Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	HE in FE	**Level**:	7	**Credit Value**:	30

Module code:	EDM714	**Is this a new module?**	Yes	**Code of module being replaced**:	

Cost Centre(s):	GAPE	**JACS3 code**:	X350

With effect from:	September 17

School:	Social & Life Sciences	**Module Leader:**	Sue Horder

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education	☐	✓
Stand alone module to be aligned with MA Education for QA and assessment purposes.		

Pre-requisites
None

Module Aims

- To broaden understanding of higher education processes and practices, including the United Kingdom Professional Standards Framework (UKPSF), within a further education context;
- To encourage research and scholarly activity in relation to teaching, learning and assessment;
- To explore knowledge, skills and attitudes required for effective planning, preparation and facilitation of learning experiences;
- To consider systematic approaches to improving learning sessions, programmes and their assessment;
- To promote within the HE in FE context the development of appropriate evaluation and quality assurance processes.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically analyse, learning activities in an HE in FE context including the conceptualisation of practice, with specific reference to the UKPSF, and its placement within a range of theoretical paradigms.	KS1	KS3
		KS6	
2	Critically evaluate assessment practice (including providing feedback to learners) in an HE in FE context.	KS4	KS9
		KS10	
3	Appraise and reflect fully on personal educational practice and professional values aligned to the UKPSF.	KS2	KS8
4		KS5	KS6

	Develop, and critically evaluate strategies for effecting change designed to enhance academic practice in HE in FE, including the preparation of a plan to achieve them.		

Transferable skills and other attributes
- Develop research, critical thinking, and scholarship in relation to role and responsibilities of the HE lecturer;   - Reflect upon and develop practice in order to enhance quality;   - Isolate, clarify, assess and manage resolution of most problems;   - Engage confidently in academic and professional communication with others within their field;   - Develop critical thinking and scholarship.

Derogations
None

Indicative assessment:
Portfolio comprising: 1. Write a considered and researched personal teaching philosophy that encompasses evidence and theoretically informed approaches to learning and teaching; 2. Critically review an HE in FE scheme of work and section of delivered sessions (of over 20 hours teaching) in order to refine the approach to enhance student learning; 3. Review one HE in FE assessment for a module you teach. Consider how the assessment is informed by aspects of theory and how it might be modified to improve aspects of its validity, reliability, generalizability and levelness; 4. Develop a comprehensive personal development action plan that identifies areas of HE in FE teaching that you feel you need to enhance in order to promote more effective student learning

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Portfolio	100%	N/A	6,000

Learning and Teaching Strategies:

Learning will be supported through active learning and interactive teaching approaches including blended learning using on-line materials where appropriate. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be expected to engage actively in workshops and seminars as well as practical work-based tasks. Participants will be encouraged to reflect on their practice and to make connections between theory and practice throughout, with particular reference to the UKPSF. The teaching approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy and approach in initial and continuing professional learning. All participants can expect to negotiate their learning programme and content of their assessment tasks on the grounds of discussions held both within class and during tutorials. The module outcomes are congruent with the University Learning & Teaching Strategy, in that the Programme seeks to promote self-development and reflective practice within a context of innovation and scholarship.

Syllabus outline:

- UKPSF, its origins, aims and purposes;
- Research teaching nexus / The impact of research on teaching and learning;
- Quality assurance and enhancement in HE;
- Conceptions of teaching;
- Schools of psychology in education;
- Pedagogical content knowledge / discipline specific teaching / threshold concepts;
- Constructing learning by aligning teaching;
- Taxonomic levels of thinking about teaching/learning;
- Approaches to study / Surface and deep approaches to learning;
- Learning theories;
- Active teaching methods;
- Assessment theories and the functions of assessment (Formative / summative / ipsative, reliability / validity, norm / criterion (competence and achievement) referencing);
- Assessment for / of learning;
- Solo taxonomy;
- Criteria referencing rubrics (styles of achievement based rubrics – pass / merit / distinction or boundaries according to marks);
- Assessment feedback;
- Options for assessment (examinations, multiple choice, etc. Their influence on surface / deep learning).

Bibliography:

Essential reading

Fry, H., Ketteridge, S. and Marshall, S. (2015), *A Handbook for Teaching and Learning in Higher Dducation: Enhancing academic practice*. (Fourth Edition). London, England: RoutledgeFalmer.

Lea, J. (2015) (ed), *Enhancing Learning and Teaching in Higher Education*. Engaging with the Dimensions of Practice. Maidenhead: Open University Press.

Higher Education Academy (2010), UK Professional Standards Framework. York, England. Retrieved February 10, 2017, from
https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

Other indicative reading

Armstrong, S., Chan, S., Malfroy, J., & Thomson, R. (2015). Assessment Guide Implementing criteria and standards-based assessment. Teaching Development Unit, University of Western Sydney. Retrieved February 10, 2017, from University of Western Sydney:
https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/449860/PVC5557_Assessment_Guide_LR3.pdf

Bolton, G. (2010), Reflective Practice. London: SAGE Publications Ltd.

Kember, D., Leung, D., and McNaught, C. (2008), 'A workshop activity to demonstrate that approaches to learning are influenced by the teaching and learning environment'. *Active learning in higher educatio*n, Vol 9 No 1, pp. 43-56.

Stephens, J., Hernandez, M., Román, M., Graham, A., and Scholz, R. (2008), 'Education as a change agent for sustainability in different cultures and contexts'. *International Journal of Sustainability in Higher Education.* Vol. 9 No.3, pp. 317-338.