



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Learning and Teaching in Higher Education				
Module Code	UTLG95-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL Module?	No
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Project		
Contributes towards	PG Cert Education PG Cert Teaching and Learning in Higher Education PG Cert Teaching and Learning in Higher Education (Nurse/Midwife Teacher) PG Dip Education MA Education				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	An active role in teaching in higher education, normally above a 0.5 position.		
Valid From	September 2015	Valid to	September 2021		

CAP Approval Date	05/02/2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss and contrast theories of learning and teaching in higher education in relation to their own practices and explore factors appearing to affect learning in relation to HE pedagogy (Element 2) 2. Explore a broad repertoire of practical teaching skills in higher education and critically evaluate their effectiveness in different higher education teaching situations, with different types of learners in different types of higher education learning contexts and settings (Element 1 & 2) 3. Review the role and impact of learning technologies on teaching and learning in higher education at module, programme and institutional levels (Element 1, 2 & 3) 4. Analyse the range of assessment and feedback practices in higher education and critically evaluate the effects or implications of these on their practices (Element 1 & 2) 5. Appraise the range of student support and guidance available to their participants in higher education (Element 1 & 2)

	<p>6. Consider internal and external influences on higher education curriculum design, development and evaluation (Element 1 & 2)</p> <p>7. Examine how they work within a professional value base, conform to relevant agreed codes of professional practice and adapt to changes in their higher education professional environment (Element 1 & 2)</p>
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	45 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. Participants will be encouraged to lead parts of sessions where they have a particular appropriate expertise. There is an emphasis on interaction, discussion and critical analysis as a community of practice within the sessions.
Key Information Sets Information	N/A as module on a postgraduate course
Reading Strategy	<p>All participants 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. Participants 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, participants will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Indicative sources:</p> <p>Bamber V. (2009), <i>Enhancing learning, teaching, assessment and curriculum in higher education: theory, cases and practices</i>, Buckingham: Open University Press</p> <p>Bostock S. (2007), <i>e-Teaching: engaging learners through technology</i>, London: Staff and Educational Development Association</p> <p>Boud D. & Falchikov, N. (2007), <i>Rethinking assessment in higher education: learning for the longer term</i>, London: Routledge</p> <p>Bowell, Tracy, and Gary Kemp (2010), 3rd edition, <i>Critical thinking [electronic resource] : a concise guide</i>, London : Routledge</p> <p>Brookfield S. (2012), <i>Teaching for critical thinking: tools and techniques to help students question their assumptions</i>, Chichester: Jossey-Bass</p> <p>Butcher C., Davies C. & Highton M. (2006), <i>Designing learning: from module outline to effective teaching</i>, London: Routledge</p> <p>Davis A.J. (2006), <i>Essentials of teaching & learning in nursing ethics: perspectives and methods</i>, Edinburgh: Churchill Livingstone Elsevier</p> <p>Emerson R.J. (2007), <i>Nursing Education in the clinical setting</i>, St Louis, Mo.: Mosby Elsevier</p> <p>Entwhistle N. (2009), <i>Teaching for understanding at university: deep approaches</i></p>

and distinctive ways of thinking, London: Palgrave McMillan

Gambrill, Eileen (2009), *Critical thinking for helping professionals [electronic resource]. : a skills-based workbook*, Oxford: Oxford University Press

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

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

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

Irons A. (2008), *Enhancing learning through formative assessment and feedback*, London: Routledge

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

Johnston B. (2010), *The first year at university: teaching students in transition*, Maidenhead: McGraw-Hill Open University Press

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

Laurillard D. (2002) (2nd edition), *Rethinking university teaching: a conversational framework for the effective use of learning technologies*, London: RoutledgeFalmer

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

Meyer J. & Land R. (2006), *Overcoming barriers to student understanding: threshold concepts and troublesome knowledge*, London: Routledge

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

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

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

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>
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G95 Detailed assessment guidance for handbook

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 participants 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 participants 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 participants 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 participants 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 participants will be addressing the following elements of the NMC Standards:

