Module ID5102

Introduction to University Teaching 2: *Curriculum Design and Assessment*

University of St Andrews

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Summary Information

Credits: 10
SCQF Level: 11 (Master’s)
Prerequisites: Must be engaged in some form of teaching, or to have taught in semester 1, as assessment is based in part on reflection on one’s own teaching practice.

Must have the permission of one’s supervisor (for research postgraduates) or line manager (for staff) to enrol.

Module Co-ordinator: Dr Heather McKiggan-Fee (Educational & PG Researcher Developer)
Module Lecturers: Dr Heather McKiggan-Fee (and a guest lecturer)
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Overview

This module is aimed at postgraduate tutors and demonstrators, staff who support the student learning experience and new academic staff without significant teaching experience. In a series of interactive lectures/seminars we consider key issues in curriculum design and assessment.

During this module we explore: reflective practice; the philosophy behind higher education curriculum design; a range of assessment and feedback issues; and how to constructively align teaching and engage with the development of a new module. The effective use of Moodle for teaching is modelled as participants experience this from a student perspective. This a “stand-alone” professional development module.

Module ID5102 provides an opportunity to go beyond the focused practical advice given in the mandatory training for postgraduate tutors and demonstrators or the Academic Staff Development Programme for new academics. You will engage with a wider range of topics, considered in more depth, and explore how theory underlies good practice. For those who plan to pursue a career in academia, it is an opportunity to begin your academic professional development at an early stage and enhance your C.V. You may also wish to consider enrolling for module ID5101 (Introduction to University Teaching 1: Supporting Student Learning).

This module was previously accredited by the Higher Education Academy (HEA, now part of AdvanceHE) as aligning with Descriptor 1 of the UK Professional Standards Framework (UKPSF), a nationally recognised framework of professional development for those interested in a career in higher education. As the University withdrew its subscription to the HEA in 2017, the module does not currently lead to an automatic award of Associate Fellowship. However, successfully completing the module should provide participants with ample opportunity to demonstrate their engagement with the framework and thus achieve an appropriate category of Fellowship (Associate, Fellow, Senior, Principal). Support will be provided to achieve this via the individual application route, including covering the application fee.
Key Dates

Note that you can make an appointment to see me at any time during the semester if you want to discuss any of the module elements or you have any questions or concerns.

February

- 6th February, Thursday (2-5pm) – Module Introduction (Lecture 1) (week 2)
- 13th February, Thursday – Submit Linking Activity 1 and comments on required readings (week 3)
- 20th February, Thursday (2-5pm) – Lecture/Seminar 2 (week 4)
- 24th February, Monday – Submit reflective log entry (week 5)

March

- 2nd March, Monday – Submit report on teaching observation (week 6)
- 5th March, Thursday – Submit Linking Activity 2 and comments on required readings (week 6)
- 12th March, Thursday (2-5pm) – Lecture/Seminar 3 (week 7) – progress review
- 16th March, Monday – Submit two Article Reviews (spring break)
- 23rd March, Monday – Submit draft version of new module proposal (spring break)
- 26th March, Thursday – Submit Linking Activity 3 (spring break)

April

- 2nd April, Thursday (2-5pm) – Seminar 4 Presentations (week 8)
- 13th April, Monday – Submit rough draft of reflective essay (week 10)
- 16th April, Thursday (2-5pm) – Seminar 5 Presentations (week 10)
- 27th April, Monday – Final deadline for submission of reflective essay and new module proposal and completion of all required elements of module (week 12)

May-June

- 18th May, Monday – Assignment feedback returned
- 9th June, Tuesday – Module grades released via MMS and SITS
Aims

The overall aims of this module are to:

- Introduce aspects of core knowledge, understanding and skills required to support and develop higher education (HE) curricula.
- Provide an opportunity for participants to interrogate and challenge the theory and practice which surrounds learning and teaching in HE.
- Consider the integration of scholarship with the practice of teaching and supporting learning in the context of continuing professional development.
- Experience and discuss a range of teaching approaches to inform decisions about your own educational practice.
- Encourage participants to develop as reflective practitioners and engage in a community of practice.

Depending on your role you may support student learning in a variety of ways: delivering (perhaps designing) tutorials or lectures, supporting laboratory practicals, marking assessments and giving feedback, designing and running academic skills or digital literacy workshops, encouraging students to engage with your discipline and with the whole university experience. All of this takes place in a dynamic environment where the government and society regularly set new priorities and expectations on universities, and in which the nature of the student population (and their technological and social context), is steadily evolving.

This module aims to provide an opportunity to reflect on how HE curricula should be designed and assessed in such a diverse and changing environment. You will be encouraged to think about and apply approaches to module design and assessment (both of and for learning) in the context of appropriate literature and your own discipline. You will also be required to reflect on the evolution of your teaching practice. It is important to emphasise that successful completion of the module involves a critical review of what it means to be both a learner and teacher as you seek to continue your own professional development.

