Module Descriptor

Title	**Enhancement and Evaluation**		
Session	2026/7	**Status**	
Code	ACPR11005	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	Education and Social Sciences		
Module Co-ordinator	K Wilson		

Summary of Module

This flexible, online module enables you to engage with the process of implementing and evaluating an evidence-based enhancement to your practice.

Underpinned by the principles of Scholarship of Teaching and Learning (SOTL), the module will support you to explore ways of communicating change and sharing your practice, alongside the value of doing so.

You are expected to have an on-going teaching commitment throughout the module in order to support its practice-based elements and assessment. You are encouraged to complete the module Planning for Enhancement before undertaking this module.

NB Modules have been validated to run in all terms but will usually run only once per session. Please contact the module co-ordinator 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)	

[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	Apply effective approach(es) and current research to teaching and/or supporting learning.
L2	Decide criteria for evaluation in relation to selected theoretical positions and approaches to teaching/support of student learning.
L3	Make evidence-based enhancement to practice.
L4	Evaluate changes to practice.
L5	Communicate details of enhancement, change process and results of evaluation to peers, using appropriate academic conventions where relevant.

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 knowledge of theoretical positions and approaches to teaching/support of student learning Critical awareness of principles of Scholarship of Teaching and Learning (SOTL)
Practice: Applied Knowledge and Understanding	SCQF Level 11 Application of effective approach(es) to make a change in teaching and/or supporting learning. Application of current research to make a change teaching and/or supporting learning. Using evidence to inform decisions about enhancements to practice.
Generic Cognitive skills	SCQF Level 11 Using selected theoretical positions and approaches to teaching/support of student learning to decide criteria for evaluation. Evaluation of changes in learning and teaching practice.
Communication, ICT and Numeracy Skills	SCQF Level 11 Using appropriate technology to assist in the evaluation of learning and teaching/supporting learning. Communication with peers.

	Use of appropriate academic conventions.
Autonomy, Accountability and Working with Others	SCQF Level 11 Working autonomously to implement and evaluate an enhancement to practice. Taking responsibility for the implementation of an enhancement to practice.

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:

Algurén, B. (2021) 'How to Bring About Change: A Literature Review About Education and Learning Activities for Sustainable Development', *Discourse and Communication for Sustainable Education*, 12(1), pp. 5-21. Available at: https://doi.org/10.2478/dcse-2021-0002

Gribble, L. and Beckman, E.A. (2023) 'The 4 Cs Strategy for Disseminating Innovations in University Teaching: Classroom, Corridors, Campus, Community', *Journal of University*

Teaching and Learning Practice, 20(1), pp.13-34. Available at: https://doi.org/10.53761/1.20.01.03

Harvey, J. (ed) (1998) *Evaluation Cookbook.* Edinburgh: Learning Technology Dissemination Initiative. Available at: http://www.icbl.hw.ac.uk/ltdi/cookbook/cookbook.pdf (Accessed: July 19, 2023).

Treleaven, L., Sykes, C. and Ormiston, J. (2012) 'A dissemination methodology for learning and teaching developments through engaging and embedding', Studies in Higher Education, 37(6), pp. 747–767. Available at: http://dx.doi.org/10.1080/03075079.2010.544392

(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	E Kane
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**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
A presentation on practical work	☒	☒	☒	☒	☒	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
Changed summative assessment from 'Report that captures the evidence-based enhancement and its evaluation, in form of written submission or recorded presentation (100%)' to 'A presentation on practical work'.	February 2026	Kevin Wilson
Updated Attendance and Engagement Requirements	February 2026	Kevin Wilson
Updated Equality and Diversity statement	February 2026	Kevin Wilson