1. Establishing effective working relationships
 - 1.1. Demonstrate effective relationships with other members of the teaching teams in practice and academic settings based on mutual trust and respect.
 - 1.2. Maintain appropriate supportive relationships with a range of students, mentors, practice teachers and other professionals.
 - 1.3. Foster peer support and learning in practice and academic settings for all students.
 - 1.4. Support students to integrate into new environments and working teams to enhance access to learning.
2. Facilitation of learning
 - 2.1. Promote development of enquiring, reflective, critical and innovative approaches to learning.
 - 2.2. Implement a range of learning and teaching strategies across a wide range of settings.
 - 2.3. Facilitate integration of learning from practice and academic settings.
 - 2.4. Act as a practice expert to support development of knowledge and skills for practice.
 - 2.5. Facilitate integration of learning from practice and academic settings.

	<p>3. Assessment and accountability</p> <p>3.1. Set and maintain professional boundaries that are sufficiently flexible for interprofessional learning.</p> <p>3.2. Develop with others, effective assessment strategies to ensure that standards of proficiency for registration or recordable qualifications at a level beyond initial registration are met.</p> <p>3.3. Support others involved in the assessment process, students, mentors and peers.</p> <p>3.4. Provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for safe and effective practice or be able to understand their failure and the implications of this for their future.</p> <p>3.5. Be accountable for their decisions related to fitness to practise for registration or recordable qualifications, underpinning such decisions with an evidence base derived from appropriate and effective monitoring of performance.</p> <p>4. Evaluation of learning</p> <p>4.1. Determine and use criteria for evaluating the effectiveness of learning environments – acting on findings, with others, to enhance quality.</p> <p>4.2. Foster and participate in self and peer evaluation to enable students to manage their own learning in practice and academic settings and to enhance personal professional development.</p> <p>4.3. Evaluate the effectiveness of assessment strategies in providing evidence to make judgements on fitness for practice.</p> <p>4.4. Report on the quality of practice and academic learning environments to demonstrate that NMC requirements have been met, particularly in relation to support of students and achievement of standards of proficiency</p> <p>5. Creating an environment for learning</p> <p>5.1. Develop, in partnership with others, opportunities for students to identify and access learning experiences that meet their individual needs.</p> <p>5.5. Explore and implement strategies for continuous quality improvement of the learning environment.</p> <p>6. Context of practice</p> <p>6.2. Contribute effectively to processes of change and innovation – implementing new ways of working that maintain the integrity of professional roles.</p> <p>6.3. Negotiate ways of providing support to students so that they can achieve their learning needs within the context of professional and interprofessional practice.</p> <p>6.4. Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice.</p> <p>6.5. Act as a role model to enable students to learn professional responsibilities and how to be accountable for their own practice.</p> <p>8. Leadership</p> <p>8.1. Demonstrate effective communication skills to facilitate delivery of educational programmes leading to registration or a recordable qualification.</p> <p>8.2. Initiate and lead programme development and review processes to enhance quality and effectiveness.</p> <p>8.3. Develop effective relationships with practice and academic staff involved in programme delivery to ensure clarity of contribution and strategies to respond to evaluation of learning experiences.</p> <p>8.4. Demonstrate strategic vision for practice and academic development relevant to meeting NMC requirements.</p> <p>8.5. Manage competing demands to ensure effectiveness of learning experiences for students.</p> <p>8.6. Lead, contribute to, analyse and act on the findings of evaluation of learning and assessment to develop programmes.</p> <p>8.7. Provide feedback about the effectiveness of learning and assess</p>

Identify final assessment component and element	Element 2	
% weighting between components A and B (Standard modules only)	A: N/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, (b) evaluate an e-learning resource, and (c) 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.	50%
Element 3 Engage with an online discussion (with triggers and problems) (1000 word equivalent)	25%

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, (b) evaluate an e-learning resource, and (c) 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.	50%
Element 3 Engage with an online discussion (with triggers and problems) (1000 word equivalent)	25%
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.	