



## **Module Specification**

### Enhancing Learning and Teaching in Higher Education

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## Part 1: Information

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

**Module code:** URJNCL-20-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 20

**ECTS credit rating:** 10

**Faculty:** Academic Practice Directorate

**Department:** APD Central

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Academic Practice

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

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

## Part 2: Description

**Overview:** This module builds on the Higher Education Theory and Practice module, exploring broader issues of curriculum design, UWE frameworks and the wider context of Higher Education. Through the use of enquiry-based and scholarly approaches to learning, teaching and assessment participants will be encouraged to challenge themselves to engage in a range of different teaching, learning and assessment strategies building on elements of good curriculum design.

**Features:** Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking HEA accreditation as a Fellow of the Higher Education Academy (FHEA) this must be at HE level and must cover a relevant range of duties appropriate to meet the requirements of the UK Professional Standards Framework (UKPSF) at Descriptor 2.

**Educational aims:** This module aims to blend theory with practice and prepare participants for work as an academic professional by understanding key elements of curriculum design and the wider context of teaching in Higher Education.

**Outline syllabus:** The module will focus on locating and developing teaching, learning and assessment practices through evidence based curriculum design, embedded within the context of participant's discipline, department, the institution and the wider higher education sector. Participants will consider a range of appropriate frameworks and reflect on the diverse needs of their own learners with the intention of designing effective curricula.

Participants will have the opportunity to integrate their existing experience with a range of pedagogic concepts and ideas, and to share experiences and expertise with peers on the module. They will also engage in reflective practice to analyse and develop their own practice and identify their own development needs.

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

**Teaching and learning methods:** This module's delivery will be through a series of learning experiences including workshops, activities and resources. These learning experiences will be delivered online and/or through face-to-face delivery. Participants will be expected to engage in further reading, group/peer based discussions as well as independent study.

During the module each participant will work with a Module Tutor (a member of the module's teaching staff) and a designated Academic Professional Mentor (a more experienced colleague usually from the participant's own department/service). Both will support them in reflecting upon and developing their practice within their own

context.

Scheduled learning: includes online sessions, core reading, scheduled discussions and workshops.

Independent learning: includes hours engaged with additional reading, asynchronous discussions, peer supported learning as well as assignment preparation and completion.

Peer learning: Participants will form Peer Support Groups, supported by a Module Tutor and resources. These groups will be encouraged to meet regularly to support their learning.

Virtual learning: This module will be supported by a range of online learning environments where course materials will be available as well as opportunities to actively engage in the learning. Participants will be expected to access and engage with these materials throughout the module.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically analyse and apply different models of and approaches to curriculum design.

**MO2** Design, use and evaluate appropriate teaching, learning and assessment strategies using an evidence-based approach.

**MO3** Critically reflect on the impact of teaching on learning and progression within the context of curriculum design.

**MO4** Plan Continuing Professional Development activities to ensure currency in subject knowledge, curriculum development and pedagogical approaches.

**Hours to be allocated:** 200

**Contact hours:**

Face-to-face learning = 30 hours

Total = 30

**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:** This module builds on the work undertaken in Higher Education Theory and Practice, with the expectation that participants will demonstrate developments in their breadth and depth of understandings and practices related to their subject area.

Participants complete:

A) A Professional Practice Portfolio: including a) teaching practice reviews, 2) record of engagement activities linked to the UKPSF, and 3) personal development plans.

B) A Structured Critical Reflection: including a critical review of a chosen module drawing from evidence based practice and a curriculum design framework.

All activities undertaken throughout the module will attract formative feedback; and assessed through the Professional Practice Portfolio (pass/fail) and the Structured Critical Reflection (% grade).

On successful completion of this module participants will achieve the learning outcomes, as appropriate to the context of their practice, the wider institution and the Higher Education sector, and with reference to relevant literature.

### **Assessment components:**

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

Description: Professional Practice Portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Reflective Piece (First Sit)**

Description: Structured Critical Reflection

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Professional Practice Portfolio (Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Reflective Piece (Resit)**

Description: Structured Critical Reflection

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Academic Professional Practice {Apprenticeship-UWE} [Frenchay] PGCert 2023-24