



Module Specification

Practice and Research in Higher Education

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Part 1: Information

Module title: Practice and Research in Higher Education

Module code: UTLGXU-30-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Secondary Education and Lifelong Learning

Module type: Standard

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 allows participants to build on their development in UTLGXT-30-M. Participants will consider a particular aspect of their practice that would be suitable for a potential research enquiry, paying particular attention to ethical issues that might arise. They will further develop and embed research-based teaching and guidance strategies to enable individual learners to make good progress. The module will help participants to set their teaching within the context of

their department, the institution and the wider context in which higher education operates. Completion of UTLGXT-30-M and this module will provide evidence for, or support application for, Fellowship of the HEA (FHEA) through meeting the requirements of Descriptor 2 of the UKPSF.

Module entry requirements:

Participants must be actively engaged in teaching and supporting learning in an HE context during the course. For participants seeking Advance HE accreditation for FHEA this must be at HE level and must cover the relevant range of duties necessary to meet the requirements of the UKPSF at Descriptor 2

Features: Not applicable

Educational aims: The module aims to provide participants with the opportunity to:

further develop their practice by considering how to motivate and engage learners with different backgrounds and needs, and to design and plan appropriate and coherent programmes of study to challenge and inspire;

integrate pedagogical research into their practice, further developing their role as active practice researchers;

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

experience the theoretical and practical aspects of the module content, both as a learner and as a teacher, building on their developing knowledge and experience.

Outline syllabus: Participants are expected to work through a set of study units/attend sessions covering areas including:

pedagogical research methodologies and methods

the impact of pedagogic research

programme design

learning environments and technologies

summative assessment

planning for continuing professional development

Part 3: Teaching and learning methods

Teaching and learning methods: Each of the study units/sessions will be a structured learning journey and will comprise a set of teaching materials such as lectures, workshops, seminars, videos, and articles, that allow participants to understand, apply and reinforce their learning of the concepts covered. Using the readings and self-directed activities to build a strong theoretical background, participants will be encouraged to consider how theory informs practice. Observation and pedagogic enquiry into their teaching will provide further opportunities for reflection on, and enhancement of, their practice. Participants will also be encouraged, via a series of activities and an online discussion board, to share their professional and personal experiences of learning and teaching in HE for mutual benefit and learning. Where possible participants will form small Peer Support Groups who will meet to support each other and complete set tasks.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically evaluate and apply a range of pedagogical research methodologies and methods to demonstrate the value of integrating ethical research within scholarship, learning and teaching;

MO2 Identify the potential impact of pedagogic research on HE policy, strategy and quality assurance;

MO3 Critically analyse varied inclusive approaches to programme design and apply to their subject discipline and professional context;

MO4 Critically analyse the ways in which learning environments and technologies can be used to support inclusive teaching, learning, assessment and communication;

MO5 Critically review the use of summative assessment strategies with reference to subject and university requirements;

MO6 Critically reflect on the impact of teaching on learning and progression, including use of varied forms of feedback;

MO7 Plan continuing professional development to ensure currency in subject knowledge and pedagogical approaches within the context of their institution and higher education.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 300 hours

Total = 300

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: Successful completion of the assessment for this second module ensures that participants have undertaken further development in response to the critical reflection on their own practice in an HE context initiated in the first module. Assessment will include evidencing engagement in appropriate pedagogic research, academic and professional practices, and collaboration with peers.

Participants will submit a portfolio for summative assessment which will include the following, where appropriate demonstrating critical engagement with relevant literature:

a critical review of their teaching, including reflections on a range of feedback

critical reflections on tasks carried out as part of the course

Record of Engagement

Assessment components:

Portfolio - Component A (First Sit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio - Component A (Resit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Learning and Teaching in Higher Education [SEP][DL][Distance][1yr] {Non-accredited} PGCert 2022-23

Learning and Teaching in Higher Education [Sep][PT][Frenchay][1yr] PGCert 2022-23

Learning and Teaching in Higher Education [Sep][DL][Distance][1yr]{Accredited} PGCert 2022-23

Learning and Teaching in Higher Education [Distance] PGCert 2022-23