



# **Post-Graduate Certificate in Higher Education (PGCHE)**

## **Module 1: Learning and Teaching in Higher Education**

**(Part-time)**

**ifs SCHOOL OF FINANCE  
MODULE SPECIFICATION**

<b>1. Title</b>	<b>Learning and Teaching in Higher Education</b>
<b>2. Start date</b>	2011
<b>3. Level of module</b>	Level 7 (within QAA Framework for Higher Education Qualifications)
<b>4. Number of credits</b>	20 credits
<b>5. Status</b>	Core module
<b>6. Programmes of study to which module contributes</b>	Post-Graduate Certificate in Higher Education
<b>7. Purpose/rationale/positioning</b>	<p>This module is based substantially on the previous <b>ifs</b> Academic Development Programme (ADP) and is designed to furnish participants with systematic understanding of their learning and teaching role within Higher Education. They will gain a comprehensive understanding of techniques applicable to their own research and teaching practice in Higher Education. Participants will engage with the fundamentals of how learning takes place, teaching and support strategies that may be employed, and the use of effective assessment tools to demonstrate the learning that has taken place. This module will also explore the specific characteristics of online and distance learning, and the significance of student support. Having completed the module, participants will be better placed to make sound judgements, to demonstrate self-direction, and to undertake reflective practice. Their abilities as independent learners will be enhanced, thereby aiding continuing professional development.</p> <p>Members of the <b>ifs</b> Academic Community who have successfully completed the <b>ifs</b> Academic Development Programme will gain APL and be exempt from this module.</p> <p>To complete the PGCHE qualification, participants will undertake Module 2, Academic Practice in Banking &amp; Finance and Module 3, Individual Project.</p>

**8. Intended subject-specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

On completion of this module, participants will be able to:

1. Develop their own teaching practice through reflection, and support students' own reflection on their learning;
2. Reflect on the changes in higher education and their implications for themselves;
3. Design and deliver online teaching in the context of higher education provision;
4. Recognise the principles underlying assessment of students;
5. Evaluate and improve learning and teaching through quality assurance and enhancement;
6. Appreciate the issues and challenges for online distance learners and learning provision;
7. Design and deliver small-group teaching;
8. Recognise the value of student support and its centrality in learning and teaching.

These intended module learning outcomes contribute to the following programme learning outcomes: K1, K2, K3, K4 and K5, together with the generic programme skills set out in sections B, C and D of the programme specification.

**10. Intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

On completion of this module participants will be able to demonstrate achievement of the following generic learning outcomes:

1. Synthesise information from a variety of sources in order to gain a coherent understanding of educational theory and practice, and apply it within an academic environment;
2. Evaluate current research and scholarship in learning and teaching ;
3. Critically analyse and evaluate learning and teaching strategies for higher education;
4. Design higher education programmes, modules or schemes of work;
5. Evaluate a wide range of learning and teaching methods and identify appropriate methods to use;
6. Evaluate a wide and appropriate range of assessment methods and identify appropriate methods to support student work and record achievement;
7. Take responsibility for independent learning and continuing professional development using a variety of academic resources;
8. Work independently, exercising initiative and personal responsibility to meet deadlines;
9. Communicate effectively in a range of media and in a manner appropriate for the audience.

These intended generic learning outcomes contribute to the following programme learning outcomes: B, C and D.

## 11. Learning & teaching

### A: Study hours:

The module is the equivalent of 200 notional learning hours.

### B: Learning materials and learning outcomes

The learning and teaching strategy is designed to ensure that the participants achieve the learning outcomes by the end of the module. The learning and teaching methods are via distance learning and include contact with the module leader and other participants through the VLE, private study of text and other supporting materials. Discussions on the VLE informed by peer-reviewed scholarly articles, will comprise 20% of the assessment. The remainder of the assessment will comprise a reflective assignment grounded in the thematic areas covered in the module.

### C. Reading

No set book will be provided with this module and participants will be expected to read and utilise a variety of sources relevant to this module. The module leader will also recommend further reading throughout the module.

#### Indicative Reading

Boud D. and Walker D. (1998) 'Promoting reflection in professional courses: the challenge of context' *Studies in Higher Education* vol. 23, no. 2, pp.191-206.

Cartney, P. and Rouse, A. (2006) 'The emotional impact of learning in small groups: highlighting the impact on student progression and retention' *Teaching in Higher Education* vol. 11, no. 1, pp. 79-91.

Cheng, R.W., Lam, S. and Chan, C. (2008) 'When high-achievers and low achievers work in the same group: the roles of group heterogeneity and processes in project-based learning' *British Journal of Educational Psychology*, vol. 78, pp. 205-221.

Cooper, P. (2007) 'Knowing your "Lemons": Quality Uncertainty in UK Higher Education' *Quality in Higher Education*, vol. 3, no. 1, pp. 19-29.

