University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Learning and Teaching in Higher Education					
Module Code	UTLG95-20-M	Level	M		Version	1.1
Owning Faculty	Arts, Creative Industries and Education	Field		Secondary Education and Lifelong Learning		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education PG Dip Education (Teaching & Learning in Higher Education) MA Education MA Education (Teaching & Learning in Higher Education)					
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project	
Pre-requisites	None			Co- requisites	None	
Excluded Combinations	None			Module Entry requirements		
Valid From	January 2010			Valid to		

CAP Approval Date	20/01/10 12/11/13

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will have: 1. understood and contrasted theories of learning and teaching in relation to their own experience and examined factors appearing to affect learning (Element 1 & 2) 2. acquired a familiarity with a broad repertoire of practical teaching skills to use and evaluate in different teaching situations and with different learners in different learning spaces (Element 1 & 2) 3. acquired a familiarity with models of and policy drivers for curriculum development and programme design, and the capacity to critically analyse and evaluate current practices and the context for those practices, and where relevant developed, lead and contributed to curriculum development and programme design (Element 1 & 2) 4. developed an awareness of the role and impact of information and communication technologies on teaching and learning at module, programme, institution and sector level (Element 1 & 2) 5. developed in critical awareness on, and where relevant managed, individual, institutional and other contextual factors affecting student learning in Higher Education and the nature of responses to these (Element 1 & 2) 6. gained a clear appreciation of the range of assessment practices and processes in HE and considered the effects or implications of these (Element 1 & 2) 7. considered the way in which the role of teacher articulates with other roles in

	academic work (Element 1 & 2) 8. an ability to organise and present ideas and information coherently (Element 2) **9.** an ability to work effectively as an independent and self-motivated learner (Element 2)
Syllabus Outline	Introduction to theories of learning and teaching and contemporary debates; factors affecting equality of learning opportunity; curriculum design and models; the use of resources; assessing learners' needs; planning and preparing teaching; developing and using a range of strategies; managing the learning process; providing support for learning in different situations; assessing; the implications of assessment; reflecting upon and evaluating own performance in teaching and in related professional activity.
Contact Hours	30 taught hours
Teaching and Learning Methods	The module aims to provide examples of good teaching practice. Methods are varied and are likely to include role play, simulation, micro teaching, demonstration, observation, debate, small and large group discussion, video, visual aids, seminars, tutorials, lectures, self-directed and self-study, case studies. Course members will be encouraged to lead parts of sessions where they have a particular appropriate expertise
Key Information Sets Information	N/A as module on a postgraduate course
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. **Essential readings** for each week will be clearly indicated in the module handbook and through Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	*General* Ashwin P., ed. (2006), *Changing higher education: the development of learning and teaching*, London: Routledge Bamber V. (2009), *Enhancing learning, teaching, assessment and curriculum in higher education: theory, cases and practices*, Buckingham: Open University Press Biggs J. & Tang C. (2007) (3rd edition), *Teaching for quality at university: what the student does*, Maidenhead: Open University Press Brockbank A. & McGill I. (2007), *Facilitating reflective learning in higher education*, 2nd edition, Maidenhead: Open University Press Cannon, R. & Newble, D. (2000) (4th edition), *A Handbook for Teachers in Universities and colleges: a guide to improving teaching method,* London: Kogan Page Cowan J. (2006), *On becoming an innovative university teacher: reflection in action*, 2nd edition, Maidenhead: Society for Research into Higher Education & Open University Press Entwhistle N. (2009), *Teaching for understanding at university: deep approaches and distinctive ways of thinking*, London: Palgrave McMillan Epstein D,, Kenway J. & Boden R. (2005), *The academic's support kit*, London: Sage Fry H., Ketteridge S. & Marshall S. (2008) (3rd edition), *A handbook for teaching and learning in higher education: enhancing academic practice*, London: Routledge Guring R., Chick N. & Haynie A. (2009), *Exploring signature pedagogies: approaches to teaching disciplinary habits of mind*, Stirling USA: Styles Pub Harland T & Pickering N. (2011), *Values in higher education teaching*, London: Routledge

Hartley P., Woods A. & Pill M. (2005), *Enhancing teaching in higher education: new approaches for improving student learning*, London: Routledge

Huston T. (2009), *Teaching what you don't know*, Harvard: Harvard University Press

Jarvis P. (2006) (2nd edition), *The theory and practice of teaching*, London: Routledge

Kember D. & Ginns P. (2012), *Evaluating teaching and learning: a practical handbook for colleges, universities and the scholarship of teaching*, London: Routledge

Light G., Cox R. & Calkins S. (2009), *Learning and teaching in higher education*, London: Sage

Mortiboys A. (2005), *Teaching with emotional intelligence: a step-by-step guide for higher and further education professionals*, London: Routledge

Nicholls, G. (2001), *Developing teaching and learning in higher education*, London: RoutledgeFalmer

Prosser M. & Trigwell K. (1999), *Understanding learning and teaching: the experience in higher education*, Buckingham: Open University Press

Race P. (2006) (3rd edition), *The lecturer's toolkit: a practical guide to learning, teaching and assessment*, London: Routledge

Ramsden, P. (2003) (2nd edition), *Learning to Teach in Higher Education,* London: Routledge.

