# MODULE SPECIFICATION

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

Supporting Learning in the Academic Environment (UN828 – UELT8280)

1. School or partner institution which will be responsible for management of the module

UELT/Centre for the Study of Higher Education

1. Start date of the module

September 2015

1. The number of students expected to take the module

Up to 30 per year

1. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

n/a

1. The level of the module

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1. The number of credits and the ECTS value which the module represents

15 credits, 7.5 ECTS

1. Which term(s) the module is to be taught in (or other teaching pattern)

The module will normally be taught once in each academic year, in either the Autumn or Spring term, dependent on demand.

1. Prerequisite and co-requisite modules

This module cannot be taken in conjunction with UN819: Introduction to Learning, Teaching and the Academic Environment

1. The programmes of study to which the module contributes

Postgraduate Certificate in Higher Education

Postgraduate Diploma in Higher Education

MA in Higher Education

1. The intended subject specific learning outcomes

NB to attain Associate Fellowship of the HEA, participants should demonstrate successful engagement with at least 2 areas of activity (A), appropriate core knowledge and understanding (at least K1 and K2), and a commitment to appropriate professional values (V). This module, taken in conjunction with UN820,enables participants to attain Associate Fellowship.

* 1. A sound understanding of a range of approaches to supporting learning in Higher Education (contributing to PGCHE Knowledge and Understanding 1; UKPSF (depending on field of practice) A1, A2, A3, and/or A4,K1; K2, K3, V1, V2)
	2. An understanding of how these approaches are implemented in Higher Education, critically evaluating personal practices in the light of relevant theory (contributing to PGCHE Intellectual Skills 1 and subject-specific skills 2, UKPSF K4 and V2)
	3. An ability to make informed decisions about appropriate methods, (contributing to PGCHE Knowledge and Understanding 3;UKPSF (depending on field of practice) A1, A2, A3, and/or A4; K2, K3 and/or K4 )
	4. An understanding of the principles of evaluating learning and understanding and how these relate to their own immediate practice (contributing to PGCHE Subject-specific skills 5 and 6 and UKPSF A2, A3;)
	5. The development of practical skills as a reflective practitioner in a learning support role, contributing to PGCHE Knowledge and Understanding 1 and 4; Intellectual Skills 1; Subject-specific skills 2; UKPSF (depending on field of practice) A2, A3, A4; K1, K2, K3, K5; V1, V3.
1. The intended generic learning outcomes
	1. Improving own learning: the skills of a reflective practitioner who is able to evaluate their own practice as a facilitator of student learning using appropriate demonstration and communication techniques and to plan for continuing professional development (contributing to PGCHE Knowledge and Understanding 4,Subject-specific Skills 3 ,Transferable Skills 1; UKPSF A5, K6, V3)
	2. Communication: ability to communicate effectively and appropriately in a diverse range of contexts, using IT as appropriate and showing a capacity to sustain the interest of others and to respond perceptively to their contributions. (contributing to PGCHE Transferable Skills 2 and UKPSF K5)
	3. Problem-solving: expertise in operating successfully within the constraints and opportunities of the institutional setting and (where appropriate) developing strategies for balancing and integrating teaching and practice/ research.(contributing to PGCHE Transferable Skills 3 and UKPSF K6)

13.A synopsis of the curriculum

The module is intended to support professional development through a process of critical reflection, and to meet the particular needs of staff engaged in a range of learning support roles. For this reason it is designed to be flexible and adaptable to practice in different specialist fields. It aims to provide an introduction to different approaches to learning, the assumptions on which they are founded and their implications for practice. The curriculum focuses chiefly on student-centred approaches to learning: how students learn, both generally and within subject/ disciplinary/practice areas; effective approaches to student support and guidance; the role of feedback in supporting learning; and strategies for evaluating the effectiveness of professional practice. The module seeks to make explicit links between principles and the application of these to participants’ own practice and development. Participants are encouraged to reflect on personal practices, evaluate them and identify how they can be developed.. A further central component of the module is the role of observation: being observed (and observing more experienced colleagues), receiving and responding to feedback, and articulating the values which underpin one’s own practice are central to the development of the skills of a reflective practitioner and to career development.

14.Indicative Reading List

Armitage A, Bryant, R, Dunnill R, Flanagan, K, Haye, D, Hudson, A, Kent, J, Lawes, S and Renwick, (2003) *Teaching and Training in Post-compulsory Education*  Open University Press 2003

Boud, D Dunn, J and Hegarty-Hazel, E (1986) *Teaching in Laboratories*. Society for Research into Higher Education, Milton

Brookfield SD and Preskill S (1999) *Discussion as a Way of Teaching: tools and techniques for university teachers*, Buckingham, SRHE/Open University Press

Brown S and Smith S (1999) *Academic Survival Strategies* SEDA

*Cottrell, S.* (*2001*) *Teaching Study Skills and Supporting Learning*. Basingstoke, NY: Palgrave Macmillan.

