

1. Title of the module

Arts Based Learning, Teaching and Assessment in Higher Education – PGLT1

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

Northern School of Contemporary Dance

3. The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)

Level 7

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

30 credits, 15 ECTS

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

Autumn term and Spring term (year one)

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

PGDip Arts Learning and Teaching in Higher Education.

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Apply and evaluate a range of practical approaches to teaching, learning and/or student support, set within the context of learning theories. (UKPSF K2, K3, K4, V1 and V2)

8.2 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice in arts based pedagogy and/or student support (UKPSF A5, K5, K6, V3 and V4)

8.3 Analyse and evaluate key concepts which inform reflexive practice in learning & teaching in Higher Education, both generically and in the context of your subject or discipline. (UKPSF A5, K3, K5, K6, V3 and V4)

8.4 Apply appropriate theories to the design delivery of a scheme of work, related to inclusive arts-based learning and/or learner support (UKPSF K1, K2, K3, K4, V1, and V2)

8.5 Design, plan and implement a comprehensive range of lesson plans and/or individual support plans which develop effective learning environments and approaches to student support and guidance (UKPSF K1, K2, K3, K4, V1, and V2)

8.6 Analyse how advancement of professional practice supports assessment and feedback processes in a Higher Education context (UKPSF A5, K2, K6, V2, and V3)

8.7 Evaluate and critically reflect on professional practice and the themes of the unit to identify and prioritise ongoing Continuing Professional Development. (UKPSF A5, A6, K6, V3, and V4)

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions appropriate for a specific audience

9.2 Sustain concentration and focus for extended periods

9.3 Research and examine, information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections

9.4 Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material

9.5 Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments

9.6 produce written work with appropriate scholarly and professional registers/conventions

10. A synopsis of the curriculum

This module introduces the participants to significant theories and models of practice in Higher Education. These enable participants in this module to critically evaluate core skills and techniques relevant to the teacher and learner support role, set within a broader context of how their students learn and are supported in their learning in Higher Education. Relevant theories will be applied to the context of the participants' roles, rather than as abstract theories. Participants will consider the teaching and support process from the teacher's, support officer's and the learners' perspectives, so that they can engage with the most appropriate techniques and approaches to use with their own students. These will enable participants to develop the knowledge and skills to enhance the effectiveness of their current teaching and assessment practice and to support the practice of others.

Central to the module is the notion of deliberated change, supported by scholarship and critical evaluation. It provides a framework within which participants can engage in research-informed teaching innovation in their disciplinary field. Participants will also have the opportunity to learn from other related subject areas and consider alternative approaches.

Topics which are relevant to this module are: Theories of learning. Good teaching – principles and practice. Enhancing large class teaching. Supporting individual students. Using assessment to develop learning. Feedback principles and methods. Using educational technology. The Higher Education context. Critical reflection and resources for teaching and learning in Higher Education.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Ashwin, P. (2015) *Reflective Teaching in Higher Education*. Bloomsbury Academic: UK

Brookfield, S.D. (2017) *Becoming a Reflective Teacher*. Jossey Bass: UK

Fry, H. (2014) *A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice*. Routledge: UK

Lea, J. (2015) *Enhancing Learning and Teaching in Higher Education: Engaging With the Dimensions of Practice*. Open University Press: UK

12. Learning and Teaching methods

Lectures	30 hours
Seminars	10 hours
Tutorials	3 hours
Placement Delivery	90 hours
Independent Study	167 hours
Total Study hours:	300 hours

This module will be delivered in a considered manner appropriate to the activity undertaken by the student, in relation to their institutional calendars. A series of intensive lectures as a block will be delivered during key milestones in September/October and December to coincide with institution reading weeks and the start/end of vacation periods. Seminars and tutorials will be held in January and online. Students will be expected to make contributions to forums and discussion boards as part of their independent study and to support the online connected community of practice and peer learner support group.

With reference to placement hours, we recognise that these may be used across several modules and the hours identified above are to be viewed as a guide and not seen as the total number of hours required specifically for this module.

13. Assessment methods.

13.1 Main assessment methods

Item 1: Essay (Professional practice in Higher Education) 4,000 words approx. or equivalent.

Weighting: 50%

Learning outcomes addressed: 8.1, 8.2, 8.4, 9.1, 9.3, 9.4 and 9.6.

Item 2: Essay (critical analysis of assessment design & learner support) 2,000 words approx. or presentation (20 minutes approx.) or equivalent.

Weighting: 30%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.5, 8.6, 9.2, 9.3, 9.4, 9.5 and 9.6.

Item 3: Report (Self-analysis and professional development plan) 1,500 words approx. or equivalent.
 Weighting: 20%
 Learning outcomes addressed: 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.5 and 9.7.

There are 3 summative assessment points which analyse and reflect upon current themes in Higher Education, impact on assessment design and learner support, professional reflection and self-development planning.

Throughout the module students will receive feedback through group and 1:1 tutorials as appropriate. Formal feedback will be given following the assessments.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2	9.3	9.4	9.5	9.6
Learning/ teaching method	Hours allocated													
Lectures	30		X	X	X						X	X		X
Seminars	10		X				X				X		X	
Placement	90	X			X	X		X	X	X	X			X
Tutorials	3	X	X	X		X	X	X	X		X		X	
Independent Study	167	X		X	X			X		X		X		X
Assessment method														
Item 1: essay (50%)		X	X		X			X	X		X	X		X
Item 2: essay (30%) or Presentation (30%)		X	X	X		X	X			X	X	X	X	X
Item 3: report (20%)				X	X	X	X	X	X	X			X	

15. Inclusive module design

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

Northern School of Contemporary Dance 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 Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

16. **Campus(es) or centre(s) where module will be delivered**

Northern School of Contemporary Dance

17. **Internationalisation**

As a reflection of the nature of employment across the arts sector in Higher Education, there are likely to be a number of participants on the module who are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education. One of the roles of the module is to ensure that participants (professionals across CDD and within the regional HE sector) have a shared understanding of the national (UK) context in which they are teaching. Class discussions will benefit from comparisons/contrasts between this national context of higher education and the various backgrounds and experiences participants bring. Readings on discipline-specific aspects of pedagogy may be drawn from a broader variety of contexts (e.g. American, Australian and European) and participants will be encouraged engage with that literature as a means of supporting their own teaching, learning and student support contexts, within their own institution and professional role. Online contribution and collaborative input through the virtual learning environment (in the case of forums, group blogs and discussion boards) is also likely to raise issues of differences between students in what is interesting to them (including what is relevant to them given their diverse backgrounds). Within this module students will shape work which makes some connection to the wider world in which they live. International students sometimes frame work suitable for their home market, others create work for a UK/European audience. Students have the opportunity to shape their assessment to encompass and explore influences and responses to social and cultural traditions which relate to their own educational journey, if they so wish.

Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year.

Resources and materials for discussion are drawn from a variety of international sources for comparison of education systems and practices.

18. **Partner College/Validated Institution**

Northern School of Contemporary Dance

19. **University School responsible for the programme**
School of the Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)