Module Code:	EDS745

Module Title:	Academic Practice 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	270 hrs
Placement	0 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 encourages participants to consider the wider context of working in Higher Education and consider the role of academics and Higher Education in society.   Participants are encouraged to critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline in relation to the implications for own professional practice and ways in which engaging in research and scholarly activity that can enhance practice.   The module promotes the use of evidence informed approaches to learning. In order to engage in research and scholarly activity designed to enhance practice, participants will identify and execute a negotiated critical study into an applied area of Higher Education academic practice. Participants will be encouraged to disseminate their findings to a wider audience.

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 evaluate the role of academics and higher education in society in relation to the implications for own professional practice. (V3, V4; UKPSF, 2011)	KS2	KS3
		KS4	KS6
		KS7	KS8
2	Critically evaluate strategies for effecting change designed to enhance academic practice in own subject/discipline. (A5, K6, V3, V4: UKPSF, 2011)	KS2	KS3
		KS6	KS9
3	Identify and execute a negotiated critical study into an applied area of HE academic practice. (A5, K6, V3, V4: UKPSF, 2011).	KS1	KS3
		KS4	KS5
		KS6	KS7
		KS8	KS10
4	Complete and evidence 100 hours of teaching practice in HE		

Transferable skills and other attributes
• Self-development and reflective practice within a context of innovation and scholarship. • Research skills • Evidence-based practice to support learning and curriculum development • Quality enhancement • Scholarship of learning and teaching

Derogations
N/A

Assessment:

Indicative Assessment Tasks:

Assessment One: Participants will negotiate a critical study into an applied area of academic practice designed to enhance their practice and support student learning. The study will be negotiated and agreed with the module tutor. The study will be of direct and applied relevance to the participant's academic practice and/or subject discipline.

The study will provide a final capstone piece of work for the programme and enables participants explore their learning and teaching practice, as well as the current issues and debates in the literature and within disciplines. The aim of the module is to enable participants to build these discussions in order to enhance learning and teaching. The study may consist of (but not restricted to):

Assessment Two: Evidence of 100 hours of teaching practice is required to authenticate practice for the purposes of professional recognition as a Fellow of the Higher Education Academy.

A literature review	An article for publication	Book chapter
A conference presentation, paper or workshop	Development of new modules and curricula	Development of resources or technologies to support learning

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1-3	Project	100%	
2	4	Practice	Pass/Fail	100 hours of teaching practice

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. 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:
• The place of HE in the wider regional, national and international context • National policy and its impact on HE institutions • Organisational mission, structures, cultures and values and their impact • Research teaching nexus / The impact of research on teaching and learning • The scholarship of learning and teaching • Writing for publication • Quality assurance and enhancement in HE • Ethics (research and otherwise)

Indicative Bibliography:
Essential reading
Pokomy, H, and Warren, D. (2016). *Enhancing Teaching Practice in Higher Education.* London: Sage Publications Ltd. Bishop-Clark, C and Dietz-Uhler, B. (2012). *Engaging in the Scholarship of Learning and Teaching.* Virginia: Stylus Publishing 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)

Hunt, L and Chalmers, D. (2013). *University Teaching in Focus.* London: Routledge.
(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