and supporting learning in Higher Education. It introduces participants to the theories of learning and teaching in Higher Education, and supports the development of participants' practice within their own disciplinary and practice-based contexts.

Features: Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking accreditation as an Associate Fellow of the Higher Education Academy (AFHEA) this must be at HE level and must cover a relevant range of duties appropriate to meet the requirements of the UK Professional Standards Framework (UKPSF) at Descriptor 1. Successful completion of this module will result in accreditation as an Associate Fellowship of the Higher Education Academy (AFHEA).

Educational aims: This module aims to blend theory with practice and prepare participants for work as an academic professional by understanding key elements relevant to teaching and supporting learning in HE.

Outline syllabus: This module will focus on the process of planning and delivering effective teaching, supporting student learning and formative assessment in Higher Education. Participants will consider a range of strategies and resources appropriate to this, including digital technologies. They will also reflect on the diverse needs of their own learners with the intention of creating effective learner-centred academic practice in the context of their own subject area.

Participants will have the opportunity to integrate their existing experience with a range of pedagogic concepts and ideas, and to share experiences and expertise with peers on the module. They will also engage in reflective practice to analyse and further develop their own practice.

Part 3: Teaching and learning methods

Teaching and learning methods: This module's delivery will be through a series of workshops, activities and resources. A distinctive feature of this module is that it models strategies, skills and tools that participants may consider using in their own teaching and supporting learning.

Participants will engage in independent study throughout the module. They will also form Peer Support Groups who will meet to support each other and to undertake tasks.

During the module each participant will work with a Module Tutor (a member of the module's teaching staff) and a designated Academic Professional Mentor (a more experienced colleague usually from the participant's own department/service). Both will support them in reflecting upon and developing their practice within their own context.

Participants' practice is observed by colleagues, usually by at least their Module Tutor and Academic Professional Mentor. These observations take a developmental approach, considering strengths and areas for development within the professional standards and guidelines of the UK Professional Standards Framework (UKPSF). There are also opportunities for participants to observe and are observed by their peers on the programme, providing opportunities to reflect on practice in other subjects and contexts.

Module Learning outcomes:

MO1 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.

MO2 Apply appropriate strategies and skills to teach effectively, meet the diverse needs of their students and use a variety of methods and resources including digital technologies.

MO3 Use and evaluate a range of formative assessment strategies to support learning and enable students to monitor their own progress.

MO4 Reflect critically on their own learning journey, and on the effectiveness of teaching, including reference to student responses and other forms of feedback.

Hours to be allocated: 200

Contact hours:

Face-to-face learning = 30 hours

Total = 30

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Participants complete a Professional Practice Portfolio and a Structured Critical Reflection for this module.

A) Professional Practice Portfolio

The Professional Practice Portfolio is the controlled conditions element for this module's assessment. This includes two parts.

The first part is the Teaching Practice Observations. A participant's practice is observed at least twice, usually by their Module Tutor and Academic Professional Mentor. Participants create resources which feed into their observations (e.g. session plans), and engage in reflection on the observations afterwards. These observations demonstrate critical engagement with the context, enable participants to reflect on learning and teaching practice, and demonstrate the impact of teaching practice on student learning. These observations also have a formative and developmental purpose, helping participant to make enhancements to their teaching practice and develop their critical reflection skills. They furthermore feed into the next component of the module assessment: the Structured Critical Reflection.

The second part of the Professional Practice Portfolio is the Record of Engagement. This enables participants to record the scope of their practice against Descriptor 1 of the UK Professional Standards Framework (UKPSF).

B) Structured Critical Reflection

In the Structured Critical Reflection, participants critically reflect on their practice to evidence having met the learning outcomes of the module. This will build upon the Professional Practice Portfolio and upon activities completed during the module. Participants can submit a written essay, but there is flexibility and support for a participant to select an alternative submission medium or format (e.g. a presentation) of word count equivalent. This flexibility is intended to facilitate inclusive assessment practice aligned to the Universal Design for Learning principles.

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 participants would plagiarise others' work.

Assessment components:

Portfolio - Component A (First Sit)

Description: Professional Practice Portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece - Component B (First Sit)

Description: Structured Critical Reflection

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio - Component A (Resit)

Description: Professional Practice Portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece - Component B (Resit)

Description: Structured Critical Reflection

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Academic Professional Practice [Jan][PT][Frenchay][1yr] PGCert 2021-22

Academic Professional Practice {Apprenticeship-UWE} [Jan][PT][Frenchay][1yr]
PGCert 2021-22