Postgraduate Certificate in Teaching in Higher Education
THE 7002

Curriculum Design for Learning

Module Handbook
April 2016

Module leader:
Dr John Bostock
E-mail: john.bostock@edgehill.ac.uk
Tel: (01695) 650848
**Introduction**
Welcome to the second module of the Postgraduate Certificate in Teaching in Higher Education. In this module you will continue to reflect on your role within the current context of higher education. You will be encouraged to investigate the significance of the role of curriculum design in response to contemporary discourses around widening participation and student diversity.

**Learning Outcomes & the dimensions of the United Kingdom Professional Standard Framework (UKPSF) for teaching and supporting learning in higher education**

<table>
<thead>
<tr>
<th>On successful completion of the module participants will be able to:</th>
<th>UKPSF Areas of Activity (A), Core Knowledge (K) Professional Values (V) engaged with:^1</th>
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</thead>
<tbody>
<tr>
<td>1. Critically reflect on the planning, delivery and evaluation of a unit of curriculum.</td>
<td>A1 A2 A3 A4 K1 K2 K4 K5</td>
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<tr>
<td>2. Critically evaluate current literature in order to demonstrate an awareness of the complex nature of concepts relating to student diversity and equity in higher education.</td>
<td>A4 A5 K2 K3 K4 K6 V1 V2 V4</td>
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<tr>
<td>3. Demonstrate an understanding of quality assurance and enhancement processes in relation to curriculum design.</td>
<td>K5 K6</td>
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<tr>
<td>4. Critically reflect on their practice identifying areas for further development.</td>
<td>A5 K5 V3 V4</td>
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^1 See the UKPSF (p. 3) for details of what the areas of activity, core knowledge and professional values include. This is available online at: [http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2011.pdf](http://www.heacademy.ac.uk/assets/documents/ukpsf/UKPSF_2011.pdf). A copy of the UKPSF is also available on Blackboard under ‘General Programme Information’.
5. Demonstrate the ability to keep to the assignment guidelines set out in the module and programme handbooks.

**Module content**

Content will include:

- The curriculum design process in higher education settings. Professional standards and expectations of curriculum designers in higher education settings.
- Inclusion, widening participation and curriculum design and implementation. Ethics and curriculum design and philosophical positions on the functions of higher education curricula.
- Constructively aligned ‘teaching systems’ and outcomes-based curricula.
- Identifying the need for a programme, (drivers for curriculum content and organisation).
- Academic standards/frameworks.
- Writing/setting learning outcomes, levels, progression and continuity in planning.
- Determining strategies for delivering teaching and facilitating learning.
- Assessing the learning outcomes and deployment of grading criteria.
- Evaluation of curriculum and their delivery and relation to quality management and enhancement systems (local and national).
- Using evaluation in future design processes.
- Constructing learning environment using learning technology, and in particular the use of ICT in teaching, learning facilitation and assessment.
- Module leadership and administrative tasks.
- Research into the discipline/support area and its pedagogy and the use of this in programme design.
Teaching and learning strategies

This module will encourage a collaborative learning environment in which participants share their experiences of the design of teaching, learning and assessment and their understanding of the nature of diversity within higher education settings. Whilst extensive use will be made of the participants’ own experiences to link theory and practice, use will also be made of lectures, case studies, video and written material (i.e. articles, chapters from textbooks, etc.). Blackboard will be used to support and complement the face-to-face sessions.

Plan of face-to-face sessions

Information on the dates, times and rooms for face-to-face sessions are posted on Blackboard. Details of the content of sessions; essential and useful reading; and any other activities/exercises required for sessions are also included on Blackboard.

Assessment

There is a course requirement for students to provide a brief written response to feedback received on their previous assessment. This may, if relevant, include comments about how they have addressed any issues raised in their previous assignment that are relevant to this assignment. The length of the response will depend upon the nature of the feedback they have received, but is expected to be between 200–500 words.

Assignment

You are required to design a new module using Edge Hill University’s module template. Assume you will be the module leader for this module. The completed module template should be supported by a paper (not exceeding 3,000 words, excluding the list of references) justifying the design of the module. In writing this
supporting paper use should be made of Edge Hill University’s strategy, policy and quality documents; relevant documents from external organisations such as the Quality Assurance Agency for Higher Education; and the academic literature on pedagogy, curriculum design and quality issues.

You should also identify any areas of further development that you personally might need as a consequence of the introduction of this new module.

In addition, you are required to discuss how you would evaluate the value of the new module to student learning when it is first introduced and what processes you would have to go through, if, as a result, you needed to make any modifications to the module.

