

Course Code:[Click here to enter text.](#)**1. Course Title:**

Learning and Teaching in Context

2. Academic Session:

2011/12

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies:

Cross-School Board of Studies

6. Course Contact:

Charles Neame

7. Course Aims:

This course aims to:

- introduce participants to the social, political and regulatory higher education context;
- enable them to understand their role within it and respond appropriately by building on principles of student-centred learning, within a philosophical context for HE; and become reflective practitioners as a key feature of their continuous professional development

8. Intended Learning Outcomes of Course:

By the end of the course successful students will be able to:

1. analyse their own teaching and student support role in a changing social and political environment, and in particular the political and regulatory framework of contemporary HE and widening access and diversity & equity regulation;
2. apply the principles of student-centred learning to evaluate learning environments that address the specific needs and challenges of the creative practices;
3. identify and critically review literature sources relating to higher education, its purposes and practices;
4. reflect on their own professional practice and role in order to develop an action plan for continuous professional development.
5. **(Associate status route only):** Evaluate their own practice against the criteria for standard descriptor 1 of the HEA professional standards framework, and argue robustly how that practice meets those criteria.

9. Indicative Content:

- Learning & Teaching within the political and regulatory framework of contemporary HE;
- student-centred learning and intellectual development of students;
- student support within the framework of widening access and diversity & equality legislation;
- how teachers develop and work with a Continuous Professional Development framework;
- reflective practice as a framework for professional practice and development;
- interactive learning technologies.
- Theories of knowledge, knowing and learning

10. Description of Summative Assessment:

Participants will be assessed by:

1. A 2500 word reflective piece including a personal philosophy of academic practice in the participant's own disciplinary field. The piece will conclude with an action plan for future professional development.

Those enrolled on the Associate route (1a) will be asked to submit a further piece of work to fulfil HEA requirements for achieving Associate status. This piece of work will account for 5 credits to achieve an overall 20 credits:

2. a 1000 word reflective piece showing how the participant's practice meets the criteria for meeting standard descriptor 1 of the HEA professional standards framework (PSF) , including demonstration of the core professional values .

10.1 Please describe the Summative Assessment arrangements:

Participants submit work electronically, although it is possible to make alternative arrangements if other formats or modes, such as presentations, are agreed. A representative sample of work is second marked, and participants are provided with detailed feedback, mapped against the assessment criteria.

11. Formative Assessment:

Formative feedback provided on written (summative) assessment submissions. Also opportunities to present examples of practice for peer review during workshop sessions. Feedback from the course tutor on work in progress is also available through one to one tutorial meetings.

11.1 Please describe the Formative Assessment arrangements:

As above

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

[Click here to enter text.](#)

13. Requirements of Entry:

As per admission to programme

14. Co-requisites:

None

15. Associated Programmes:

Postgraduate Certificate in Learning and Teaching (Creative Practices); MEd (Creative Practices)

16. When Taught:

Stage 1

17. Timetable:

4 workshop days at approximately 6 week intervals (September, November, December)

18. Available to Visiting Students:

Yes

No

19. Distance Learning:

Yes

No

20. Placement:

Yes

No

21. Learning and Teaching Methods:		
Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation		
Tutorial	1	1
Workshop	18	18
Laboratory work		
Project work		
Professional Practice		66
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	65
Other (please specify below)		
TOTAL	19	150

22. Description of "Other" Teaching and Learning Methods:

Click here to enter text.

23. Additional Relevant Information:

Click here to enter text.

24. Indicative Bibliography:

Barnett, R. (2007) *A will to learn: being a student in an age of uncertainty*. Buckingham: SRHE and Open University Press

Boyer, E., (1997) *Scholarship reconsidered: priorities of the professoriate*. San Francisco: Jossey Bass

Dewey, J. (2005) *Democracy and education*. Stilwell. Digireads.

Graham, G. (2008) *Universities: the recovery of an idea*. 2nd rev. ed. London: Imprint Academic

Kandlbinder, P & Peseta, T (2009): Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom, *International Journal for Academic Development*, 14:1, 19-31

Laycock, M. (2010). *Approaches to Learning & Teaching*. Glasgow School of Art.

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