University of Kent

1. **Title of the module**

   Learning Support in Higher Education – PGLT3

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)**

   Summer term (year 1)

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 Critically analyse existing practice in learning support within the sector in relation to a programme of study in Higher Education (UKPSF K5, K6, and V3)

   8.2 Apply and instil principles and techniques of reflective and reflexive practice within a workplace context to become a resourceful and critical developer of learning support in higher education. (UKPSF A4, K5, V1, V3 and V4)

   8.3 Develop a critical rationale for practice that is grounded in theoretically informed understanding, experience gained through critical incidents, and relevant values and policy contexts. (UKPSF K5, K6, V3 and V4)

   8.4 Design learner support resources for a selected set of students which is inclusive, rigorous and focused on achievement of the programme learning outcomes (UKPSF A1, A2, A4, K2, K4, K5, V1, and V2)

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 Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving practice-based problems; the ability to create, identify and evaluate options; the ability to implement and review decisions whilst carrying out a professional role

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 Work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options

9.6 Work independently, set goals and manage their own workloads

10. **A synopsis of the curriculum**

This module aims to enhance and develop participants' knowledge and understanding of the needs of learners in a range of educational contexts and settings. Specifically, it will develop participants' competence in carrying out the professional role expected of teaching and learning support staff in a range of educational settings. It aims to support the development of reflective practitioners who are able to critically examine issues on education policy and practice.

The module will give participants an opportunity to make an analytical study of the provision of learner support within the sector, make recommendations for change in learner support mechanisms for their modules and programmes. The module content looks at the relationships between learner support and its role within the broader connections to teaching, learning and assessment. This is set against the wider context of national, institutional and departmental strategies and the need to constructively align learner support activity across the whole provision of the school. Reference will be made to relevant frameworks and prescribed codes of practice.

This module will cover: A review of participants' present experience, screening learners, accessibility, inclusive practice and resources. Constructive alignment: design of assessment tasks which effectively measure the relationship between support and learning outcomes against quality benchmarks, feedback in the learning support process and techniques for giving and managing feedback effectively. The management of student support provision within an institutional or departmental policy such as participant's own institution Code of Practice in relation to guidance and support, making reference to the QAA Quality Code, The importance of good learner support provision in promoting ethical behaviour.

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

Jacobs, F. and Hundley, S.P. (2010) *Understanding and Supporting Adult Learners: A Guide for Colleges and Universities. Jossey Bass: UK*

Macdonald, J. (2012) *Blended Learning and Online Tutoring: Planning Learner Support and Design activity.* Gower: UK

Scruton, J. and Ferguson, B. (2014) *Teaching and Support Adult Learners.* Critical Publishing LTD: UK

Schneider, M. (2016) *Connecting the Dots: Collaboration across Learning Support Professions in Higher Education to Enhance Student Learning.* Innovative Libraries: UK

12. Learning and Teaching methods

Lectures	25 hours
Directed Study	120 hours
Seminars	10 hours
Tutorials	3 hours
Independent Study	142 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 December and February to coincide with institution reading weeks and the start/end of vacation periods. Seminars and tutorials will be held online.

Guest specialist lecturers will be brought in to deliver content on specific areas of learner support e.g. supporting learners with Autism

Directed study will be completed through tasks and sessions on NSCD-Moodle (VLE)

13. Assessment methods.

13.1 Main assessment methods

Item 1: Essay (critical analysis surrounding learner support provision within Higher Education) 4,000 words or equivilent
Weighting: 60%
Learning outcomes addressed: 8.1, 8.2, 9.1, 9.2, 9.3, 9.4, 9.5 and 9.6.

Item 2: Portfolio (Learner support resources)
Weighting: 40%
Learning outcomes addressed: 8.2, 8.3, 8.4, 9.1, 9.4, and 9.6.

There are 2 summative assessment points on completion of the activity contributing to the student's professional skills and development.

Assessments in this module allow students to analyse the current provision for learner support within the sector, enter into a discussion for change and propose change. The assessment strategy focuses on the demonstration of the participant's understanding of quality assurance procedures and curriculum/assessment design, within their own institution.

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 (section12) and methods of Assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	9.1	9.2	9.3	9.4	9.5	9.6
Learning/ teaching method	**Hours allocated**										
Lectures	25	X				X	X	X	X		
Directed Study	120	X		X	X		X	X	X		
seminars	10							X			
tutorials	5		X			X				X	
Independent Study	140	X	X	X	X		X		X	X	X
Assessment method											
Item 1: Essay (critical analysis of learner support) 60%		X	X			X	X	X	X	X	X
Item 2: Portfolio (Learner support resources) 40%			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.

   A number of key topics in the course surrounding inclusivity and integration invite students to consider various categories of 'difference' among students (including international students) that may make it more challenging and important for them to create a sense of belonging. Thus the module should raise awareness of diversity issues in higher education. There is opportunity within this module to analyse, discuss and evaluate different countries education strategies for supporting learners with disabilities.

   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.

18. **Partner College/Validated Institution**
   Northern School of Contemporary Dance

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

FACULTIES SUPPORT OFFICE USE ONLY

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)

Module Specification Template (October 2017)