Module ID5107

University Teaching: 
Curriculum Design and Assessment

Centre for 
Educational Enhancement 
and Development (CEED)

The Table of Contents entries are links which take you directly to the relevant pages.
Summary Information

Credits: 15
SCQF Level: 11 (Master's)
Prerequisites: Must be engaged in some form of teaching, 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.

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Overview

This module is aimed at new academic staff, postgraduate tutors and demonstrators, and staff who support the student learning experience. In a series of interactive lectures/seminars we consider key issues in curriculum design and assessment.

During this module we will 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 module provides an opportunity to go beyond the focused practical advice given in the Academic Staff Development Programme for new academics or the mandatory training for postgraduate tutors and demonstrators. You will engage with a wider range of topics, considered in more depth, and explore how theory underlies good practice.

The Intended Learning Outcomes for this module are designed to align with the areas of activity, core knowledge, and professional values in the UK Professional Standards Framework. Successfully completing the module can be used as evidence as part of a direct application for a category of HEA Fellowship. The University provides support for making HEA Fellowship applications.
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. I recommend spreading the assigned readings out over a couple of weeks rather than trying to do all of them in the week before each class.

January
• 26th January, Wednesday (2-5pm) – Module Introduction, Seminar 1 (week 2)

February
• 2nd February, Wednesday – Submit Linking Activity 1 and comments on required readings (week 3)
• 9th February, Wednesday (2-5pm) – Seminar 2 (week 4)
• 11th February, Friday – Submit reflective log entry 1 (week 4)
• 16th February, Wednesday – Submit Linking Activity 2 and comments on required readings (week 5)
• 18th February, Friday – Submit feedback on peer’s reflective log entry (week 5)
• 21st-25th February – Spring break
• 28th February, Monday – Submit reflective log entry 2 (week 6)

March
• 2nd March, Wednesday (2-5pm) – Seminar 3 (week 6)
• 4th March, Friday – Submit sections of new module proposal (week 6)
• 9th March, Wednesday – Submit Linking Activity 3 (week 7)
• 11th March, Friday – Submit one Article Review (week 7)
• 16th March, Wednesday (2-5pm) – Seminar 4 Presentations (week 8)
• 30th March, Wednesday (2-5pm) – Seminar 5 Presentations (week 10)

April
• 4th April, Monday – Submit report on two teaching observations (week 11)
• 4th April, Monday – Submit peer pair discussions (week 11)
• 11th April, Monday – Submit extract of reflective essay - optional (week 12)
• 25th April, Monday – Final deadline for submission of reflective essay and new module proposal and completion of all required elements of module (week 14)

May
• 20th May, Friday – Assignment feedback returned
• 26th May, Thursday – Module grades released via MMS and SITS
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: designing and/or delivering 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](https://www.scottishqualifications.co.uk/). The ILOs for this module are designed to align with the areas of activity, core knowledge, and professional values outlined in the [UK Professional Standards Framework](https://www.ukpsf.org/) (UKPSF). All 6 UKPSF core knowledge domains are covered to some extent in this module, but the learning outcomes align particularly with K1, K5 and K6.
After successfully completing ID5107 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 (e.g., constructive alignment, intended 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 the impact that quality assurance and enhancement processes have on the teaching/assessment 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 UKPSF. You may find it helpful to refer to this when reflecting on your engagement with the UKPSF when completing the Assignment Front Sheet.

### Learning and Teaching Methods

This module emphasises critical reflection on practice, therefore you must be actively 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 (e.g., teaching observations), e-learning activities and resources on the Virtual Learning Environment (VLE), peer pair/trio meetings, ongoing formative feedback 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, classes, and other 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 ID5107 / Quality Assurance and Enhancement** (Seminar 1):

- Group introductions
- Explanation of the module content, delivery and assessment
- Quality Assurance and Enhancement (Ros Campbell, Academic Policy Officer)
2) **Higher Education in Context / Curriculum Design** (Seminar 2):
   - Group work: Constructive alignment and learning outcomes
   - Group work: HE in context – external drivers
   - Case study of innovative module design (Dr Anna Brown, Management)

3) **Assessment for Learning vs Assessment of Learning** (Seminar 3):
   - Explore a range of assessment issues
   - Group work: Effective feedback and how/when technology could support this
   - Case study of innovative assessment (Dr Elise Hugueny-Leger, English)

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 the module proposals.