Intended Learning Outcomes (ILOs)

This module is set at level 11 (taught postgraduate) of the Scottish Credit and Qualifications Framework. You are expected to demonstrate a critical understanding of key theories, and to be able to reflect critically on your own practice and relate this to relevant literature and issues covered in the module. In other words, your writing for this module needs to show not only that you understand the key concepts, but that you can apply them to your own circumstances as appropriate.

The ILOs for this module are designed to align with the core knowledge, activities and professional values outlined in the UKPSF. All 6 UKPSF core knowledge domains are covered to some extent in this module (and ID5101), but the learning outcomes below align particularly with K1, K5 and K6.
After successfully completing ID5102 you should be able to:

1. Critically reflect on and evaluate the effectiveness of your teaching and assessment in the context of constructive alignment.

2. Apply key concepts relating to curriculum design and assessment (eg constructive alignment, learning outcomes, summative, formative) within the context of your discipline.

3. Justify a given approach to curriculum design and assessment based on discipline requirements, with reference to relevant literature.

4. Explain how the quality assurance and enhancement agenda impacts on the teaching of your discipline.

In addition participants should be able to demonstrate how the following UKPSF values inform their teaching practice:

- Respect individual learners and diverse learning communities.
- Promote participation in higher education and equality of opportunity for learners.
- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
- Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

The table in Appendix 1 indicates how the various elements of the module align with the dimensions of the UK Professional Standards Framework. You may find it helpful to refer to this when reflecting on your engagement with the UKPSF when completing the Assignment Front Sheet. (This will help inform your individual route application for a category of HEA Fellowship.)

**Learning and Teaching Methods**

This module emphasises critical reflection on practice, therefore you must be (or have recently been) engaged in some form of teaching or supporting student learning in order to enrol.

The module involves a combination of face-to-face lecture/seminars, other required activities (eg teaching observation), e-learning activities and resources on the Virtual Learning Environment (VLE), peer pair meetings, ongoing formative feedback from the module co-ordinator, mentoring within the School (as outlined in section 5 of the *Doctoral students who teach policy* or the *Mentoring scheme for newly appointed lecturers* policy) and substantial self-directed study and reflection.

There is a strong emphasis on self-directed learning and you are expected to actively engage with all readings, lectures/seminars, and online activities. You will need to schedule your time carefully in order to manage the module workload alongside your teaching, research and other responsibilities.
Face-to-Face Teaching Sessions

1) Introduction to the UKPSF and ID5102 (Lecture/Seminar 1):
   - Group introductions
   - UK Professional Standards Framework and AdvanceHE
   - Explanation of the module content, delivery and assessment
   - Linking Activity 1 (on VLE): Write two intended learning outcomes.

2) Higher Education in Context and Curriculum Design (Lecture/Seminar 2):
   - Group activity: discussion of required readings, Q&A
   - Setting the scene: national developments in higher education (HE)
   - The philosophy behind HE curriculum design: Constructive alignment, learning outcomes, modes of assessment
   - Case study of innovative module design (Dr Anna Brown, School of Management)
   - Linking Activity 2 (on VLE): Critique a module, focusing on constructive alignment and learning outcomes.

3) Assessment for Learning vs Assessment of Learning (Lecture/Seminar 3):
   - Group activity: discussion of required readings and module critiques
   - Explore a range of assessment issues
   - Effective feedback and how/when technology could support this
   - Quality assurance/enhancement in learning and teaching
   - Linking Activity 3 (on VLE): Conversation with an academic colleague about curriculum design and/or teaching.

4) Presentation of Module Proposals (Seminars 4-5):
   - Each participant will have 10 minutes to present their new module, followed by 5 minutes for questions. You should target your presentation as if to a curriculum approval board.
   - All participants will give and receive feedback as they peer review both the module proposals and the presentations.

Additional Set Activities (required but not graded)

- Prepare a sketch of the key concepts from all of the required readings, and post a critical reflection on a selection of the required readings one week before each lecture/seminar.  
  (Contributes to ILOs 2, 3 & 4.)

- Post a response for each Linking Activity. This should be at least a week before the next teaching session.  
  (Contributes to ILOs 2 & 3; potentially 1&4.)
• Post two critical reviews (maximum 500 words) of a journal article, online report or resource related to curriculum design or assessment. You might focus on the teaching of your own discipline, or explore one of the topics we have touched on in more depth. (May contribute to any ILO, depending on topic.)

• Observe the teaching of a colleague following the scheme in place within your School. See section on Teaching Observation. (Contributes to ILOs 1 & 2.)

• Peer Pairs must meet at least twice to discuss set topics, and then post a brief account online. See section on Peer Pairs. (Contributes to ILOs 1, 2 & 3 and potentially 4.)

• Keep a Reflective Log of your teaching practice. See section on Reflective Log. (Contributes to ILO 1.)

