

MODULE SPECIFICATION

1. Title of the module

Curriculum and Assessment Design in Higher Education – PGLT2

2. School or partner institution which will be responsible for management of the module

Northern School of Contemporary Dance

3. The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)

Level 7

4. The number of credits and the ECTS value which the module represents

30 credits, 15 ECTS

5. Which term(s) the module is to be taught in (or other teaching pattern)

Summer term (year 1)

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

PGDip Arts Learning and Teaching in Higher Education.

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Critically analyse existing practice in assessment and feedback for a selected unit or programme of study in Higher Education (UKPSF K5, K6 and V4)

8.2 Evaluate the importance of a range of factors which influence assessment for learning in Higher Education, such as student involvement in assessment, ethical practice, employability, internationalisation and the use of technology to support learning (UKPSF A3, K2, K3, K4, K5, and K6)

8.3 Design a unit of study within an academic framework, which will support learning, teaching and assessment in a specific level of Higher Education (UKPSF A1, K1, K2, K6, and V4)

8.4 Design an assessment strategy for a selected unit or programme of study in Higher Education which is inclusive, rigorous and focused on achievement of the programme learning outcomes (UKPSF K2, A5, K3, K5 and K6)

8.5 Plan curriculum and assessment which reflects inclusive learning environments (UKPSF A3, K2, K3, K4, K5, and K6)

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions appropriate for a specific audience

9.2 Work independently, set goals and manage their own workloads

9.3 Research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections

9.4 Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material

9.5 Produce written work with appropriate scholarly and professional registers/conventions

9.6 Work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options

10. A synopsis of the curriculum

This module will give participants an opportunity to make an analytical study of curriculum design and mode(s) of assessment. A critical analysis of these areas will support recommendations for change in assessment design and delivery strategies for their modules and programmes.

This module content looks at the relationships between learning, teaching and assessment, and the design of appropriate assessment tasks. This is set against the wider context of national, institutional and departmental strategies and the need to situate assessment activity in the whole programme.

Participants will consider active learning in terms of curriculum design and development, assessment and feedback, quality assurance and enhancement. In particular, they will critically explore the influence of external factors, including Higher Education Academy, Quality Assurance Agency, in relation to designing modules and writing curriculum and assessment activities which work within their institutions academic and quality frameworks.

This module will cover: A review of participants' present experience and study of assessment; Inclusive types of assessment practice; assessment periods and relationships; Involving students in programme design; Constructive alignment: designing assessment tasks to effectively measure learning outcomes against quality benchmarks; feedback in the learning process and techniques for giving and managing feedback effectively; The management of assessment within an institutional or departmental policy such as participant's own institution Code of Practice on Assessment and with reference to the QAA Quality Code and the importance of good assessment design in promoting ethical behaviour.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Brown, S. (2014) *Learning, Teaching and Assessment in Higher Education: Global Perspectives*. Palgrave: UK

Mackh, B.M. (2018) *Higher Education by Design: Best Practices for Curricular Planning and Instruction*. Routledge: UK

Orr, S. and Shreeve, A. (2017) *Art and Design Pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum*. Routledge: UK

Schneider, M. (2016) *Connecting the Dots: Collaboration across Learning Support Professions in Higher Education to Enhance Student Learning*. Innovative Libraries: UK

12. Learning and Teaching methods

Lectures	25 hours
Directed Study	120 hours
Seminars	10 hours
Tutorials	3 hours
Independent Study	142 hours
Total Study hours:	300 hours

This module will be delivered in a considered manner appropriate to the activity undertaken by the student, in relation to their institutional calendars. A series of intensive lectures as a block will be delivered during key milestones in December and February to coincide with institution reading weeks and the start/end of vacation periods. Students will be expected to make contributions to forums and discussion boards as part of their directed and independent study and to support the online connected community of practice and peer learner support group.

Seminars and tutorials will be held online.

Directed study will be completed through tasks and sessions on NSCD-Moodle (VLE)

13. Assessment methods.

13.1 Main assessment methods

Item 1: Report: Critical reflection of current programme provision and rationale for a new module design (s) (2,000 words approx.) or equivalent

Weighting: 50%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4 and 9.6.

Item 2: Report: assessment strategy for a new module (2,500 words approx.) or equivalent

Weighting: 50%

Learning outcomes addressed: 8.1, 8.3, 8.4, 9.1, 9.2, 9.5 and 9.6.

There are 2 summative assessment points on completion of the activity contributing to the student's professional skills and development.

Assessments in this module allow students to analyse what is currently being studied within a particular programme, enter into a discussion for change and propose change. The assessment strategy focuses on the demonstration of the participant's understanding of quality assurance procedures and curriculum/assessment design, within their own institution.

Throughout the module students will receive feedback through group and 1:1 tutorials as appropriate. Formal feedback will be given following the assessments.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4	9.5	9.6
Learning/ teaching method	Hours allocated											
Lectures	25	X	X	X	X							X
Directed Study	120		X			X			X	X	X	X
seminars	10	X			X		X					
tutorials	3				X		X	X				
Independent Study	142	X		X		X		X	X	X	X	X
Assessment method												
Item 1: report (rationale for new module design) 50%		X	X	X	X	X	X		X	X		X
Item 2: report (Assessment strategy for new module) 50%		X		X	X	X	X	X			X	X

15. Inclusive module design

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

Northern School of Contemporary Dance recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational

need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

16. **Campus(es) or centre(s) where module will be delivered**

Northern School of Contemporary Dance

17. **Internationalisation**

As a reflection of the nature of employment across the arts sector in Higher Education, there are likely to be a number of participants on the module who are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education. One of the roles of the module is to ensure that participants (professionals across CDD and within the regional HE sector) have a shared understanding of the national (UK) context in which they are teaching. Class discussions will benefit from comparisons/contrasts between this national context of higher education and the various backgrounds and experiences participants bring. Readings on discipline-specific aspects of pedagogy may be drawn from a broader variety of contexts (e.g. American, Australian and European) and participants will be encouraged engage with that literature as a means of supporting their own teaching, learning and student support contexts, within their own institution and professional role. Online contribution and collaborative input through the virtual learning environment (in the case of forums, group blogs and discussion boards) is also likely to raise issues of differences between students in what is interesting to them (including what is relevant to them given their diverse backgrounds).

Within this module students will shape work which makes some connection to the wider world in which they live. International students sometimes frame work suitable for their home market, others create work for a UK/European audience. Students have the opportunity to shape their assessment to encompass and explore influences and responses to social and cultural traditions which relate to their own educational journey, including the extent to which innovative approaches to how learning is assessed are actively encouraged and recognised in different cultural contexts. In-class discussions and associated preparatory readings e.g. [Zhu & Engels \(2013\)](#) students are encouraged to explore this further. Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year.

18. **Partner College/Validated Institution**

Northern School of Contemporary Dance

19. **University School responsible for the programme**

School of the Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)