

Module specification

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Module Code	EDS745
Module Title	Academic Practice in Higher Education
Level	7
Credit value	30
Faculty	Social and Life Science
HECoS Code	100461
Cost Code	GACC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Postgraduate Certificate in Higher Education Teaching and Learning	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	100 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	300 hrs

Module aims

This module provides participants with the opportunity to critically engage with the broader context of Higher Education, reflecting on the evolving role of academics and universities in society. Participants will explore the influence of external factors on academic practice, including marketisation, regulatory frameworks, and institutional strategies, and will examine how these shape professional responsibilities.

A key focus of the module is the enhancement of academic practice through evidence-informed approaches to teaching and learning, aligning with the Professional Standards Framework (PSF, 2023). Participants will critically evaluate strategies for effecting change within their own subject or discipline, considering the implications for both student learning and their professional development.



The module encourages engagement in research and scholarly activity, supporting participants to undertake a negotiated critical study in an applied area of academic practice. Through this, they will develop their ability to integrate research into teaching, bridging scholarly inquiry with student learning outcomes.

Furthermore, participants will complete and evidence 100 hours of teaching practice in Higher Education, enabling them to apply theory to practice in real-world settings. They will be encouraged to disseminate their findings through appropriate academic channels, enhancing both their own practice and the wider professional learning community.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically evaluate the role of academics and Higher Education in society, considering external influences and their implications for professional practice. PSF- A4, V3,V4, K3, K5
2	Critically evaluate and justify how scholarship, research, or other evidence-informed approaches can be applied to enhance teaching and professional practice in higher education. PFS- A5, V2, V3, K2, K3, K5
3	Design and execute a negotiated critical study into an applied area of Higher Education academic practice, integrating research to inform professional learning and teaching. PFS- A5, K2, K3, V3,
4	Complete and evidence 100 hours of teaching practice in Higher Education.

Assessment

Indicative Assessment Tasks:

Assessment 1:

Participants will critically engage with an area of academic practice in Higher Education through two components. The first is a literature review (1800 words), evaluating the role of academics and Higher Education in society, considering external influences and their implications for professional practice. (LO1)

Assessment 2:

Students will undertake a negotiated critical study (2,700 words or equivalent) on an applied area of Higher Education academic practice. The study must critically evaluate and justify how scholarship, research, or evidence-informed approaches enhance teaching and professional practice (LO2). Students will also design and execute their study, integrating research to inform professional learning and teaching (LO3).

The assessment consists of two parts:

Rationale and Justification – Students will define and justify their study focus, critically engaging with relevant scholarship and research.

Study Design and Execution – Students will develop and implement their study, applying appropriate research methods and academic perspectives.

Participants can choose from a range of formats, including a literature review, conference poster, module development, publication article, or multimedia presentation. Whatever the format, the study must demonstrate a research-informed approach to improving academic practice and outline how proposed strategies will be implemented.

Assessment 3:

Participants must evidence 100 hours of teaching practice in Higher Education, demonstrating their ability to apply theoretical knowledge to professional practice. This will be documented through a Teaching Practice Record Form, signed by a line manager to confirm completion. (LO4)

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	LO1	Written Assignment	1800	40%	N/A
2	LO2, LO3	Negotiated Learning	2700	60%	N/A
3	LO4	Practical	100 hours of teaching practice	Pass/Fail	N/A

Derogations

Students must pass all elements of assessment to complete the module and demonstrate alignment with relevant dimensions of the PSF (2023)

Learning and Teaching Strategies

The module is taught through a combination of lectures and workshops initially, followed by a series of personal tutor sessions focusing on individual research projects. An active and inclusive approach is used to engage learners in the notion of the scholarship of learning and teaching and will involve individual, group work and flipped learning experiences, aligned to the Active Learning Framework (ALF).

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.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- The role and purpose of Higher Education in society
- Institutional strategies, policies, and external influences
- The evolving role of academics and professional identity
- Marketisation, regulation, and the student-consumer model
- The UK Professional Standards Framework (UKPSF) and evidence-informed practice
- Integrating research into teaching and learning
- Conducting a critical study in academic practice
- Designing and evaluating effective learning experiences

- Literature reviews and sourcing academic evidence
- Reflective practice and professional development in HE
- Strategies for effecting change in academic practice
- Disseminating research and scholarly activity

Indicative Bibliography:

Essential Reads

Enhancing Teaching and Learning in Higher Education (2024) *Enhancing Teaching and Learning in Higher Education*, Volume 2. Available at: <https://www.enhancingtandlinhe.org/index.php/1/issue/view/2/2> (Accessed: [insert date of access]).

Additional Readings:

Biggs, J. & Tang, C. (2011), *Teaching for Quality Learning at University* (Open University Press).

Gorard, S. (2020), *Getting Evidence into Education: Evaluating the Routes to Policy and Practice* (Routledge).

Petty, G. (2018), *How to Teach Even Better: An Evidence-Based Approach* (Oxford University Press).

Other indicative reading

Molesworth, M., Scullion, R. and Nixon, E. (2011), *The Marketisation of Higher Education and the Student as Consumer*. Abingdon: Routledge.

Administrative Information

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