**Approximate breakdown of 100 notional hours of study:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/seminars</td>
<td>12</td>
</tr>
<tr>
<td>4 x 3 hours</td>
<td></td>
</tr>
<tr>
<td>Teaching observation (with pre/post discussion)</td>
<td>2</td>
</tr>
<tr>
<td>2 x 1 hours</td>
<td></td>
</tr>
<tr>
<td>Peer Pair meetings</td>
<td>2</td>
</tr>
<tr>
<td>2 x 1 hours</td>
<td></td>
</tr>
<tr>
<td>Mentoring (in School)</td>
<td>2</td>
</tr>
<tr>
<td>2 x 1 hours</td>
<td></td>
</tr>
<tr>
<td>Teaching/Marking (including prep)</td>
<td>20</td>
</tr>
<tr>
<td>Activities on VLE / Reading / Study</td>
<td>50</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>12</td>
</tr>
</tbody>
</table>

The time you spend teaching or supporting learning counts in part towards the 100 notional hours of study, as this module is explicitly linked to your teaching practice. However, please note that the time allocations above are suggestive; the proportion of time spent on the various activities, particularly teaching and being mentored, reading and writing, etc. will of course vary between participants, and will not be evenly distributed over the course of the semester. You will need to schedule your time carefully in order to manage the module workload alongside your other responsibilities.

The University’s Policy on Doctoral Students who Teach states that all research postgraduates who teach must be assigned a mentor by their School, who will:

• provide a recognised point of contact in the School;
• advise on subject-specific aspects of teaching and learning;
• observe and comment constructively upon the student’s performance.

If you have not yet been assigned a mentor, approach the Director of Teaching and ask that a mentor be arranged. You are entitled to this support. New academic and education-focussed staff should also be assigned a mentor within their School as explained in the Mentoring scheme for newly appointed lecturers policy.
Teaching Observation

Teaching observation (sometimes known as peer observation or peer review of teaching) is an excellent developmental opportunity – a chance to get an independent perspective on your teaching, what works well, and what might benefit from a different approach. (See also SEDA blog Idea 22.) It is University policy that all probationary academic staff, and all postgraduates who teach, should have at least one of their teaching sessions observed by an experienced colleague. Each School has its own scheme in place for managing teaching observations, and you should familiarise yourself with the approach used in your School.

In a teaching observation session, the observer will provide constructive feedback and advice to the ‘observee’, but the observer can also benefit from exposure to new methods and approaches. As part of this module you are expected to observe the teaching of a colleague and provide them with feedback, following the normal procedures for teaching observation within your School. Speak to your module co-ordinator, mentor or the Director of Teaching early on to organise this. Do not leave it to the last minute, as it might take some time to co-ordinate schedules for an observation.

If your School’s teaching observation scheme doesn’t allow for postgraduate teachers to act as observers, you can arrange to observe a teaching session of your Peer Pair. In this case the two of you should agree in advance what approach will be used and the objectives for the teaching observation session. For more information on teaching observation (peer review), including practical advice on how to structure a session, see: http://www.st-andrews.ac.uk/staff/teaching/teacherstalk/observation/

You may find the “Strengths and improvements” forms (self and peer versions) the most intuitive, but you are free to select whatever approach that you prefer.

Online Activity:

After your teaching observation session you should have a meeting with your ‘observee’ to de-brief, i.e. to discuss how the session went and give them feedback. You must upload to Moodle:

- The details of your teaching observation (who, what and when).
- A summary of the feedback you provided to your colleague.
- A reflection/analysis on the process of doing a teaching observation. (eg How effective were you at providing constructive feedback? Was your observee receptive to what you had to say? Why or why not?)
- You must specify an action point for yourself: How will you adjust your teaching practice as a result of this experience and your reflections on it?

Note that this discussion board is only visible to the module co-ordinator, second markers and external examiner. The report on your teaching observation session should be posted in the VLE by 2nd March. If you have any questions, please contact the module co-ordinator.

Not only is it helpful to get feedback from a colleague on your teaching, it can be really useful just to watch a more experienced colleague at work. Don’t be afraid to ask colleagues if you can sit in and watch them teaching.
**Peer Pairs**

After the introductory class you will be asked to form a Peer Pair with another module participant. You may approach classmates directly to establish pairs, or wait to be assigned a partner by the module co-ordinator. I will match up anyone who hasn’t already organised a peer pair by Lecture 2.

It is helpful to be able to discuss your teaching with supportive colleagues, if only to reassure yourself that the difficulties you are facing aren’t unique! Conversations with colleagues in different disciplines can lead to a greater appreciation of alternative methods and approaches, so **interdisciplinary** pairs are strongly encouraged. Peer pairs should try to meet occasionally for informal discussion and support (eg for another perspective on how to deal with a tricky teaching situation, or how to balance the module workload with your research and teaching commitments).

**At a minimum**, peer pairs must meet **twice** to discuss the following set topics:

1. Think of an innovative method for assessing the module that you currently teach on or have taught on – or the one you want to design. Discuss the benefits and challenges of such a new approach. You may find the following resources helpful for inspiration:
   i. Enhancement Theme resources on Assessment, Integrative Assessment and Developing and Supporting the Curriculum.
   ii. Re-engineering Assessment Practices in Higher Education

2. Consider how you could use technology in an innovative way to support learning in the module you currently teach on, have taught on, or want to design. You may find the following resources helpful for inspiration:
   i. JISC Guide on Feedback and Feed forward: Using technology to support learner longitudinal development
   ii. Enhancement Theme resource: Supporting student transitions into and through online learning.

