Module Descriptor

Title	Ai And Academic Practice		
Session	2026/27	**Status**	NEW
Code	EDUC11150	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Holmes		

Summary of Module

This Continuing Professional Development module is designed for university staff who wish to develop informed, critical and practice-oriented responses to the growing presence of generative artificial intelligence in higher education. It is intended for participants who are encountering AI in relation to teaching, assessment, feedback, academic writing and student learning, and who wish to respond in thoughtful and professionally responsible ways.

The module examines how generative AI is reshaping academic practice, with particular attention to changing relationships between students, teachers, knowledge, authorship and assessment. Rather than approaching AI simply as a tool to be adopted or prohibited, the module explores how it is becoming embedded in everyday academic and literacy practices, and what this means for pedagogy in contemporary higher education.

Participants will engage with current research, institutional discourse and practice-based debates concerning AI in higher education. The module draws on work in academic literacies, digital pedagogy and the ethics of pedagogical change, and supports participants in analysing the implications of AI within their own professional and disciplinary contexts. Particular attention will be given to authorship, voice, responsibility, assessment design, and the challenges and opportunities AI presents for meaningful learning.

The module combines critical discussion with practical application. Through guided reading, collaborative exploration and reflective professional activity, participants will examine AI-related issues emerging in their own teaching contexts and develop context-sensitive responses to them. The emphasis throughout is on informed judgement, critical reflection and responsible pedagogical decision-making.

Assessment is by means of a practice-based reflective portfolio in which participants critically analyse an aspect of teaching or assessment in relation to AI, engage with relevant research and policy, and propose a justified pedagogical or assessment response appropriate to their own context. The module appears in the CPD catalogue and is intended to support professional development in a rapidly changing area of university practice.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	

[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

				☐
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 evaluate current research, institutional discourse and specialised debates surrounding generative AI in higher education.
L2	Critically analyse the implications of generative AI for academic literacies, authorship, assessment and pedagogical practice within their own professional and disciplinary contexts.
L3	Apply and justify informed, context-sensitive pedagogical or assessment responses to generative AI, drawing on relevant research, specialised knowledge and critical reflection.
L4	Exercise critical reflection and informed judgement in addressing complex ethical and professional issues related to generative AI in higher education.
L5	

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 11** Critical understanding of current research, institutional discourse, and specialised debates concerning generative AI and academic practice in higher education, including issues of authorship, assessment and pedagogical responsibility.
Practice: Applied Knowledge and Understanding	**SCQF 11** Ability to apply specialised knowledge and critical understanding to the design and development of pedagogical and assessment practices that respond thoughtfully to generative AI in a range of professional contexts.
Generic Cognitive skills	**SCQF 11** Critical analysis, evaluation and synthesis of research, policy and professional practice relating to generative AI in higher education; ability to identify complex or emerging problems, make informed judgements in the absence of complete certainty, and develop context-sensitive responses.
Communication, ICT and Numeracy Skills	**SCQF 11** Ability to communicate complex ideas about generative AI, pedagogy and assessment to a range of audiences with differing levels of knowledge and expertise, and to use digital technologies critically and appropriately to support professional practice.

Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy, initiative and critical reflection in professional decision making concerning generative AI, while contributing collaboratively to the development of responsible and ethical academic practice.

Prerequisites	**Module Code** N/A	**Module Title** N/A
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
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)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Class materials and material for guided independent activities will be provided by your lecturer. The following materials underpin the module content and will help you achieve the learning outcomes:

Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education. Higher Education Research & Development.

Biesta, G. (2014) The Beautiful Risk of Education. Paradigm Publishers.

Gertz, Nolen. (2018). Nihilism and technology. Rowman & Littlefield.

Holmes, L. (forthcoming). Responseless Fluency: AI, rupture, and responsibility in higher education. In 'AI in Language Education: Shifting Power Structures and the Ethics of Pedagogical Change'. Bloomsbury.

Lea, M., & Street, B. (1998). Student writing in higher education: An academic literacies approach. Studies in Higher Education.

Malabou, C. (2019) Morphing Intelligence: From IQ measurement to artificial brains. Columbia University Press.

Mollick, E. (2024). Co-Intelligence: Living and working with AI.

(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:** In line with the Student Attendance and Engagement Procedure [https://www.uws.ac.uk/media/6588/student-attendance-and-engagement-procedure-september-2023.pdf], 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 ontime. For the purposes of this module, students need to attend at least 80% of the contact hours.

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.
(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	CPD
Moderator	TBC
External Examiner	TBC
Accreditation Details	None
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	V.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
(100%) Participants will submit a 3,000-word portfolio analysing one aspect of their practice in relation to AI. The portfolio should critically engage with relevant research and propose a context-sensitive pedagogical- or assessment-related response.
Assessment 2
Assessment 3
(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**
ESSAY	☒	☒	☒	☒	☒	100	36

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**
New module	March 2026	Luke Holmes