**Additional Set Activities (required but not graded)**

- Post a critical reflection on specified required readings one week before certain seminars. *(Contributes to ILOs 2, 3 & 4.)*
- Post a response for each Linking Activity by the week before the relevant seminar. *(Contributes to ILOs 2 & 3; potentially 1&4.)*
  - Linking Activity 1: Write two intended learning outcomes.
  - Linking Activity 2: Critique a module, focusing on constructive alignment and learning outcomes. Write a haiku on assessment.
  - Linking Activity 3: Conversation with an academic colleague about curriculum design and/or teaching.
- Post one critical review (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.)*
- Peer Pairs/Trios must meet at least twice to discuss set topics, and then post a brief account online. *(Contributes to ILOs 1, 2 & 3 and potentially 4.)*
- Undergo two teaching observations. Refer to section on *Teaching Observations*. *(Contributes to ILOs 1 & 2.)*
- Keep a Reflective Log of your teaching practice. Refer to section on *Reflective Log*. *(Contributes to ILO 1.)*
**Approximate breakdown of 150 notional hours of study:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/seminars</td>
<td>15</td>
</tr>
<tr>
<td>Teaching observations (with pre/post meetings)</td>
<td>4</td>
</tr>
<tr>
<td>Peer Pair meetings</td>
<td>2</td>
</tr>
<tr>
<td>Mentoring (in School)</td>
<td>2</td>
</tr>
<tr>
<td>Teaching/Marking (including prep)</td>
<td>20</td>
</tr>
<tr>
<td>Activities on VLE / Reading / Study</td>
<td>95</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 150 notional hours of study, as this module is explicitly linked to your teaching practice. However, please note that the time allocations above are *indicative*; 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.

New academic and education-focussed staff should be assigned a mentor within their School as explained in the [Mentoring scheme for newly appointed lecturers](#) policy, and the [Policy on Doctoral Students who Teach](#) states that all research postgraduates who teach must be assigned a mentor by their School.

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.

### Teaching Observations

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.

Apart from those standard processes, all participants on PGCAP core modules are expected to undergo two teaching observations and to reflect on that experience: one by a colleague on the programme, and once by an experienced colleague. A teaching observation arranged as part of School requirements can be counted towards the PGCAP requirements.

**Before your observation:**

It is helpful to provide your observer with some context for your teaching before the observation. You may choose to have a brief pre-meeting, or communicate by email. It is important that you clarify:

1. How the teaching session is positioned in the module/programme, e.g. first lecture of a module you designed, middle of a sequence of six seminars taught by multiple staff, etc.
2. What you are trying to achieve in your session, e.g. develop concepts that have been briefly introduced earlier, demonstrate how to solve quantitative problems using worked examples, provide an overview of a new topic, present two sides of an argument, etc.

3. What delivery method(s) you are using, e.g. lecture supported by use of aids, interactive seminar with short activities that students engage in interspersed with mini-lectures, online delivery, in-person etc.

4. Is there anything specific you would like feedback on from your observer, e.g. your interaction with students, student-to-student interaction, delivery methods, materials design, timings, opportunities for feedback/reflection/note taking, etc.

**After the session:**

After the observed session you should ideally have a debrief meeting with your observer to discuss how it went. They should also provide you with an Observer’s Feedback Report that captures their observations of strengths and areas for improvement (the template is in the Teaching Observations section of the ID5107 Moodle). If your School has it’s own template for observer’s to provide feedback, you may use that instead.

After each observation you should complete a short critical reflection (refer to the template in Moodle) and set yourself at least one action point. In your second observation you must explain how you have responded to this action point in the intervening period.