One member of each pair will post a brief summary of the discussions on the relevant Peer Pair Activity discussion board; each pair member should post on one topic. (You will need to agree who is posting what.) **Each** pair member should then manually mark that activity as completed in Moodle.

Note that if a face-to-face meeting with your Peer Pair proves difficult to arrange, your contact can be via email or telephone.

Peer Pairs are encouraged to observe each other’s teaching at least once – this can fulfil the teaching observation requirement (see above), or it might be **in addition** to a teaching observation that you conduct within your School.
The Reflective Log

Over the course of the semester you will keep a log or diary in which you should regularly reflect on and evaluate your teaching practice. One aim of keeping the log is so that you can evaluate the impact that taking this module has had on your thinking and teaching practice. The other is to give you a chance to practice writing reflectively, and to provide evidence to which you can refer when writing your final reflective essay, which will be summatively assessed. When reflecting on your teaching, try to set explicit actions points for how you’ll do things differently next time, and think about how the readings from the module might apply to your own teaching.

Participants sometimes wonder why it is necessary to write down their thoughts about teaching (as compared to just having them), and I feel that former President Barack Obama summed it up nicely: "The process of converting a jumble of thoughts into coherent sentences makes you ask tougher questions." (TIME, December 31, 2012 | Vol. 180, No. 27)

At a minimum, your log should include the following entries:

- Reflect on at least two lectures, tutorials, lab classes or other teaching situations; one near the start of the semester, and one near the end. (If you can find the time, you might wish to do an entry after most teaching sessions.) What worked – or not – and why? How could the session have been improved? For the later entries, consider whether there has been a change in your approach over the course of the semester, and if so, why?

- Reflect on any particularly difficult situations or issues you encounter, and consider how well (or otherwise) you feel you handled yourself, and how you might do things differently if it were to happen again.

- When writing your entries, always try and set a specific action point for yourself on how you will do things differently next time.

Formative feedback on your reflective writing will be provided at two points during the semester.

- In week 5 you will submit one entry from your reflective log (this can be an edited version), and you should receive formative feedback within 10 days.

- In week 10 you will submit a rough draft of your reflective essay, and you should receive formative feedback on this draft within 10 days.

For those who are unsure about how to write reflectively, this will provide an opportunity to get guidance on whether you are being sufficiently reflective and analytical, and making appropriate references to the literature.

There are several guides on how to write reflectively available in the “Supporting Documents” section of the Moodle course as well as a sample of previous student work. You may also find the following chapter useful:

Summative Assessment (see also Academic Regulations)

Achievement on the module overall is recorded simply pass or fail, rather than as a numerical grade. (This is common practice in the sector for this type of module). In order to pass the module, you must pass the module proposal assignment and reflective essay assignment, and engage with all of the lecture/seminars and additional set activities outlined above. Although not assessed, these are required elements of the module, as they contribute to the written assignments and to the ability to evidence an HEA recognition judgement (see below). Not completing an ungraded, required element will result in a fail on the module. The two final assignments are graded pass/fail, not on the 20-point Reporting Scale. (See subsections on New Module Proposal and Reflective Essay.)

The pass/fail system at St Andrews does not allow for the recognition of particularly good performance on the transcript – eg with an award of merit. However, the markers will highlight excellent performance in their written feedback on each assignment, and the phrase “This is an excellent piece of work” is used to formally recognise what is deemed to be a first-class assignment. Note that if an assignment significantly exceeds the word limit or has substantial problems with grammar and spelling, it cannot be recognised as ‘Excellent’.

The assignments are second marked and grades for each piece of work are then agreed at an internal moderation meeting. All final module grades are provisional until verified by the External Examiner at the module board.

The final deadline for completing all required elements of the module and submitting both summative assignments is 11.59pm on Monday, 27th April.

Submission Guidelines (in general)

You must submit two pieces of written work for this module via the Module Management System (MMS), using the Summative Assignments tool. Click the “Browse” button in the “File” column to search for and then upload your essay or module proposal (see screenshot below). Once the first and second markers have met to agree grades, the feedback pro-forma will be uploaded to the “Feedback” column for you to read.
Please submit all assignments in Word format rather than PDF. Your name must not appear anywhere on your submissions. See the relevant sections below for detailed guidance.

The appropriate Assignment Front Sheet must be included at the start of each assignment. (Download from the Supporting Documents section of Moodle, see also Appendix 2.) Be sure to provide all of the information requested, including a short answer to all questions. (One sentence answers will not usually be sufficient.)

- Submissions without an Assignment Front Sheet will not be marked.