Driscoll, M. (2002) 'Blended Learning; let's get beyond the hype' IBM Global Services [http://www-07.ibm.com/services/pdf/blended\\_learning.pdf](http://www-07.ibm.com/services/pdf/blended_learning.pdf) (accessed 23 December 2010).

Dunbar-Morris, H. (2010) 'Managing Students' Expectations of University' The 1994 Group <http://www.jisc.ac.uk/media/documents/publications/reports/2010/managingexpectations.pdf> (accessed 23 December 2010).

Ecclestone, K. (2001) "'I know a 2:1 When I see it": understanding criteria for degree classifications in franchised degree programmes' *Journal of Further and Higher Education*, vol. 25, no. 3, pp. 301-313.

Emiliani, M. L. (2004) 'Improving business school courses by applying lean principles and practices' *Quality Assurance in Education* vol. 12, no. 4, pp. 175-187.

Hargittai, E. (2002) 'Second-Level Digital Divide: differences in people's online skills' *First Monday* <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/942/864> (accessed 23 December 2010).

Holman, D., Pavlica, K. & Thorpe, R. (1997) 'Rethinking Kolb's theory of experiential learning in management education' *Management Learning*, vol. 28., no. 2, p. 135-148.

Houston, D. (2007) 'TQM and Higher Education: A Critical Systems perspective on Fitness for

Purpose' *Quality in Higher Education*, vol. 13, no. 1, pp. 3-17.

Laurillard, D. (1979) 'The Processes of Student Learning' *Student Learning*, vol. 8, no. 4, pp. 395-409.

Lave, J. (1996) 'Teaching, as Learning, in Practice' *Mind, Culture and Activity*, vol. 3, no. 3, pp. 149-164.

Prensky, M. (2001) 'Digital natives, digital immigrants' *On the horizon*, vol. 9, no. 5, pp. 1-6.  
<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf> (accessed 23 December 2010).

Quality Assurance Agency for Higher Education (2008), *The framework for higher education qualifications in England, Wales and Northern Ireland*, August 2008, Mansfield, The Quality Assurance Agency for Higher Education,  
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf> (accessed 23 December 2010).

Sfard, A. (1998) 'On two metaphors for Learning and the Dangers of Choosing Just One' *Educational Researcher* vol. 27, no. 2, pp. 4-13.

Spanbauer, S. J. (1995), 'Reactivating higher education with total quality management: using quality and productivity concepts, techniques and tools to improve higher education' *Total Quality Management* vol. 6, no. 5/6, pp. 519-37.

Steinert, Y. (2004) 'Teaching methods: student perceptions of effective small group teaching' *Medical Education*, vol. 38, no. 3, pp. 286-293.

Thorpe, M. (2002) 'Rethinking Learner Support: the challenge of collaborative online learning' *Open Learning* vol. 17, no. 2, pp. 105-119.

Thorpe, M. (2008) 'Effective online interaction: mapping course design to bridge from research to practice' *Australasian Journal of Educational Technology* vol.24, no.1, pp.57-72.

Tweed, R. G. and Lehman, D. R. (2002) 'Learning Considered Within a Cultural Context' *American Psychologist* vol. 57, no. 2, pp. 89-99.

### **Websites**

<https://bei.leeds.ac.uk/Partners/NCIHE/>

<http://communications.nottingham.ac.uk/News/Article/Lord-Mandelson-gives-keynote-speech-at-Lord-Dearing-Memorial-Conference.html>

<https://www.cpp.com>

[www.humanmetrics.com](http://www.humanmetrics.com)

<http://janethontoir.wordpress.com/>

<http://memex.naughtons.org/>

<http://ocw.mit.edu/index.htm>

<http://www.personalitytest.net/cgi-bin/q.pl>

[www.qaa.ac.uk](http://www.qaa.ac.uk)

[http://similarminds.com/jung\\_word\\_pair.html](http://similarminds.com/jung_word_pair.html)

Each student will have access to the Virtual Learning Environment (VLE) and to the *ifs KnowledgeBank* learning resources (an electronic library service).

## 12. Assessment

The assessment strategy is designed to support the orientation to practice-based authenticity with a mix of assessment tools deployed both across the programme and within individual modules in line with the *ifs*'s Code of Practice for Quality Assurance. These tools may include assignments and reflective journals.

Achievement of the learning outcomes for this module is assessed in the following ways:

- Formative assessments to include online questions and activities and peer review and feedback.
- Summative assessment to include online forum participation (20%) and an end of module 4000 word assignment (80%), comprising reflections on the specific module content, and an overview.

