Module Descriptor

Title	**Developing Effective Practice in Learning & Teaching**		
Session	2026/27	**Status**	
Code	ACPR11001	**SCQF Level**	SCQF Level: 11 (Scottish Credit and Qualifications Framework)
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education and Social Sciences**		
Module Co-ordinator	C Mackie		

Summary of Module

This module introduces you to current models of teaching and supports your development as critical and reflective educators.

Taught flexibly and online, this module focuses on the ways that you can support active, learner-centred approaches in your teaching practice including small and large groups, online and in-person.

You are expected to have an on-going teaching commitment throughout the module in order to support its practice-based elements and assessment, which takes the form of a teaching observation.

NB Modules have been validated to run in all terms but will usually run only once per session. Please contact the module coordinator for more information.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical awareness of the context, policies and/or processes relevant to teaching and/or supporting learning in your context.
L2	Plan learning appropriate for learners in your context.
L3	Apply effective approaches and current research to teaching and/or supporting learning.
L4	Use appropriate digital tools and/or other technologies, and resources for learning.
L5	Critically reflect upon own practice.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	SCQF Level 11 Demonstrate critical awareness of the context, policies and/or processes relevant to teaching and/or supporting learning in your context. Demonstrate critical awareness of current research and scholarship for teaching and/or supporting learning in your context.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	SCQF Level 11 Plan learning appropriate for learners in your context. Apply a wide range of research and key concepts from the field of teaching and/or supporting learning. Apply a wide range of evidence based skills that are at the forefront of teaching and/or supporting learning.
Generic Cognitive skills	SCQF Level 11 Demonstrate appropriate use of digital capabilities in a wide variety of contexts. Critically review skills, practices and thinking in teaching and/or supporting learning.
Communication, ICT and Numeracy Skills	SCQF Level 11 Use appropriate digital tools and/or other technologies, and resources for learning. Communicate, using appropriate methods, with both peers and a range of learners with different levels of knowledge/expertise.
Autonomy, Accountability and Working with Others	SCQF Level 11 Critically reflect upon own practice. Exercise substantial autonomy and initiative in professional and equivalent activities

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
The learning on this module is online and practice based. It aims to balance flexibility with the benefits of peer learning. Online discussion spaces and opportunities to collaborate are built into the module. While activities are mostly asynchronous, they are paced throughout the module to support your progress and maximise the opportunities for you to connect with your peers. Online synchronous sessions will be offered to support learning on the module. The materials and activities in the online learning space are intended to help participants develop their practice in learning and teaching. They will also be asked to connect their practice to the theories, ideas and principles from the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous online learning activities	15
Online synchronous sessions	3
Practice	17
Independent learning including reflection on practice	55
Assessment	10
Total	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bale, R. and Seabrook, M. (2021) *Introduction to University Teaching*. London: SAGE Publications Ltd

Biggs, J. (1999) 'What the Student Does: teaching for enhanced learning', *Higher Education Research and Development*, 18(1), pp.57-75. Available at: https://doi.org/10.1080/0729436990180105

Kay, D. and Kibble, J. (2016) 'Learning theories 101: application to everyday teaching and scholarship', *Advances in Physiology Education*, 40, pp.17-25. Available at: https://doi.org/10.1152/advan.00132.2015

Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qui, M., Nomikoudis, M., Roelofs, F., and van Dam, L. (2017) 'Moving towards inclusive learning and teaching: A synthesis of recent literature', *Teaching and Learning Inquiry*, 5(1). Available at: https://journalhosting.ucalgary.ca/index.php/TLI/article/view/57469/43236 (Accessed July 18, 2023).

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-

campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The University is committed to providing a supportive learning environment that actively facilitates student success. Whilst we understand that there may be times when conflicting priorities make participation difficult, in order to gain the most from your programme, we would recommend that you participate in all scheduled teaching sessions. It may be difficult to pass the assessment associated with your module, if you do not participate regularly. If we observe a drop off in your participation, we may reach out to offer support.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory-based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Career-Long Professional Education
Moderator	K Wilson
External Examiner	F Kennedy
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Observation of teaching practice (100%)
Assessment 2
N/A
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Teaching Observation	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Changed 'School' from Learning 'Directorate of Learning & Teaching Enhancement' to 'Education and Social Sciences'	February 2026	Kevin Wilson
Changed 'Programme Board' and 'School Assessment Board' from 'Cross School Board' to 'Career-Long Professional Education'	February 2026	Kevin Wilson
Updated Attendance and Engagement Requirements	February 2026	Kevin Wilson
Updated Equality and Diversity statement	February 2026	Kevin Wilson