



## **Module Specification**

### Enhancing Learning and Teaching in Higher Education

Version: 2023-24, v2.0, 19 Apr 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Enhancing Learning and Teaching in Higher Education

**Module code:** UTLNAT-20-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

**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:** Higher Education Theory and Practice 2023-24

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry requirements: Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking HEA accreditation 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.

**Educational aims:** See learning outcomes.

**Outline syllabus:** This module builds on the Higher Education Theory and Practice module, further developing and embedding research-based teaching and guidance strategies to enable individual learners to make good progress. Participants will have the opportunity/be encouraged to take risks in trying out a range of different teaching strategies, including the innovative use of learning technologies and subject specific pedagogies.

The module will consider 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, and to address the long-term curriculum requirements. Participants will apply their understanding of formative assessment to a range of feedback activities to promote learning and formulate summative assessment strategies which match module learning outcomes at the level of the academic programme. They will use a range of evaluation and quality assurance tools to encourage students to become partners in their learning. 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.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Delivery is through a series of workshops and distance learning provision. Participants will form small Peer Support Groups of around five students who will meet regularly with their tutor and independently 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 analyse different models of and approaches to curriculum design and translate this understanding into practice within their subject discipline and professional context

**MO2** Draw on relevant concepts, theories and perspectives to create teaching and learning strategies which motivate and engage, appropriate to the subject context and learning mode, in order to enable individual students to make progress

**MO3** Use and evaluate a wide range of formative assessment strategies to identify and address individual students' needs in order to help students to be responsible for their own progress; justify the decisions involved in designing summative assessment with reference to subject and university requirements

**MO4** Critically reflect on the impact of teaching on learning and progression within the context of curriculum design, including use of student responses and other forms of feedback in order to improve progress of learners

**MO5** Plan Continuing Professional Development to ensure currency in subject knowledge, curriculum development and pedagogical approaches within the context of their subject, their institution and higher education practice

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 173 hours

Face-to-face learning = 27 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlnat-20-m.html) via the following link <https://uwe.rl.talis.com/modules/utlnat-20-m.html>

## **Part 4: Assessment**

**Assessment strategy:** This module builds on the work done in UTLNAS-20-M Higher Education Theory and Practice, which took a more general approach, with the expectation that participants will now demonstrate development in breadth and depth of understanding and practice related to their subject area.

Participants complete a reflective blog and create an e-portfolio for this module.

The reflective blog is the controlled conditions element for assessment. Teaching is observed by the tutor and departmental Learning and Teaching Mentor, as well as participants observing and being observed by two peers from the programme. These observations will generate a range of resources, feedback and personal reflections which will be linked to the blog. The content of the blog will demonstrate a critical engagement with the context; reflect on learning and teaching practice and demonstrate the impact of teaching practice on student learning.

The e-portfolio is the coursework element for assessment. For the e-portfolio a range of assessment activities will enable participants to build a body of evidence to meet the learning outcomes for the module. Assessment activities blend traditional and virtual approaches enabling participants to try out the approaches used on the programme as learners as well as with their own students. Assessment activities will usually be undertaken within Peer Support Groups. The assessment is on the individual critical reflection or reporting of the experience. All activities undertaken throughout the module will attract formative feedback; three will be formally assessed. The Engagement Record which links evidence of meeting the dimensions of the UK Professional Standards Framework will be included in the portfolio.

The work-based and individual practice nature of the module, together with formative conversations between participants, tutors and mentors, ensure that it is extremely unlikely that programme participants would plagiarise others' work.

#### Assessment Criteria

As with any M Level module, we expect adequate reference to appropriate literature in order to meet the assessment criteria below. The assessment of both components will be in terms of the following assessment criteria:

#### 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.

#### Contextual Domain

The assignment demonstrates that the course member 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 the contextual significance.

#### Action Domain

The assignment demonstrates that the course member 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.

#### **Assessment components:**

##### **Reflective Piece (First Sit)**

Description: Reflective blog relating to professional practice marked as pass/fail.

Weighting:

Final assessment: No

Group work: No

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

##### **Portfolio (First Sit)**

Description: E-portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

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

##### **Reflective Piece (Resit)**

Description: Reflective blog relating to professional practice marked as pass/fail.

Weighting:

Final assessment: No

Group work: No

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

**Portfolio (Resit)**

Description: E-portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

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

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Academic Practice [Frenchay] Not Running PGCert 2023-24

Academic Practice [GCET] Not Running PGCert 2023-24