



University of the
West of England

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	4.1
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	September 2012		Valid to	September 2016	

CAP Approval Date	6 February 2013 (noted at)
--------------------------	-------------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will have:</p> <ol style="list-style-type: none"> 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	<p>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.</p> <p>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.</p> <p>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.</p>
Indicative Reading List	<p>ASHCROFT, K. & JAMES, D. (Eds) (1999) <i>The Creative Professional</i>. London: Falmer Press.</p> <p>BIGGS, J. (1999) <i>Teaching for Quality Learning at University</i>, Buckingham: Open University Press.</p> <p>BROWN, G. (1988) <i>Effective Teaching in Higher Education</i>, London: Methuen</p> <p>BROWN, S. & GLASNER, A. (Eds) (1999) <i>Assessment Matters in Higher Education: Choosing and Using Diverse Approaches</i>. Buckingham: Open University Press.</p> <p>CANNON, R. & NEWBLE, D. (1991) <i>A Handbook for Teachers in Universities and Colleges</i>, London: Kogan Page.</p> <p>CHAMBERS, R. & WALL, D. (2000), <i>Teaching made easy: a manual for health professionals</i>, Abingdon: Radcliffe Medical Press</p> <p>COWEN, J. (1998) <i>On Becoming an Innovative University Teacher</i>. Buckingham: Open University Press.</p> <p>CUTHBERT, R. (1996) <i>Working in Higher Education</i>. Buckingham: Open University Press.</p> <p>ENTWISTLE, N. (1987) <i>Understanding Classroom Learning</i>. London: Hodder and Stoughton.</p> <p>GIBBS, G. (1992) <i>Improving The Quality Of Student Learning</i>, Bristol: Technical Educational Services.</p> <p>GOPEE, N. (2010), <i>Practice Teaching in Healthcare</i>, London: Sage</p> <p>HOWKINS, E. (2008), <i>Preparing for interprofessional teaching: theory and practice</i>, Oxford: Radcliffe</p> <p>JACQUES, D. (1990) <i>Learning in Groups</i> (2nd edn), London: Croom Helm.</p> <p>JAMES, D. (2000) 'Making The Graduate: Perspectives On Student Experience Of Assessment In Higher Education' in FILER, A. (ed) <i>Assessment - Social Practice</i></p>

and Social Product, London: Falmer Press.
 MCKEACHIE, W.J. (1999), *McKeachie's Teaching Tips*, Boston: Houghton Mifflin.
 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
 RAMSDEN, P. (1992), *Learning to Teach in Higher Education*, London: Routledge.
 RUSSELL, C. (1993), *Academic Freedom*. London: Routledge.
 TROWLER, P. (1998), *Academics Responding to Change - New HE Frameworks And Academic Cultures*, Buckingham: Open University Press.

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	<p>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</p> <p>As with any M level module, we expect adequate references to appropriate literature in order to meet the assessment criteria below.</p> <p>The assessment of both these elements will be in terms of the following three assessment criteria:</p> <p>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;</p> <p>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;</p> <p>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.</p>
---------------------	---

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