Please respect the word limits for each assignment (see relevant sections below). Being able to express yourself in a concise and articulate manner is an important skill for everyone to develop. An assignment that exceeds the word limit cannot be marked as Excellent. (The Assignment Front Sheet, and any footnotes, endnotes, bibliography and/or reference list do not count towards the word limits.)

The module co-ordinator and second marker will each provide structured feedback on your assignments using the pro-formas which can be found in Appendices 3 & 4. Note that the different sections of the pro-formas are not weighted equally; eg the general presentation is not as significant as the quality of your proposal rationale or essay reflection.

### New module proposal

For the first summative assignment you must write a proposal for a new module as though you were submitting to the University’s Curriculum Approval Group (or similar), using the submission template provided in the Supporting Documents section of Moodle (see also Appendix 5). Your proposal should be in line with University policies (see in particular Assessment: Marking and Standard Setting and Assessment Policies and Procedures – there is a list of issues to be aware of in the Formative Feedback section of Moodle). Your submission must be no more than 1200 words and should include all of the information below.

- **General information** about the module, such as:
  - *Credits*: credit weighting of the module (indicates workload).
  - *Level*: provide both SCQF level and year of study (1000 to 5000).
  - *Pre-requisites*: modules that a student must have done or other requirements that must be fulfilled (eg language proficiency) before a student can enrol on your module (might not apply to your proposal). For an Honours-level module, it is not necessary to list the core sub-honours modules in the same School.
  - *Class hours and format*: briefly indicate the nature of the face-to-face contact time, eg 3 one-hour lectures + 1 one-hour tutorial per week.
  - *Brief summary of the module*: Have a look at entries for modules from your School to get an idea of what is expected.
  - You can look up typical class hours and module descriptors in the course catalogue for your School.
• **Rationale** for introducing the new module: Why is it needed, eg does it fill a gap in provision, respond to changing student body, etc? Consider more than simply academic reasons, eg will it attract more students, respond to external priorities such as widening access, employability, etc.? (See Butcher et al pg 24 for a list of some of the issues you should consider.)

• **Place in the wider programme(s):** A brief statement of how your module fits into existing degree programmes, eg “Honours option for single or joint undergraduate degrees in subject X”, or “Core module for MSc in Y and MLitt in Z”. Give a brief indication of potential overlap with existing modules, and if there is any, why this is justified; or explain if this is intended to replace existing modules. Note also any unacceptable module combinations (anti-requisites), if relevant. (If there is substantial overlap in content with another module, you might set it as an anti-requisite.)

• **Intended learning outcomes:** What intellectual, practical and transferable skills will the module develop? Write your ILOs in the recommended style! Map your assessments against your ILOs.

• **Content, structure and delivery:** Briefly outline the overall structure and method of delivery (eg weekly lectures, fortnightly seminars, distance learning, etc). If your delivery differs from the School norm (see the course catalogue), explain why. Provide a brief outline of major topics to be covered in the module as a weekly list; it is helpful to include assessment dates as well. If there is a cap on student numbers, mention it here. This section can be very concise; you don’t need to explain in depth what will be covered in a given class, but do mention if you’re using an unusual method of delivery.

• **Assessment:** List all assessment elements (ie coursework and exams) and indicate for each whether it is formative or summative, when it occurs, word length (if applicable), and percentage of final module grade (if summative). Note also if there are any special conditions required to pass the module (eg must gain a minimum mark on a particular assignment; must attend all tutorials). Map your summative assessments against your ILOs.

• **Assessment rationale:** Briefly explain (500 words max) your choice of assessment methods and weightings: *why* are these appropriate and valid, and *how* do they demonstrate constructive alignment with your ILOs? (This section does not count towards the word limit on the proposal submission.)

• **Indicative reading list:** Suggested readings for the module. This does not need to be exhaustive. (This section does not count towards the word limit on the proposal submission.)

You must **seek feedback** on your module proposal from colleagues (eg ID5102 participants, staff in your School) and include an account of how you responded to this feedback on the Assignment Front Sheet. Note that you do not have to agree with the feedback received – consider it critically and decide if a change is warranted. If you decide not to make a suggested change, explain why. You will have the opportunity to receive feedback on your proposal as part of the peer review process in the seminar sessions.
An excellent proposal will:

- Contain all of the required information, clearly and concisely presented.
- Be understandable to academics outside your discipline.
- Have a clear rationale for the module and for your approach to delivery and assessment.
- Have well written and appropriate intended learning outcomes (ILOs).
- Have well aligned course design (potentially innovative with respect to ILOs, teaching methods and/or assessment).
- Conform to University Assessment policy.

**Reflective essay**

The second summative assignment involves writing a reflective essay on your teaching practice. Your submission must be **at least 1500 words and no more than 2000 words** long, and include all of the information noted below. You may use any referencing system; indicate which system you have chosen on the Assignment Front Sheet. Your bibliography/reference list, and footnotes/endnotes, do not count towards the essay word limit.