The following headings are used to assess the assignments:

- Understanding how people learn
- Scholarship, professionalism and ethical practice
- Working in and developing learning communities
- Working effectively with diversity and promoting inclusivity
- Continuing reflection on professional practice
- Developing people and processes
- Presentation

Following *ifs* protocol, all assignments will be required to be submitted electronically and will be processed through TurnitinUK plagiarism detection software. Participants will be automatically registered with TurnitinUK at the start of the course using the email address on *ifs* records.

### Pass Mark

50%

## 13. Syllabus overview

The module content is designed to furnish participants with systematic understanding of their learning and teaching role within Higher Education. They will gain a comprehensive understanding of techniques applicable to their own research and teaching. Having completed the module, participants will be better placed to make sound judgements, to demonstrate self-direction, and to undertake reflective practice. Their abilities as independent learners will be enhanced, thereby aiding continuing professional development.

It is a 14-week programme. Week 1 will provide an introduction to the programme and module one and will concentrate on an online induction designed by *ifs* KnowledgeBank focusing on information literacy. In Weeks 2-10, they focus on separate topics and evaluate various aspects of learning and teaching in Higher Education. In Weeks 11-14 they complete their 4000 word assignment.

## **14. Syllabus**

### **1. Introduction and Information Literacy**

This section of the syllabus is dealt with in Week 1. It is designed to enable participants to familiarise themselves with the whole programme structure. It will introduce them to the learning environment, the material they will be studying and the methods by which learning and assessment will take place. This week will concentrate on an online induction on information literacy, designed by *ifs* KnowledgeBank research specialists.

### **2. Reflective Learning**

This section of the syllabus is dealt with in week 2 and covers learning outcome 1 of the programme. It will introduce participants to the concept of reflective practice, and relate reflective practice to learning and teaching. It focuses on the following issues:

- an exploration of reflective learning and the concept of reflective practice;
- a literature review of the reflective learning paradigm, with particular reference to Schon and subsequent scholarship;
- a consideration of developing their own teaching practice and professional development through reflection.

### **3. Understanding and Organising Learning and Teaching 1 and 2**

This section of the syllabus is dealt with in Weeks 3 and 4 and covers learning outcomes 2 & 3 of the programme. It will introduce basic concepts of designing and delivering teaching in Higher Education. It looks at the frameworks for learning and teaching and will focus closely on aims and learning outcomes. Week 2 will look more specifically at teaching methods and introduce participants to learning theories, including the Community of Practice theory. These two weeks focus on the following issues:

- the internal and external factors influencing a programme/course;
- the definition of aims and learning outcomes and the use of them in lesson planning;
- exploring different learning theories;
- the ability to plan and prepare teaching activities matched to learning outcomes.

### **4. Understanding Assessment**

This section of the syllabus is dealt with in Week 5 and will cover learning outcome 4 of the programme. It looks at principles and purposes of assessment and will examine different types of assessment and when their use is appropriate. It focuses on the following issues:

- the definition and purpose of assessment;
- an evaluation of the strengths and weaknesses of formative and summative assessment;
- a consideration of assessment strategies that encourage deep and surface learning;
- designing appropriate assessment strategies.

### **5. Evaluating and Improving Learning and Teaching**

This section of the syllabus is dealt with in Week 6 and focuses on learning outcome 5 of the programme. It looks at concepts and language of quality assurance and quality enhancement as used in the higher education field, with a particular focus on:

- a definition of quality enhancement and quality assurance in Higher Education;
- an evaluation of the recommendations of the Dearing Report;
- the role of the Quality Assurance Agency for Higher Education in maintaining standards of awards and academic quality and the student's experience;
- a consideration of the strengths and weaknesses of Total Quality Management (TQM) and Lean Management.

### **6. Issues in Online and Distance Learning**

This section of the syllabus is dealt with in Weeks 7 and 8 and focuses on Learning Outcome 4 of the programme. It looks at issues relating to online and distance learning, with particular reference to technology-enhanced learning. It will focus on the following issues:

- a summary of the origins and definition of distance learning;
- an identification of different learning styles and the use of personality testing to define learning preferences;
- a comparison of different online learning theories and approaches to online learning;
- an evaluation of the effectiveness and value of different technologies that can be used to support learning.

### **7. Teaching with Small Groups**

This section of the syllabus is dealt with in week 9 and focuses on Learning Outcome 7 of the programme. It looks at best practice in learning and teaching using small groups, with a particular focus on:

- an evaluation of the role of the tutor in a small group setting comparing different theoretical literature;
- a consideration of the different teaching methods that are most appropriate for small group teaching;
- an identification of the opportunities and challenges with small group teaching.

### **8. Supporting Learning**

This section of the syllabus is dealt with in Week 10 and focuses on Learning Outcome 8 of the programme. It looks at the significance of student support, and the relationship between student support and teaching. It will focus on the following issues:

- definitions of student support;
- support for online and distance learners;
- remedial support;
- the limits of student support.