Skelton A. (2005), *Understanding teaching excellence in higher education: towards a critical approach*, London: Routledge

Squires G. (2003), *Trouble-shooting your teaching: a step-by-step guide to analysing and improving your practice*, London: Kogan Page

Nursing & Midwifery

Chambers, R. & Wall, D. (2000), *Teaching made easy: a manual for health professionals,* Abingdon: Radcliffe Medical Press

Davis A.J. (2006), *Essentials of teaching & learning in nursing ethics: perspectives and methods*, Edinburgh: Churchill Livingstone Elsevier

Emerson R.J. (2007), *Nursing Education in the clinical setting*, St Louis, Mo.: Mosby Elsevier

Gopee, N. (2010), *Practice Teaching in Healthcare*, London: Sage

Howkins, E. (2008), *Preparing for interprofessional teaching: theory and practice*, Oxford: Radcliffe

Meyler, E. (2007), *Succeeding in nursing and midwifery education*, Chichester: Wiley

Quinn, F. (2007) (5th edition), *The principles and practice of nurse education*, Cheltenham: Nelson Thornes

Relevant journals include:
- *Active Learning in Higher Education*
- *Assessment and Evaluation in Higher Education*
- *Journal of Further and Higher Education*
- *Studies in Higher Education*
- *Teaching in Higher Education*
- *The New Academic*

Relevant websites include:
www.heacademy.ac.uk
www.hefce.ac.uk
www.ltsn.ac.uk
www.qaa.ac.uk

Part 3: Assessment

Assessment Strategy	The assessment strategy is intended to encourage participants to reflect on their experience of being taught and of teaching. The reflective log acts as a controlled conditions element and requires participants to reflect on their experience of being taught. The written assignment requires participants to analyse and evaluation of the strengths and weaknesses of their current teaching practices against a number of the topics taught on the programme. The taught sessions provide opportunities for participants to discuss issues and relate key concepts to their practices and so get

formative feedback

As with any M level module, we expect adequate references to appropriate literature in order to meet the assessment criteria below.

The assessment of both these elements will be in terms of the following three assessment criteria:

A LM: 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;

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity
　　A1 Design and planning of learning activities and/or programmes of study
　　A2 Teaching and/or supporting learning
　　A3 Assess and give feedback to learners
　　A4 Develop effective environments and approaches to student support and guidance
Core Knowledge
　　K3 How students learn, both generally and within their subject/disciplinary area(s)

C LM: Contextual domain
The assignment demonstrates that the participant 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 contextual significance;

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Core Knowledge
　　K1 The subject material
　　K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
　　K4 The use and value of appropriate learning technologies
　　K5 Methods for evaluating the effectiveness of teaching
　　K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

G LM: Action domain
The assignment demonstrates that the participant 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.

In meeting this assessment criterion you will be addressing the following dimensions of the UKPSF:

Areas of Activity
　　A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices
Core Knowledge
　　K1 The subject material
Professional values
　　V1 Respect individual learners and diverse learning communities
　　V2 Promote participation in higher education and equality of opportunity for

learners

    V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

    V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

UK Professional Standards Framework

By completing the taught module and the assignment you will be addressing the following dimensions of the UKPSF:

Areas of Activity

    A1 Design and planning of learning activities and/or programmes of study

    A2 Teaching and/or supporting learning

    A3 Assess and give feedback to learners

    A4 Develop effective environments and approaches to student support and guidance

    A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating scholarship, research and the evaluation of professional practices

Core Knowledge

    K1 The subject material

    K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

    K3 How students learn, both generally and within their subject/disciplinary area(s)

    K4 The use and value of appropriate learning technologies

    K5 Methods for evaluating the effectiveness of teaching

    K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional values

    V1 Respect individual learners and diverse learning communities

    V2 Promote participation in higher education and equality of opportunity for learners

    V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

    V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

NMC Teachers' Standards

By completing the taught module and the assignment you will be addressing the following elements of the NMC Standards:

1. Establishing effective working relationships
   1.3 Foster peer support and learning in practice and academic settings for all students.
2. Facilitation of learning
   2.2 Implement a range of learning and teaching strategies across a wide range of settings.
   2.4 Facilitate integration of learning from practice and academic settings.
   2.5 Act as a practice expert to support development of knowledge and skills for practice.
3. Assessment and accountability
   3.1. Set and maintain professional boundaries that are sufficiently flexible for interprofessional learning.
4. Evaluation of learning
   4.1. Determine and use criteria for evaluating the effectiveness of learning environments – acting on findings, with others, to enhance quality.
   4.3 Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on fitness for practice.
5. Creating an environment for learning
   5.1. Develop, in partnership with others, opportunities for students to identify and access learning experiences that meet their individual needs.
6. Context of practice
   6.1. Support students in identifying ways in which policy impacts on practice.

	6.2. Contribute effectively to processes of change and innovation – implementing new ways of working that maintain the integrity of professional roles.
	1. Leadership
	    8.2 Initiate and lead programme development and review processes to enhance quality and effectiveness.
	    8.5 Manage competing demands to ensure effectiveness of learning experiences for students.
	    8.6 Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop programmes.
	    8.7 Provide feedback about the effectiveness of learning and assessment in practice

Identify final assessment component and element	**Element 2**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	N/A	N/A

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Element 1 A session-by session log of learning in a form negotiated with the tutor at the beginning of the module.	25%
Element 2 An essay of 3000 words that (a) summarises learning experiences during the module and the general application of these to the course member's own teaching, and (b) explores a specific issue in teaching and learning that is of particular relevance to the current professional practice of the course member. This will normally identify possibilities for further research that could be carried out in relation to the chosen issue.	75%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
Element 1 A session-by session log of learning in a form negotiated with the tutor at the beginning of the module.	25%
Element 2 An essay of 3000 words that (a) summarises learning experiences during the module and the general application of these to the course member's own teaching, and (b) explores a specific issue in teaching and learning that is of particular relevance to the current professional practice of the course member. This will normally identify possibilities for further research that could be carried out in relation to the chosen issue.	75%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	