I strongly encourage you to ask someone else to read over your essay draft and offer feedback, eg peer pair, colleagues, family and friends. Writing the essay is itself an opportunity for reflection and development, so it’s useful to get someone else’s perspective on how you’ve tackled issues, and how clearly you write about those issues! Explain how you have addressed any feedback received on the Assignment Front Sheet.

Within the introduction to your essay briefly explain your teaching context, eg the School you are in, name of the module, number of lectures/tutorials/lab groups, class size, etc. This background information is helpful for the second marker and external examiner. Remember that your essay must make sense to someone who is not familiar with the other work you have done on this module.

Your essay must address the following topics. The degree to which you emphasise each of these elements is up to you, but both of them must be addressed in some way in your essay. **Drawing on what you have learned in ID5102, reflect on:**

1. **How your approach to teaching and/or assessment has changed.**
   - For example, you might have revisited the ILOs on the module on which you were teaching and changed your teaching methods to make the ILOs more obvious to your students.
   - You may have re-designed the assessment for your module or changed how you provided feedback.

2. **How your approach to module/lesson design has changed.**
   - For example, issues covered in ID5102 might have directly influenced the choices you made when designing your own module.
   - You might have noticed particular challenges your students were having (with understanding, assessment, etc) and designed your own module to respond to these challenges.
The essay must demonstrate critical reflection on your teaching (including applying theory covered on the module to your own practice). Give one or more specific examples of your practice and be sure to work through the whole of Gibbs’ reflective cycle, especially the analysis and action planning stages.

There must be evidence that you have engaged with the literature, so at least three references must be cited. Remember, successful completion of this module involves demonstrating not only that you understand the concepts covered, but that you can apply them effectively within the context of your own discipline.

The markers will be looking for evidence that you are able to evaluate your teaching and integrate theory with practice, that your teaching practice has developed because of your reading and reflection over the course of the semester, and that you have taken an integrated look at your learning “journey”.

An essay that simply describes your teaching (what you did), with no attempt to explain why things happened in that way and how your teaching might be improved, and that doesn’t explicitly link your teaching practice to the literature, would be noted as “Not achieved” on the relevant sections of the pro-forma and would receive a Fail grade.

An essay that makes some attempt at explaining the rationale for your approach to teaching, and/or to explain why you got particular outcomes, using only passing references to the literature is likely to be noted as “Satisfactory” and would be a bare Pass. Taking a reactionary approach to issues, eg explaining after the fact why they might have happened, but with little evidence of addressing the issues at the time, is likely to be noted as “Satisfactory” at best.

“Good” or “Excellent” evidence of reflection will require a clear explanation of the rationale behind your teaching choices, why you think you got the outcomes you did, and how you would try to improve the outcomes next time (ie demonstrating the full Gibbs’ reflective cycle). With respect to engagement with the literature, you must explain how you have applied particular concepts in practice in your own teaching.

An Excellent essay will:

- Contain all of the required information, clearly and concisely presented.
- Provide evidence of regular reflection on one’s practice.
- Demonstrate deep reflection, not just describing what was done but considering why that approach was taken and why particular outcomes occurred, and how that could be improved.
- Explain how you have applied theory covered on the module in your own practice.
- Evidence reading beyond the required minimum for the module.
HEA Recognition Judgement

This module has been carefully designed such that passing the module should provide participants with ample opportunity to demonstrate their engagement with at least Descriptor 1 of the UKPSF and therefore earn HEA Associate Fellow. (Some participants may be eligible for Descriptor 2, HEA Fellow). You will be given support to write an individual route application, and while you are a member of the University CAPOD will cover the cost of one application should you decide to submit one (for any category).

Question 4 on the Assignment Front Sheet aim to help you think about whether/how you have met the criteria for Descriptor 1 or 2 of the UKPSF.

Academic Regulations: Absence, Extensions, Academic Misconduct

For general information on all academic policies, procedures and regulations please refer to the academic advice pages of the website.

If you know that you will be absent from any of the teaching sessions it is important that you contact the module co-ordinator in advance to explain the situation. If you have missed a teaching session for any reason you need to inform the module co-ordinator as soon as possible, and complete a make-up exercise. It is a module requirement to attend at least three of the four lecture/seminars, unless there are extenuating circumstances.

If there are good reasons for being unable to meet a submission deadline an extension can be arranged. The module co-ordinator should be informed of any concerns and the extension requested before the deadline is reached. Note that computer issues (e.g. lack of internet access) do not constitute an acceptable reason for failure to meet a deadline – you should allow for this possibility when planning the submission of written work.

You are expected to be familiar with the University’s Good Academic Practice policy. All work that you submit should be your own and should represent good academic practice.

Reporting / Resubmissions

The final deadline for submitting all assessed written work and completing all required activities is 11.59pm on Monday, 27th April. Feedback pro-formas for all written assignments will be made available via MMS in mid-May. The Module Board will meet near the end of May to confirm the grades to be awarded. Final grades will be available via MMS after the module board, and reported to students on 11th June via the University’s student record system.

