

Module specification

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Module Code	EDS746
Module Title	Learning, Teaching and Assessment in Higher Education
Level	7
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	100461
Cost Code	GACC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Certificate in Learning and teaching in Higher Education	Core

Pre-requisites

Must be teaching in a higher education setting or equivalent.

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	100 hrs
Guided independent study	170 hrs
Module duration (total hours)	300 hrs

For office use only	
Initial approval date	8 October 2019
With effect from date	October 2019

For office use only	
Date and details of revision	September 2024 – updated assessment element 1 and LO1 for implementation from Sept 2024
Version number	2

Module aims

This module is designed to introduce practitioners to the knowledge and skills necessary to plan, deliver, and evaluate learning in a variety of contexts within Higher Education. The module encourages participants to use effective models of reflective practice to develop and enhance approaches to teaching based on theoretical models of learning. The module considers approaches to teaching and learning for large and small groups and explores the use of technology in supporting effective learning environments.

The module also focuses on planning and developing sessions, and a curriculum based on the principle of constructive alignment. A focus on developing practical teaching skills that support an active and inclusive approach to teaching and is examined in order to support effective learning. Seminars, tutorials, presentations, workshops and some online activities will be used to facilitate the learning and teaching process.

In addition, the module explores the concept of assessment for learning and participants will critically analyse a range of assessment methods appropriate to their subject discipline and context in Higher Education.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Plan and create a Moodle book resource that meets the needs of individuals and groups of students
2	Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's desired and intended learning outcomes.
3	Critically reflect on assessment practices and a range of strategies used to assess student learning, informed by current scholarship and research.
4	Critically analyse the use and value of appropriate learning technologies designed to support student learning.
5	Critically evaluate own teaching practice (learning, teaching and assessment) in the context of own institution's learning and teaching strategy and the UKPSF and identify actions for improvement.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.



Assessment One: Participants will create a Moodle book resource designed to meet intended learning outcome 1 and will include a rationale for the Moodle book that support pre-session work for one session in their subject discipline teaching (A1, A2, A4, A5) teach and/or support learning (A2) and how they assess and give feedback to learners. The Moodle book will be peer reviewed and support collaboration with others to enhance practice prior to the final assessment (V5). Participants will also be able to demonstrate how learners learn (K1) and approaches to teaching and supporting learning, appropriate for subjects and level of study (K2).

Assessment Two: An observation of the participant's practice will be undertaken by the module tutor, using the University's peer review process. This supports a professional dialogue about the development of learning, teaching and assessment in their subject discipline and in the context in which they teach. The professional dialogue is designed to be developmental and aligned to the UKPSF. This meets intended learning outcome 5. (Duration: 1 hour)

Assessment Three: Participants write a reflective essay that critically evaluates their learning, teaching and assessment practice (A1, A2, A3) in the context of own institution's learning and teaching strategy (K6) and the UKPSF. The reflection will draw on their experiences of their microteach, the peer review of their teaching practice and their teaching practice in general. The critical reflection will consider strategies that effectively support learning, teaching and assessment and will include an analysis of the use and value of appropriate technologies (K4) in supporting learning environments. The reflection should be informed by current scholarship and research (V3, V4). The participants will also include an action plan which identifies development targets that are designed to enhance their academic and professional practice in relation to learning, teaching and assessment which can be included in their PDR (A5). (3000 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Coursework	30
2	5	Practical	Pass/Fail
3	2, 3, 4	Written Assignment	70

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops. An active and inclusive approach is used to engage learners in the topics and will involve individual, group work and flipped learning experiences. Participants will engage in directed and independent study outside of the taught sessions as is expected of learning at level 7. The Moodle VLE and other on-line materials will be available to support learning. The PG Cert seeks to adopt a learner-centred approach in initial and continuing professional learning. The PG Cert programme outcomes are congruent with WU's Strategy For Supporting Student Learning and Achievement (SSSLA, 2017) and the UK Professional Standards Framework (UKPSF).



Indicative Syllabus Outline

- UK Professional Standards Framework (UKPSF)
- Expectations of teachers in Higher Education
- Models of reflective practice
- WGU Strategy for Supporting Student Learning and Achievement and links to the UKPSF
- QAA Quality Code and the Qualifications and Credit Framework (QCF) at level 4 and above
- Planning for learning
- Curriculum development and planning
- Constructive alignment theory and constructing learning through appropriate activities
- Learning theories/active teaching methods
- Schools of Psychology – behaviourist/cognitivist, constructivist/social constructivist
- Pedagogical Content Knowledge/subject specific teaching practices
- Threshold concepts
- Effective use of technology in learning, teaching and assessment
- Principles of effective assessment
- Formative and summative assessment
- Effective feedback to support learning
- Continuous Professional Development (CPD) and evaluation of teaching practice
- Peer observation and the development of learning and teaching

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Lea, J. (2015). *Learning And Teaching In Higher Education: Engaging With The Dimensions Of Practice*. Maidenhead: Open University Press.

UKPSF (2011). *UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education*.

<https://www.heacademy.ac.uk/system/files/downloads/UK%20Professional%20Standards%20Framework.pdf>

Accessed 25 June 2019

UKPSF (2011). *Fframwaith Safonau Proffesiynol y DU ar gyfer addysgu a chynorthwyo dysgu mewn addysg uwch*

https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_welsh.pdf

Accessed 25 June 2019

Other indicative reading

Biggs, J. & Tang, C. (2011). *Teaching for quality learning at university: What the student does*. 4th Ed. Maidenhead, England: Open University Press



Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.