You need to upload both of the Observer Feedback Forms and your own Critical Reflection Report on both observations by Monday of Week 11. This discussion board is only visible to the module co-ordinator, second markers and external examiner.

**UKPSF:**

During your reflection you may wish to consider how engaging in Teaching Observation relates across the Areas of Activity, Core Knowledge and Professional Values of the UKPSF.

**The Reflective Log**

Over the course of the semester you will keep a log or diary in which you 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](https://time.com/2644815/barack-obama-writing-reflection/) | 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 several points during the semester.

- You will submit two entries from your reflective log in Moodle, and get feedback from a peer on the first entry, and from module staff on the second entry.

- You have the option of submitting an extract of your final reflective essay draft, in order to get feedback from module staff.

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:


### 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 final assignments and your ability to make an effective application for HEA Fellowship (see below). Not completing an ungraded, required element may result in a fail on the module. The two final assignments are graded pass/fail, not on the 20-point Reporting Scale. (See sub-sections 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, 25th April.

Submission Guidelines

There are two summative final assignments for this module (a new module proposal and a reflective essay or presentation), which you submit via the Module Management System (MMS), using the Summative Assignments tool. Your name must not appear anywhere on your submissions.

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 complete answer to all questions.

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

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.

New Module Proposal (Guidance)

For the first summative assignment you must write a proposal for a new module, using the submission template provided in the Supporting Documents section of Moodle (and Appendix 5). Your submission must be no more than 1200 words and should include all of the information below.
**General information** about the module:

- **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 (e.g., 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.
- **Semester**: There is one week less of scheduled classes in sem1 due to Independent Learning week.
- **Class hours and format**: Briefly indicate the nature of the face-to-face contact time, e.g., 3 one-hour lectures + 1 one-hour tutorial every 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. (But you don’t need to follow the typical pattern.)

**Content, structure and delivery**: Briefly outline the overall structure and method of delivery.

- Provide a brief outline of main topics to be covered in the module as a weekly list; it is helpful to include assessment dates as well.
- If the delivery differs from the School norm (see the course catalogue), provide a rationale.
- If there is a cap on student numbers, mention it here.
- This section can be concise; don’t explain in depth what will be covered in each class, but do mention if you’re using an unusual method of delivery.

**Rationale** for introducing the new module: This is more than simply “this topic is not currently covered”, e.g., will it attract more students, or respond to external priorities such as widening access, employability, etc? Address the following:

- Does the new module build on lower-level modules, or help to prepare students for higher-level modules or postgraduate study?
- Emphasise the skills that the module will help students develop, and how this will support them with future employment and/or further study.
- How well would this module fit with the existing teaching and research portfolios in the School? (Would colleagues be able to deliver it in your absence?)
- Do degree programmes at “competitor” institutions (e.g., Edinburgh, Oxford) have a comparable module? If not, you can emphasise how this new module will set St Andrews apart. If they do, you can emphasise the importance of keeping pace with other universities.
- See Butcher et al pg 24 for a list of some of the other issues you could consider.
**Place within programme(s):** A brief statement of how your module fits into existing degree programmes, e.g. “Honours option for single or joint undergraduate degrees in subject X”, or “Core module for MSc in Y and MLitt in Z”. This section may be just a couple of sentences.

- Briefly note any overlap with existing modules, and if there is any, why this is justified; or explain if this is intended to replace existing modules.
- Note 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?

- Use the SOLO or Bloom’s taxonomy to select verbs at the appropriate level, and write your ILOs in the recommended style.
- Check to ensure that your assessments address every ILO.

**Assessment:** List all assessment elements (i.e. coursework and exams) and indicate for each:

- whether it is formative or summative
- submission due date
- maximum/minimum word count (if applicable)
- percentage of final module grade (if summative)
- how it maps to your ILOs.
- Note any special conditions required to pass the module (e.g. must gain a minimum mark on a particular assignment; must attend all tutorials).
- 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 Module Proposal section of Moodle.

**Assessment rationale:** Briefly explain (500 words max) your choice of assessment methods and weightings. This section does not count towards the word limit on the proposal submission.

