Prifysgol **Wrecsam**
Wrexham University

Module specification

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Module Code	EDS746
Module Title	Learning, Teaching and Assessment in Higher Education
Level	7
Credit value	30
Faculty	SALS
HECoS Code	100461
Cost Code	GACC
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Postgraduate Certificate in Learning and teaching in Higher Education	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 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. This should be aligned to institution's learning and teaching strategy and the PSF (2023).
3	Critically reflect on assessment practices and a range of strategies used to assess student learning, informed by current scholarship and research. This should be aligned to institution's learning and teaching strategy and the PSF (2023).
4	Critically analyse the use and value of appropriate learning technologies designed to support student learning. This should be aligned to institution's learning and teaching strategy and the PSF (2023).
5	Critically reflect on tutor-led observation of your practice in line with PSF (2023).

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. 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 PSF (2023). 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 PSF (2023). The reflection will draw on their development of a Moodle book, the observation 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	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Coursework		30	N/A
2	5	Practical	1 hr	Pass/Refer	N/A
3	2, 3 & 4	Written Assignment	3000 words	70	N/A

Derogations

Students must pass all elements of assessment as they are aligned to the PSF (2023).

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 aligned to the university's 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. 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) and the Professional Standards Framework (PSF, 2023).

Welsh Elements

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

Indicative Syllabus Outline

- UK Professional Standards Framework (PSF, 2023)
- Expectations of teachers in Higher Education
- Models of reflective practice
- WU Strategy for Supporting Student Learning and Achievement and links to the PSF
- 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 (2023), UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education. https://www.advance-he.ac.uk/teaching-learning/professional-standards-framework

UKPSF (2023), Fframwaith Safonau Proffesiynol y DU ar gyfer addysgu a chynorthwyo dysgu mewn addysg uwch https://www.advance-he.ac.uk/teaching-learning/professional-standards-framework

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

Administrative Information

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Initial approval date	Oct 2019
With effect from date	Sept 2025
Date and details of revision	Revalidated in Mar 2025
Version number	3