Failing any given element of the module will result in failing the module overall. (Not completing an ungraded, required element constitutes failing that element.) Students who fail on a particular element will be given the opportunity to re-submit a similar piece of work with a deadline of 5 weeks after the module board. If the re-submission is received within the deadline and achieves a pass grade, the overall module grade will be adjusted to a pass.
Additional Support for Students

The Student Services team provides a wide range of pastoral support, eg advice for international students (eg visas), wellbeing, counselling and mental health, disabilities, finances and much more.

The Academic English Service (AES) is available to students who use English as a second or additional language, providing free workshops, tutorials and online materials. Note that staff members who are students on ID5102 can access the AES in their role as students.

Reading List

There are two set texts for this module and both are available from the Library in electronic and print versions.


Detailed below are the required readings that should be completed prior to each lecture/seminar. All required readings can be accessed via the Moodle course, and suggested further readings are available via the Talis online reading list. You are expected to engage in additional readings beyond the required readings for each lecture/seminar.

Note: Some readings are suggested for the article/resource reviews you must do before seminar 3, but you are free to choose whatever readings you wish, so long as they relate to curriculum design and/or assessment and feedback.

Introduction to the UKPSF and ID5102

- ID5102 Module Handbook
- UK Professional Standards Framework for teaching and supporting learning in higher education
- The SEDA 53 Powerful Ideas blog entries 12 & 21:
  - Gibbs, G. (2014) Teaching is driven by beliefs and assumptions
  - Gibbs, G. (2014) The most useful training of university teachers does not involve ‘training’
- Robinson, K. (2013) How to escape education’s death valley. TED talk
Supplementary Reading (optional, elaborates and expands on required readings):


Wise, G (2016) *Higher education bills we’ve known and loved*, from WonkHE (Higher education: policy, people and politics)

**Higher Education in Context and Curriculum Design**


- The SEDA 53 Powerful Ideas blog entries 9, 26, 34, 38:
  - Gibbs, G. (2014) Students are selectively negligent, and successful students neglect the right stuff. (Idea 26)
  - Gibbs, G. (2015) Clearly stated goals are not always helpful to students. (Idea 38)


- Musallam, R (2013) *3 rules to spark learning*. TEDtalk

Supplementary Reading (optional, elaborates and expands on required readings):

If you haven’t done ID5101, you might find this chapter provides useful context on the sector:


A TED talk that takes a rather different perspective to the issue of overfull curricula mentioned in blog idea 26 (Students are selectively negligent):

Khan, S (2015) *Let’s teach for mastery – not test scores*

A more critical perspective on intended learning outcomes:


This raises some of the same concerns as Hussey & Smith:

Background on how Biggs & Tang developed the constructive alignment approach:

Perspectives on teaching, helpful if you haven’t done ID5101:

Assessment for learning vs Assessment of learning

- The SEDA 53 Powerful Ideas blog entry 8, 10, 20, 27, 28:
  - Gibbs, G. (2014) It has more impact on educational effectiveness to change learners than it does to change teachers (Idea 8)
  - Gibbs, G. (2014) Students’ marks are often determined as much by the way assessment is configured as by how much students have learnt (Idea 10)
  - Gibbs, G. (2014) Lectures are used far too often (Idea 20)
  - Gibbs, G. (2015) Making feedback work involves more than giving feedback – Part 1 the assessment context (Idea 27)
  - Gibbs, G. (2015) Making feedback work involves more than giving feedback – Part 2 The students (Idea 28)

Supplementary Reading (optional, elaborates and expands on required readings):


Some Suggested Readings for Article/Resource Reviews

Note: You will need to access relevant subject-specific material for the indicative reading list in your ‘new module proposal’, but you shouldn’t use those for your reviews, unless they relate to the teaching of your discipline.


Appendix 1

This table indicates how the various elements of the module align with the dimensions of the UK professional standards framework. Further ticks may be possible in some cases, eg in column 2 depending on the subject of the article chosen for review.

<table>
<thead>
<tr>
<th>Module Element*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Design and plan learning activities and/or programmes of study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Teach and/or support learning</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assess and give feedback to learners</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Develop effective learning environments and approaches to student support and guidance</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Engage in continuing professional development in subjects/disciplines…, incorporating …the evaluation of professional practices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Core Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The subject material</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Appropriate methods for teaching and learning in the subject area &amp; level of academic programme</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. How students learn, both generally and in the subject</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The use of appropriate learning technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5. Methods for evaluating the effectiveness of teaching</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. The implications of quality assurance and enhancement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Professional Values</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Respect individual learners and diverse learning communities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Promote participation in HE and equality of opportunity for learners</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Use evidence informed approaches and the outcomes from research, scholarship &amp; CPD</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Acknowledge the wider context in which HE operates, recognising the implications for practice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Module Elements:
1= Comments on Required Readings
2= Article Reviews
3= Linking Activities
4= Lectures and Seminar Discussions
5= Peer Pair Meetings
6= Teaching Observation in School
7= Reflective Essay / Module Proposal
Appendix 2

Module ID5102

**Assignment Front Sheet: Essay / Module Proposal**

The Module Proposal Front Sheet does not have question 4 – you only do that once to cover your work on the whole module. Download the individual Front Sheets from Moodle.

