Module Code:	EDS746

Module Title:	Learning, Teaching and Assessment in Higher Education

Level:	7	Credit Value:	30

Cost Centre(s):	GACC	JACS3 **code**: HECoS code:	X350 100461

Faculty	Social and Life Sciences	Module Leader:	Sue Horder

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	100 hrs
Module duration (total hours)	300 hrs

Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework;

Level	Credit volume	Overall learning hours	Contact learning hours	Independent learning hours
Level 3	20 credits	200 hrs	40	160
Level 4	20 credits	200 hrs	36	164
Level 5	20 credits	200 hrs	30	170
Level 6	20 credits	200 hrs	24	176
Level 7	20 credits	200 hrs	21	179

Programme(s) in which to be offered (not including exit awards)	Core	Option
Postgraduate Certificate in Learning and teaching in Higher Education	✓	☐

Pre-requisites
Must be teaching in a higher education setting or equivalent.

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.

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	Plan and deliver a teaching session that meets the needs of individuals and small groups. (A1, A2, A3, K1, K2; UKPSF, 2011)	KS1	KS2
		KS4	KS6
2	Critically reflect on and evaluate learning experiences that incorporate educational theory in relation to a session's desired and intended learning outcomes. (A1, A2, A3, K1, K2, V1, V2; UKPSF, 2011)	KS1	KS3
		KS6	

3	Critically reflect on assessment practices and a range of strategies used to assess student learning, informed by current scholarship and research. (A1, A3, A4, A5, K1, K2, K6, V2, V3; UKPSF, 2011)	KS7	
4	Critically analyse the use and value of appropriate learning technologies designed to support student learning. (A4, K4; UKSPF, 2011)	KS4 KS6	KS5
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. (A5, K2, K3, K5, K6, V2, V4; UKPSF, 2011)	KS3 KS9	KS8

Transferable skills and other attributes

- Self-development and reflective practice within a context of innovation and scholarship.
- Action planning and CPD
- Learning how students learn
- Curriculum development

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment One: Participants will be observed undertaking a 20 minute microteach to peers on the PG Cert. This will be negotiated with the module tutor and the participant and is designed to meet intended learning outcome 1. During the observation the participant will demonstrate how they plan a session (A1) teach and/or support learning (A2) and how they assess and give feedback to learners (A3). The microteach is designed to be supportive and collegiate and enables an initial reflection about the development of learning, teaching and assessment in line with the UKPSF.
Participants will also be able to demonstrate their knowledge of the subject material (K1) and appropriate methods for learning and teaching in the subject area (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.

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).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1	Simulation	30%	20 min
2	5	Practical	Pass/Fail	1 hour
3	2,3,4	Reflective Practice	70%	3,000

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 WGU's Strategy For Supporting Student Learning and Achievement (SSSLA, 2017) and the UK Professional Standards Framework (UKPSF).

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:

Essential reading

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.
(Available on-line through Resource Finder and Dawson eBooks)

Rogers, J. (2007). *Adults Learning.* 5th Ed. Maidenhead: Open University Press.
(Available on-line through Resource Finder and Dawson eBooks)

WGU strategy for Supporting Student Learning and Achievement (2017).
https://wgyou.glyndwr.ac.uk/wp-content/uploads/2018/07/Supporting-Student-Learning-and-Achievement-Strategy-STLTQ1718002.pdf Accessed 25 June 2019