



Module Specification

Theory and Practice in Higher Education

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Theory and Practice in Higher Education

Module code: UTLGXT-30-M

Level: Level 7

For implementation from: 2023-24

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: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces participants to the theories of learning and teaching, and pedagogic research. This supports them in the development of their practice through consideration of their own epistemologies and how these affect their students. Through a structured learning journey, and with the support of course tutors, an appropriate 'critical friend' and their peers, participants will have the opportunity to integrate a range of pedagogic concepts with their existing practice.

Completion of this module will provide evidence for, or support application for, Associate Fellowship of the HEA (AFHEA) through meeting the requirements of Descriptor 1 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 AFHEA this must cover the relevant range of duties necessary to meet the requirements of the UKPSF at Descriptor 1.

Features: Not applicable

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

critically evaluate planning, teaching and assessment through the consideration of a range of strategies and resources, with the intention of creating learner-centred sessions in the context of their subject area;

be observed teaching by their tutor and an appropriate 'critical friend' 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 their 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 prior knowledge and experience.

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

introduction to pedagogical research

learning theories

learning, teaching and assessment design at module level

inclusive planning for diverse cohorts

academic engagement

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. Reflections on their teaching with supporting evidence will provide further opportunities for 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 pedagogic research appropriate to their role and apply it to their academic practice and scholarship;

MO2 Critically engage with and apply to their practice general and subject specific theories of learning and teaching;

MO3 Create varied learning, teaching and assessment opportunities at module level designed to motivate, engage and enable students to make progress;

MO4 Reflect critically on their own journey as learners, and on the effectiveness of their teaching, with reference to student responses and other forms of feedback;

MO5 Evidence a values-informed approach to practice, including a critical understanding of inclusive planning for diverse cohorts, equality of opportunity and how the contexts of students' lives can affect their wellbeing and attainment;

MO6 Evidence and interpret engagement in appropriate academic and professional practices and collaboration with peers.

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 first module ensures that participants have reflected critically on their own practice in an HE context. This will include reference to appropriate pedagogical theories and research, and to the diversity within their context.

The development of their practice will include evidencing engagement in appropriate academic and professional practices, dialogue with a suitable 'critical friend' and collaboration with peers.

Participants will receive formative feedback on the observation of two examples of their teaching, one by a course tutor and one by an appropriate 'critical friend'. In addition, they are encouraged to carry out informal peer reviews of each other's teaching and provide formative feedback.

They 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 their two formal observations and any informal peer observations of their teaching

critical reflections on tasks carried out as part of the course

Record of Engagement

Assessment components:

Portfolio (First Sit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Portfolio (Resit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Learning and Teaching in Higher Education [Distance]{Accredited} PGCert 2023-24