

Teaching Practice and Professional Development

Module Code:	LAT7004-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Nursing and Healthcare Leadership
Subject Area:	Learning and Teaching (Health)
FHEQ Level:	FHEQ Level 7 (Masters)
Module Leader:	Ruth Whitfield

Additional Tutors:
Peter Hughes

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Tutorials	15
Directed Study	185

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Academic Year (Sept - May)

Module Aims

This module acts as a capstone for the PGCHPEP. It aims to enable you to develop, present and justify a coherent overview of your HE professional teaching and learner support practice. It will enable you to integrate your professional, work-based, experiential learning with research and practice literature. Within the module you will reflect on and document your practice and values in teaching, and espouse and justify your teaching philosophy within the context of your own subject, discipline and/or profession.

Outline Syllabus

The syllabus is largely defined by your own engagement with literature relevant to your own professional context, drawing upon ideas introduced in the earlier two modules. However, certain themes will be developed in the contact sessions for this module, including:

1. The professional role of teaching and learner support in HE
2. Ethics and values in HE practice.
3. The research-teaching nexus.
4. The scholarship of learning & teaching.
5. The role of technology in learning & teaching.
6. Developing a philosophy of learning and teaching.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1 Analyse the nature of the teaching and learner support role within HE, and its relationship to other aspects of HE professional work (e.g. research, knowledge transfer, community engagement), within the context of your subject or discipline.
- 2 Demonstrate and illustrate how your practice aligns with the areas of activity, core knowledge and professional values required of 'Standard Descriptor 2' of the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education.
- 3 Critically engage with relevant educational theory and practice to undertake an evidence-informed, self-evaluation of your development as an effective teacher in HE.
- 4 Critically reflect on your integration of technology-enhanced learning within your practice.
- 5 Express and justify your individual teaching philosophy and illustrate how it is evident in your practice.
- 6 Identify a plan for your own continuing professional development in teaching and learner support.
- 7 Demonstrate effective communication and IT skills.

Learning, Teaching and Assessment Strategy

An opening plenary workshop will be followed by monthly (approx.) meetings in learning sets organised around a series of small formative learning activities. The module also includes the third formative teaching observation of the PGCHEP programme and an individual tutorial reviewing a full draft of your portfolio. The portfolio will enable you to draw together the breadth of your teaching practice and will serve as platform for ongoing CPD.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
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Formative	Examination - oral/viva voce	Peer Teaching Observation	2 hours	%	No
Summative	Examination - oral/viva voce	Teaching Observation	1 hour	%	No
Referral	Examination - oral/viva voce	Teaching Observation	1 hour	%	No
Formative	Coursework	Draft professional practice portfolio	-4000 words	100%	Yes
Formative	Coursework	Teaching Philosophy Statement	-750 words	%	No
Summative	Coursework	Workbased professional practice portfolio	-4000 words	100%	Yes
Referral	Coursework	Workbased professional practice portfolio	-4000 words	100%	No

Legacy Code (if applicable)

LEDT414L

Reading List

To view Reading List, please go to [rebus:list](#).