- Are the assessments appropriate and valid, and do they demonstrate constructive alignment with your ILOs?
- The relative weightings of different assignments should make sense in terms of relative word counts and level of difficulty.
- Distribution of workload over the semester should be well balanced.
- Are there formative opportunities for students to practice for summative assignments?

**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.

- Consider whether your reading list has a balance of authors of different genders and diverse perspectives.
**New Module Proposal (Marking Criteria)**

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).
- Have a clear rationale for the choice of assessment methods and weightings.
- Conform to University Assessment policy.

A **passing** proposal will have most of these elements:

- Contain all of the required information, mostly clearly and concisely presented.
- May contain some jargon that makes it more difficult non-subject specialists to understand.
- Have a fairly clear rationale for the module and for your approach to delivery and assessment, but there may be gaps or issues that haven’t been considered.
- Have mostly well written and appropriate intended learning outcomes (ILOs).
- Have mostly well aligned course design, but there may be a disconnect between some elements (eg not ILOs are directly assessed).
- Have a mostly clear rationale for the choice of assessment methods and weightings, but the explanations might be clear or thorough in places.
- Conform to University Assessment policy for the most part, but there might be some minor discrepancies.

A **failing** proposal will have most of these elements:

- Contain all of the required information presented in an incoherent way, and/or may be missing some of the required information.
- Have a weak or vague rationale for the module and/or approach to delivery and assessment.
- Have poorly written and/or inappropriate intended learning outcomes (ILOs).
- Have ILOs, teaching activities and assessments that are not constructively aligned.
- Have no clear rationale for the choice of assessment methods and weightings.
- Has substantive breaches of University Assessment policy.
Reflective Essay or Presentation (Guidance)

The second summative assignment involves a reflection on your teaching practice. You have a choice of submission format:

- Write an essay of at least 1500 words and no more than 2000 words. OR
- Record a narrated Powerpoint presentation of at least 10 minutes and no more than 15 minutes.

Drawing on your reflective log and what you have learned in ID5107, your submission must reflect on both:

1. How your approach to teaching and/or marking 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 ID5107 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.

In the introduction of your essay/presentation 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. Your submission must make sense to someone who is not familiar with the other work you have done on this module.

You may use any referencing system (indicate your choice on the Assignment Front Sheet). The Front Sheet, bibliography/reference list, and footnotes/endnotes, do not count towards the essay word limit. If you do a narrated Powerpoint presentation, the reference list must be included on the final slides and citations at the relevant points within the talk.

Your essay/presentation must:

- Include a fully completed Assignment Front Sheet (as slides if presentation).
- Give a brief introduction to the context within which your teaching takes place.
- Demonstrate critical reflection on your teaching based on one or more specific examples of your teaching practice, including applying theory covered on the module to your own teaching.
- Work through the whole of Gibbs’ reflective cycle or other reflective models, with a focus on analysis and action planning.
- Give evidence that you have engaged with the literature and applied concepts to your own teaching practice. At least three references must be cited.
I encourage you to seek feedback on your draft, eg from your peer pair or other colleagues. 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!

**Reflective Essay/Presentation (Marking Criteria)**

An essay/presentation that significantly exceeds the word/time limit and/or that has extensive grammatical errors throughout cannot be marked as excellent.

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

An essay/presentation 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/presentation 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/presentation will:

- Contain all of the required information, clearly and concisely presented (with good pacing for presentation).
- Provide clear evidence of regular reflection on one’s practice.
- Demonstrate deep reflection on the associate between the course content and your practice. This will involve not just describing what was done but explaining why that approach was taken, why particular outcomes occurred, and providing an action plan for how to improve.
- Explain how you have applied theory covered on the module in your own practice.
- Cite appropriate sources relevant to the module and your reflective approach.
- Evidence critical reading beyond the assigned course materials.
Academic Regulations: Absence, Extensions, Academic Misconduct

For general information on all academic policies, procedures and regulations please refer to the student academic advice pages on the University 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 contact the module co-ordinator directly as soon as possible. It is a module requirement to attend at least three of the five lecture/seminars.