**NB** Overall the assignment should not exceed 3000 words (excluding the newly designed module, list of references or bibliography)

**Submission date: 13th September 2016**

One copy should be submitted electronically through Blackboard. You may also forward an e-copy to your PAT.

Always retain a copy of every assignment you submit.

**Assessment criteria**

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<thead>
<tr>
<th>Learning outcomes</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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<tbody>
<tr>
<td>1. Critically reflect on the planning, delivery and</td>
<td>Identification of some of the key factors (planning, delivery and</td>
<td>The key factors (planning, delivery and evaluation) influencing practice</td>
<td>Excellent coverage of the factors influencing</td>
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<tr>
<td><strong>2. Critically evaluate current literature in order to demonstrate an awareness of the complex nature of concepts relating to student diversity and evaluation of a unit of curriculum.</strong></td>
<td>The description of an aspect of practice will generally be succinct and understandable, but there may be one or two areas that would benefit from further and/or more explicit explanation. There may also be one or two areas that would benefit from further and/or more explicit explanation.</td>
<td>The description of an aspect of practice will be succinct and understandable. A wide range of relevant, high quality and mainly up-to-date literature will be utilised and critically engaged with. There will be a good discussion of how these factors influence practice. This will include a critical approach with some pertinent comments made.</td>
<td>The description of an aspect of practice reflected upon will provide a clear and succinct picture of the aspect of practice to be discussed. An extensive range of relevant literature will be utilised and critically engaged with. There will be a good discussion of how these factors influence practice. This will include a critical approach with some pertinent comments made.</td>
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<td>equity in higher education.</td>
<td>where a more succinct approach could be adopted. A range of relevant reading from mainly high quality and up-to-date sources will be utilised. There will be evidence of a good understanding of the literature, an appreciation of different perspectives and the ability to make useful links between theory and practice.</td>
<td>evidence of a very good understanding of the literature and the ability to synthesise different sources of information. Pertinent and useful links between theory, practice and student learning will be made.</td>
<td>reading, adopting an inter-disciplinary approach and utilising high quality and up-to-date sources will be utilised and critically engaged with. Ability to effectively synthesise disparate sources of information and make very effective, pertinent and expert links between theory, practice and student learning.</td>
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<td>3. Demonstrate</td>
<td>Use will be made of</td>
<td>Effective use will be</td>
<td>Very good and</td>
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<td><strong>4. Critically reflect on their practice identifying areas for further development</strong></td>
<td>The assignment will include a critical analysis of some of the ways in which this reflection will, in the future, benefit their practice and</td>
<td>The assignment will include a critical examination of a range of different options available to improve practice and student</td>
<td>The assignment will include a detailed and critical examination of a range of options to improve</td>
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<td>an understanding of quality assurance and enhancement processes in relation to curriculum design.</td>
<td>Quality Assurance and Quality Improvement processes involving the use of the learner voice. In interpreting feedback there will be some evidence that their personal and professional values have been considered and perhaps the values of others.</td>
<td>made of Quality Assurance and Quality Improvement processes involving the use of the learner voice. When interpreting feedback a reflexive approach that considers, not only their own values (personal and professional), but the values of others will be in evidence.</td>
<td>extensive use will be made of Quality Assurance and Quality Improvement processes involving the use of the learner voice. There will be evidence that a reflexive approach that takes into account not only their own values (personal and professional) but the inter-play between these and the values of others.</td>
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</table>
enhance their students' learning | learning in the future. Some consideration of the decision-making processes involved in reaching a conclusion will be included. | practice and student learning in the future. There will, in the range of options considered, be evidence of effective decision-making and creative thinking.

### Inclusive Learning
We aim to make the sessions accessible to everyone. If you need us to present information in a different format (e.g. electronic copy, large print, etc.) or you need any other modifications, please let the module leader know. Other support is also available (see the Programme Handbook for details of further support available).

### Learning Resources
**THE7002**

**Textbooks**

*Essential reading*


*Useful reading*


**Journals**

Assessment and Evaluation in Higher Education
Disability and Society
Gender and Education
Higher Education
International Journal for Academic Development
International Journal of Inclusive Education
Studies in Higher Education
Teaching in Higher Education

**On-line resources**

A range of on-line resources will be accessible through the VLE. Below are a number of examples:
http://www.heacademy.ac.uk/
http://www.nmc-uk.org/
http://www.bera.ac.uk/
http://www.srhe.ac.uk/