**Matriculation Number:**

(Your name should not appear anywhere on your submission.)

**Assignment:** Module Proposal / Reflective Essay

**Provide Word Count:**

- For module proposal: No more than 1200 words.
- For reflective essay: No less than 1500 words, no more than 2000 words.
- This Front Sheet, footnotes/endnotes, bibliographies and/or reference lists do not count towards the word limit.

**Referencing System Used:**

(For Reflective Essay only: eg Harvard, Chicago, APA, etc)

You must provide an answer to the following questions.

1. **How and why** have you changed your assignment in response to feedback that you have received (from module co-ordinator, peer review, and any other sources)?

2. What aspects of your assignment do you feel could be improved or developed further?

3. What in particular you would like feedback on?

4. On the grid below, please tick all of the elements of the UKPSF that you have engaged with and that you **feel you have evidenced** in your essay and/or other work on this module.

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan</td>
<td>K1 Subject material</td>
<td>V1 Respect learners</td>
</tr>
<tr>
<td>A2 Teach/support learning</td>
<td>K2 Appropriate methods</td>
<td>V2 Promote participation</td>
</tr>
<tr>
<td>A3 Assess / give feedback</td>
<td>K3 How students learn</td>
<td>V3 Evidence-informed</td>
</tr>
<tr>
<td>A4 Learning environments</td>
<td>K4 Learning technologies</td>
<td>V4 Wider context</td>
</tr>
<tr>
<td>A5 Engage in CPD</td>
<td>K5 Evaluating effectiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K6 Implications of QA/QE</td>
<td></td>
</tr>
</tbody>
</table>
The module proposal was assessed in accordance with the information in the module handbook, taking note of whether all required information was provided, clarity of rationale, constructive alignment of intended learning outcomes, teaching methods and assessment, and how feedback from peers was incorporated. The assignment was first marked by the module co-ordinator; the second marker had sight of the module co-ordinator’s comments before marking, and their feedback is included in the final section.

<table>
<thead>
<tr>
<th>1) Reflective on Feedback / General Information / Content:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
<td></td>
</tr>
</tbody>
</table>

| 2) Rationale / Place in Programme: | |
|-----------------------------------| |
| Overall: Not achieved / Satisfactory / Good / Excellent | |

| 3) Intended Learning Outcomes / Assessment / Constructive Alignment: | |
|---------------------------------------------------------------------| |
| Overall: Not achieved / Satisfactory / Good / Excellent              | |

| 4) Feed Forward / Overall Comments: | |
|-------------------------------------| |
|                                     | |

| 5) Second Marker's Comments: | |
|------------------------------| |
|                              | |

First Marker: Date:
Second Marker: Date:
The reflective essay was assessed in line with the criteria outlined in the module handbook. The markers looked for critical evaluation of practice, with appropriate reference to the literature covered in the module. The assignment was first marked by the module co-ordinator; the second marker had sight of the module co-ordinator’s comments before marking, and their feedback is included in the final section. The module co-ordinator and second marker met to agree grades.

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Structure and presentation of essay:</strong></td>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
</tr>
<tr>
<td><strong>2) Evidence of critical reflection on practice (including self-assessment):</strong></td>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
</tr>
<tr>
<td><strong>3) Application of theory to practice (engagement with literature):</strong></td>
<td>Overall: Not achieved / Satisfactory / Good / Excellent</td>
</tr>
<tr>
<td><strong>4) Feed forward and overall comments:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5) Second marker’s comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>
NEW MODULE PROPOSAL: Submission Template

Be sure to read the guidance in the module handbook before starting this assignment.
If you were submitting a module “for real”, you would need to be familiar with the relevant information on the Module and programme approval webpage.

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead School / Department:</td>
</tr>
<tr>
<td>Module Title:</td>
</tr>
<tr>
<td>Credits:</td>
</tr>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Pre- Co- and/or Anti-requisites (if applicable):</td>
</tr>
<tr>
<td>Class hours and format:</td>
</tr>
<tr>
<td>Brief summary of the module (as might appear in the Course Catalogue, ~100 words):</td>
</tr>
</tbody>
</table>

| Rationale for new module (What is the academic purpose and relevance?) |

| Place of module within programme(s) (How does the module fit with existing provision?) |

| Content, Structure and Delivery (Provide a broad outline of major topics covered in the module and the overall structure and method of delivery.) |

| Intended Learning Outcomes (What intellectual and practical skills will the module develop?) |

By the end of this module the students should be able to:
1.  

| Assessment (Outline all forms of assessment, with relative weightings and word counts.) |

| Assessment Rationale* (Briefly explain why you decided to use each form of assessment, and relative weightings. This is not part of the University’s standard module proposal form; it addresses the IDS102 ILOs.) |

| Indicative Reading List* |

* Please note that these two sections do not count towards the 1200-word limit for the module proposal submission.