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 (eg lack of internet access) will not normally constitute an acceptable reason for failure to meet a deadline – you should allow for this possibility when planning the submission of assessed 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.

Module Reporting / Resubmissions

The final deadline for submitting all assessed written work and completing all required activities is 11.59pm on Monday, 25th April. Feedback pro-formas for all summative 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 26th May via the University’s student record system.

Failure in 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 results are released. If the re-submission is received within the deadline and achieves a pass grade, the overall module grade will be adjusted to a pass.

Reading List

The recommended texts for this module are Teaching for Quality Learning at University, 3rd Edition (2007, Biggs and Tang) and Designing Learning From Module Outline to Effective Teaching (2006, Butcher, Davies and Highton). These are available in electronic book form (see e-book block in Moodle) and print copies are also available in the Main Library and Physics Library.

Required and suggested readings for each seminar are listed in Moodle, and additional suggested reading via the Library’s Talis reading list service.

It is recommended that you spread the assigned readings out over a couple of weeks rather than trying to do all of them in the week before each class. You are encouraged to engage in additional readings beyond the required readings for each class.
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>Areas of Activity</th>
<th>Module Element*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Design and plan learning activities and/or programmes of study</td>
<td>✓</td>
</tr>
<tr>
<td>2. Teach and/or support learning</td>
<td></td>
</tr>
<tr>
<td>3. Assess and give feedback to learners</td>
<td>✓</td>
</tr>
<tr>
<td>4. Develop effective learning environments and approaches to student support and guidance</td>
<td>✓</td>
</tr>
<tr>
<td>5. Engage in continuing professional development in subjects/disciplines…professional practices</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Module Element*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. The subject material</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>
</tr>
<tr>
<td>3. How students learn, both generally and in the subject</td>
<td>✓</td>
</tr>
<tr>
<td>4. The use of appropriate learning technologies</td>
<td>✓</td>
</tr>
<tr>
<td>5. Methods for evaluating the effectiveness of teaching</td>
<td>✓</td>
</tr>
<tr>
<td>6. The implications of quality assurance and enhancement</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Module Element*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1. Respect individual learners and diverse learning communities</td>
<td>✓</td>
</tr>
<tr>
<td>2. Promote participation in HE and equality of opportunity for learners</td>
<td>✓</td>
</tr>
<tr>
<td>3. Use evidence informed approaches and the outcomes from research, scholarship &amp; CPD</td>
<td>✓</td>
</tr>
<tr>
<td>4. Acknowledge the wider context in which HE operates, recognising the implications for practice</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

Module ID5107

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.)

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

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 and any other sources?

2. What aspects 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.
   Read the requirements for the relevant Descriptor of the UKPSF; you may also find it helpful to refer to Appendix 1 in the module handbook.

<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 line with the criteria in the module handbook. The markers looked for clarity of rationale, constructive alignment of intended learning outcomes, teaching methods and assessment, and valid, well-justified forms of assessment. The assignment was independently marked by a second marker, then both markers met to agree grades.

### 1) Reflection on Feedback / General Information / Content:

Overall: Not achieved / Satisfactory / Good / Excellent

### 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: ________________
Appendix 4

IDS107 Curriculum Design and Assessment
Feedback Pro-forma for: Reflective essay/presentation on one’s teaching practice

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 independently marked by a second marker, then both markers met to agree grades.

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

First Marker: Date: 
Second Marker: Date:
Appendix 5

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. [This pre-amble does not count towards the word limit, but the template section text does.]

<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>Semester:</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>

<table>
<thead>
<tr>
<th>Content, Structure and Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a broad outline of major topics covered in the module and the overall structure and method of delivery.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for new module</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the academic purpose and relevance?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place of module within programme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the module fit with existing provision?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What intellectual and practical skills will the module develop?</td>
</tr>
</tbody>
</table>

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

1. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline all forms of assessment, with relative weightings, due dates and word counts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Rationale*</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 IDS107 ILOs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative Reading List*</th>
</tr>
</thead>
</table>

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