Module Descriptor

Title	**Planning for Enhancement**		
Session	2026/7	**Status**	
Code	ACPR11004	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education and Social Sciences**		
Module Co-ordinator	E Kane		

Summary of Module

This flexible, online module enables you to engage with the process of planning an evidence-based enhancement to your practice. The value of evidence-based enhancement will be explored and set in the context of professional development, quality processes, and Scholarship of Teaching and Learning (SOTL).

You will be supported to evaluate your current practice and plan a change.

You are expected to have an on-going teaching commitment throughout the module in order to support its practice-based elements and assessment.

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)	

[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

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	Critically engage with current research and scholarship on learning, teaching and assessment.
L2	Critically review an aspect of practice in teaching/learning design/ assessment/support of student learning, drawing on appropriate evidence to do so.
L3	Design and plan an evidence-based enhancement to practice.
L4	Critically reflect upon practice and continuous professional development needs in context of planned enhancement.

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 Critical awareness of quality assurance and enhancement context relevant to practice. Critical knowledge of methods and processes of evaluating teaching and/or support of learning.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Application of evidence-based skills and techniques associated with evaluating practice in teaching and/or support of learning Application of evidence-based skills in the design of an enhancement to practice.
Generic Cognitive skills	SCQF Level 11 Critical engagement with current research and scholarship on learning, teaching and assessment. Critically reviewing an aspect of practice in teaching/learning design/ assessment/support of student learning, drawing on appropriate evidence to do so. Competently dealing with complex issues through critical analysis.
Communication, ICT and Numeracy Skills	SCQF Level 11 Using appropriate technology to assist in the evaluation of learning and teaching/supporting learning. Communicating planned enhancement to practice including the evidence for that enhancement.

Autonomy, Accountability and Working with Others	SCQF Level 11 Taking responsibility for the design of an enhancement to practice. Critical reflection upon practice and continuous professional development needs in context of planned enhancement.

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 you develop your practice in learning and teaching. You will also be asked to connect your 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: Chng, H. H., Leibowitz, B. and Mårtensson, K. (2020) 'Leading change from different shores: The Challenges of Contextualizing the Scholarship of Teaching and Learning', *Teaching & Learning Inquiry,* 8(1), pp.24-40. Available at: http://dx.doi.org/10.20343/teachlearninqu.8.1.3

Ifeatu Efu, C. (2023) 'Reflection: a means to faculty engagement in meaningful continuing professional development', *Teacher Development*, 27(2), pp.234-255. Available at: https://doi.org/10.1080/13664530.2022.2159508

Murray, R. (ed) (2008) *The Scholarship of Teaching and Learning in Higher Education.* Maidenhead: Open University Press/McGraw-Hill Education.

QAA Scotland (n.d.) *About Enhancement Themes*. Available at: https://www.enhancementthemes.ac.uk/about-enhancement-themes (Accessed: July 19, 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	I Gillan
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
A presentation on practical work (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**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
A presentation on practical work	☒	☒	☒	☒	100%	0 hours

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
Removed previous LO2 Demonstrate critical awareness of context and processes relevant to evaluating teaching and/or learning support.	February 2026	Kevin Wilson
Changed Summative Assessment from 'Report of practical work in form of written submission or recorded presentation (100%)' to 'A presentation on practical work (100%).	February 2026	Kevin Wilson
Updated Attendance and Engagement Requirements	February 2026	Kevin Wilson
Updated Equality and Diversity statement	February 2026	Kevin Wilson