UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information		
Module Title	Enhancing Learning and Teaching in Higher Education	
Module Code	URJNCL-20-M	Level	M
For implementation from	February 2019		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Academic Practice Directorate	Field	Academic Practice
Department	Academic Practice Directorate		
Contributes towards	Postgraduate Certificate in Academic Professional Practice		
Module type:	Professional Practice		
Pre-requisites	UTLNCJ-20–M Higher Education Theory and Practice		
Excluded Combinations	None		
Co- requisites	None		
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.		

Part 2: Description

This module builds on the Higher Education Theory and Practice module, further developing and embedding enquiry-based and scholarly approaches to learning, teaching and assessment. Participants will have the opportunity/be encouraged to challenge themselves to engage in a range of different teaching, learning and assessment strategies, including the innovative use of learning technologies and subject-specific pedagogies.

The module will consider how to motivate and engage learners from different backgrounds and with a range of needs and to design and plan appropriate and coherent programmes of study to challenge and inspire learners and to meet the needs of a range of stakeholders.

Participants will apply their understanding of formative assessment to a range of feedback activities to promote learning and to formulate summative assessment strategies that meet the intended learning outcomes of particular modules and their programmes.

The module will help participants to locate their teaching, learning and assessment practices within the context of their discipline, their department, the institution and the wider higher education sector.

Delivery is through a series of workshops and distance learning provision. Participants will form small Peer Support Groups who will meet regularly with their tutor and independently to support each other and complete set tasks.

Part 3: Assessment: Strategy and Details

This module builds on the work undertaken in UTLNCJ-20-M 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 reflective journal: responding to their teaching practice observations
B) An ePortfolio: on their wider academic practice
Both activities enable participants to build a body of evidence which meets the learning outcomes for the module.

The ePortfolio includes records of teaching observations: sessions observed by the PGCAPP tutor and departmental Teaching and Learning Mentor, as well as participants' observations of their own and others' practice. These observations will generate a range of resources, feedback and personal reflections which, in turn, are linked to the journal. The content of the journal demonstrates a critical engagement with each participants' context, and enables participants to critically reflect on their learning, teaching and assessment practices and to demonstrate their understandings of the impact of these practices on their students' learning.

All activities undertaken throughout the module will attract formative feedback; three of these activities will be formally assessed as part of the ePortfolio. An Engagement Record actively links the evidence presented in the ePortfolio to the dimensions of the UK Professional Standards Framework.

Identify final timetabled piece of assessment (component and element)	**Comp B element 2**		
		A:	**B**:
% weighting between components A and B (Standard modules only)			**100**
First Sit			

Component A (controlled conditions) Description of each element	Element weighting
Reflective journal relating to professional practice	Pass/Fail

Component B Description of each element	Element weighting
ePortfolio	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) Description of each element	Element weighting
Reflective journal relating to professional practice	Pass/Fail

Component B Description of each element	Element weighting
ePortfolio	100%

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	On successful completion of this module participants will, as appropriate to the context of their practice, the wider institution and the Higher Education sector, and with reference to relevant literature, be able to: 1. Critically analyse and apply different models of and approaches to curriculum design (Component A & B) 2. Design, use and evaluate appropriate teaching, learning and assessment strategies using an evidence-based approach (Component A & B) 3. Critically reflect on the impact of teaching on learning and progression within the context of curriculum design (Component A & B) 4. Plan Continuing Professional Development activities to ensure currency in subject knowledge, curriculum development and pedagogical approaches (Component A & B)
Key Information Sets Information	N/A as module is on a postgraduate programme.
Contact Hours	30
Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a; **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test

	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)	
	Total assessment of the module	
	Coursework	50%
	Practical assessment	50%
		100%
Reading List	Reading list Link	

FOR OFFICE USE ONLY

First CAP Approval Date	16/10/2019			
Revision CAP Approval Date		Version	1	

FOR OFFICE USE ONLY