



MODULE SPECIFICATION

Part 1: Information			
Module Title	Higher Education Theory and Practice		
Module Code	URJNCJ-20-M	Level	M
For implementation from	February 2019		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Academic Practice Directorate	Field	Academic Practice
Department	Academic Practice Directorate		
Contributes towards	Postgraduate Certificate in Academic Professional Practice		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	<p>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.</p>		

Part 2: Description	
<p>This module introduces participants to the theories of learning and teaching to support the development of their practice within their own disciplinary and practice-based contexts. Through a series of workshops, and the use of virtual materials, participants will have the opportunity to integrate their existing experience with a range of pedagogic concepts and ideas.</p> <p>A designated departmental Teaching and Learning 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.</p>	

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

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

Participants' practice is observed by their tutor and mentor, who take a developmental approach, considering strengths and areas for development within the expectations of the UK Professional Standards Framework (UKPSF). Participants also observe and are observed by their peers on the programme, thereby providing opportunities to reflect on practice in other subjects and contexts.

A distinctive feature of this module (and the wider programme in which it sits) is the opportunity for participants to experience the theoretical and practical aspects of teaching, learning and assessment as both learner and teacher, building on their own and others' prior knowledge and experience.

Successful completion of this module will result in the award of Associate Fellowship of the Higher Education Academy.

Part 3: Assessment: Strategy and Details

Participants complete a reflective journal and create an ePortfolio for this module.

A) Responding to your teaching practice observations: The reflective journal
The reflective journal is the controlled conditions element for assessment. Teaching is observed by the tutor and departmental Teaching and Learning 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 journal. The content of the journal will demonstrate a critical engagement with the context; enable participants to reflect on learning and teaching practice; and demonstrate the impact of teaching practice on student learning.

B) Your wider academic practice: The ePortfolio
The ePortfolio is the coursework element for assessment. For the ePortfolio 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.

Identify final timetabled piece of assessment (component and element)	Comp B element 2	
% weighting between components A and B (Standard modules only)	A:	B:
		100
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Reflective Journal relating to Professional Practice	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
ePortfolio	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Reflective Journal relating to Professional Practice	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
ePortfolio	100%	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module participants will, as appropriate to the context of their practice, aligned with institutional processes and with reference to relevant literature, be able to:</p> <ol style="list-style-type: none"> 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. 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. (Component A & B) 3. Use and evaluate a range of formative assessment strategies to support learning and enable students to monitor their own progress (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)																														
Key Information Sets Information (KIS)	N/A as module is on a postgraduate programme.																														
Contact Hours	30																														
Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <p>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.</p> <table border="1" data-bbox="639 893 1337 1124"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">Coursework assessment percentage</td> <td></td> <td>50%</td> </tr> <tr> <td colspan="3">Practical exam assessment percentage</td> <td></td> <td>50%</td> </tr> <tr> <td colspan="3"></td> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Total assessment of the module:										Coursework assessment percentage				50%	Practical exam assessment percentage				50%					100%					
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Reading List	Reading List Link																														

FOR OFFICE USE ONLY

First Approval Date	1/10/2019			
Revision Approval Date		Version	1	