Module Descriptor

Title	**Evidencing Effective Practice**		
Session	2026/7	**Status**	
Code	ACPR11006	**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 module is the culmination of your practice, reflection and learning across the PgCert in Academic Practice (PgCAP). You will work throughout the module to gather, select and reflect upon evidence of your practice, to be included in a Portfolio. You will align your evidence and reflections to the Professional Standards Framework (PSF) (Advance HE 2023).

The module will support you to consider the professional and disciplinary contexts in which you work, and the impact of these contexts on your practice.

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

This module is available only to participants on the PgCAP. Evidencing Effective Practice is intended to be completed as the final module of the PgCAP. You should have completed all other PgCAP before undertaking this module, or have demonstrated learning equivalent to that in other PgCAP modules through the Recognition of Prior Learning process.

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)	

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 and teaching in Higher Education.
L2	Evidence breadth and depth in teaching and/or support of learning against all Dimensions of the Professional Standards Framework.
L3	Evidence effectiveness of practice in teaching and/or support of learning against all Dimensions of the Professional Standards Framework.
L4	Contextualise evidence of depth, breadth and effectiveness in your own spheres of professional practice.
L5	Critically reflect upon practice and continuing professional development.

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 Engaging critically with current research and scholarship on reflection and professional development in Higher Education. Critical knowledge of spheres of professional practice. Understanding of the Professional Standards Framework 2023.

[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 Use knowledge of PSF 2023 to select evidence of effectiveness of practice. Apply Professional Standards Framework 2023 as a tool to reflect upon practice.
Generic Cognitive skills	SCQF Level 11 Evaluation of teaching and/or support of learning against all Dimensions of the PSF. Selection of relevant and appropriate evidence. Critical review and consolidation of knowledge in practice in learning and teaching.
Communication, ICT and Numeracy Skills	SCQF Level 11 Communication of connections between practice and Professional Standards Framework Use of appropriate technology to share evidence and reflections.
Autonomy, Accountability and Working with Others	SCQF Level 11 Taking responsibility for continuous professional development. Work independently to select evidence and connect it to the Professional Standards Framework.

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:

Advance HE (2023) *Professional Standards Framework for teaching and supporting learning in higher education*. York: Advance HE, GuildHE and Universities UK. Available at: https://www.advance-he.ac.uk/teaching-and-learning/psf (Accessed: July 18, 2023).

Amundsen, D. (2021) 'Life is Not Always Linear: expanding the notion of transitions in higher education to challenge structural, static and linear processes facing Indigenous and older adult students', *Studies in Higher Education*, 47(8), pp.1681-1693. Available at: https://doi.org/10.1080/03075079.2021.1948526

Birtill, P., Harris, R. and Pownall, M. (2022) *Unpacking your Hidden Curriculum: A Guide for Educators*. Gloucester: Quality Assurance Agency. Available at: https://www.qaa.ac.uk/docs/qaa/members/unpacking-your-hidden-curriculum-guide-for-educators (Accessed: June 21, 2022).

Fragoso, A., Gonçalves, T., Ribeiro, C. M., Monteiro, R., Quintas, H., Bago, J., Fonseca, H. M. A. C. and Santos, L. (2016) 'The transition of mature students to higher education: Challenging traditional concepts?', *Studies in the Education of Adults*, 45(1), pp. 67-81. Available at: https://doi.org/10.1080/02660830.2013.11661642

Morgan, M. (2022) *Improving the Student Experience in Higher Education: Support and Advice for Staff*. Available: https://www.improvingthestudentexperience.com (Accessed: July 18, 2023).

Nutt, D. and Calderon, D. (eds) (2009) *International Perspectives on the First Year Experience in Higher Education.* Columbia, S.C.: University of South Carolina, The National Resource Center for the First-Year Experience and Students in Transition.

(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
Portfolio including a written/recorded context, evidence and written/recorded reflective accounts of 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**
Portfolio	☒	☒	☒	☒	☒	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
Changed LO1 from 'Critically engage with current research and scholarship on reflection and professional development in Higher Education' to 'Critically engage with current research and scholarship on learning and teaching in Higher Education'	February 2026	Kevin Wilson
Changed LO5 from 'LO5 Critically reflect upon practice and continuous professional development' to 'Critically reflect upon practice and continuing professional development'	February 2026	Kevin Wilson
Updated Attendance and Engagement Requirements	February 2026	Kevin Wilson
Updated Equality and Diversity statement	February 2026	Kevin Wilson