Exley K and Dennick R (2004) *Small Group Teaching: Tutorials, Seminars and Beyond* Routledge/Falmer

Fry H, Ketteridge S and Marshall S (eds) (2009) A Handbook of Learning and Teaching in Higher Education Routledge

Gibbs, G and Jaques, D (1989) *Labs and Practicals*. Oxford: Oxford Centre for Staff DevelopmentWalker M (2005) *Higher Education Pedagogies* Buckingham, SRHE/Open University Press

Jones, M. and Siraj-Blatchford, Jo (1997). Researching into Student Learning and Support in Colleges and Universities (Practical Research). Routledge

## Dawson, P. et al (2014) ‘On the Effectiveness of Supplemental Instruction: A Systematic Review of Supplemental Instruction and Peer-Assisted Study Sessions Literature Between 2001 and 2010, *Review of Educational Research* 84: 609-639

Wolfendale, S & Corbett, J (Eds) (1996) Opening Doors: Learning Support in Higher Education, London: Cassell.

Subject-specific publications eg

Burgess, H and Taylor, I (eds) (2004) *Effective Learning and Teaching in Social Policy and Social Work* London, Routledge

15.Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

Learning strategy:

Teaching and learning methods will model good practice in learning and teaching. Much of the learning will be experiential, collaborative in nature and focussed on reflective practice. Experience will be provided of group and individual work, discussions and seminars. The UKPSF will be used to structure a consideration of the key relationships between its dimensions and the development of participants’ teaching practice. Tutorials and feedback from a designated mentor and APT tutor will support development over the term following the taught element of the module.

This module comprises

* 15 hours teaching, combining lectures, seminars, and workshops according to the needs of each cohort. Each session lasts 2.5 hours. The module may be taught in 6-week blocks or in other modes (e.g. 3-day intensive). A combination of these enables participants to meet the module learning outcomes
* 3 hours’ tutorial time. To support the development of the portfolio, participants will normally be expected to have a minimum of **two** meetings with a designated APT tutor to discuss their assignments, including the development of their portfolios (details below)
* Participants will be expected to engage in 132 hours of independent study, both in preparation for taught sessions and for assessment. The allocation of a large amount of time for independent study allows for reflection on an individual’s current learning and practices as a supporter of student learning, the acquisition of a deeper knowledge of key theories and issues and for development of some of the ideas generated during taught sessions.

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16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

Assessment is designed to reflect the emphasis on the development of practical skills as a reflective practitioner and application of theory to practice.

Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to supporting learning (including possible uses of technology) and an ability to evaluate the application of these to their own Higher Education practice. Written work should include a case study illustrating this.

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical skills for supporting learning and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a supporter of learning in higher education.

Assignment 1: 1,500 word essay (11c,11d,11e,12b)

Assignment 2: 1,500-word (or equivalent) portfolio of evidence in an individually negotiated format, to include a 500-word reflection on own learning and educational philosophy statement (12.a)

 Such a portfolio would typically include examples of ways in which student learning is supported, a consideration of the rationale for the approach taken and a reflection on what has been learned from the processes of observing others. It **must** include an observation of their practice by a mentor and a case study illustrating how the participant has applied their principles in practice. The portfolio will be assessed on the extent to which you critically engage with the UKPSF, provide evidence of a learning and teaching perspective on professional issues in your own practice, and a critical reflection on the learning and teaching process, supported by reference to a current and relevant research base. Participants must be able to demonstrate a sound understanding of the key elements of this module, including an awareness of a range of approaches to supporting learning (including, where appropriate, possible uses of technology) and an ability to evaluate the application of these to their own practice. The portfolio may be submitted as an e-portfolio or in hard copy.

Participants will be offered substantial tutorial support to provide feedback on their development. This will include the development of practical skills and support in constructing a reflective narrative. In this way participants will also be fulfilling one of the key learning outcomes of the module which is to show that they have reflected on their development as a practitioner in higher education.

17. Implications for learning resources, including staff, library, IT and space

UELT/CSHE recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.

18. Campus(es) where module will be delivered:

**Canterbury (and other campuses as required)**

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)…………………………………………………Print Name | ..............................................Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................Head of School…………………………………………………….Print Name | ..............................................Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................Nominated Responsible Officer of Partner College/Validated Institution ………………………………………………….Print Name………………………………………………….. Post | ..............................................Date |

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Partner College/Validated Institution

Module Specification Template
Last updated July 2014