MODULE **DESCRIPTOR**

MODULE TITLE	Curriculum Design		
MODULE CODE	**EH4107 (L7)**	CREDIT VALUE	20 UK CREDITS / 10 ECTS
SCHOOL	SCHOOL OF BUSINESS AND MANAGEMENT		

MODULE **AIMS**

This module aims to develop participants' critical understanding of the principles and practice of curriculum design, and relate this both to policy within education and also to theories of teaching, learning and assessment.   It aims to support staff to enhance the quality of their curricula, by providing tools and a forum for critical evaluation of course and module design and delivery and the impact on students' learning.

MODULE **CONTENT**

Content will include:

- **Definitions, purposes and models of curriculum**
- **Historical, political and educational influences on curriculum**
- **Links between political and educational ideologies**
- **Types of knowledge – received, conceptual, self-knowledge, meta-cognition – and their influence on curriculum design**
- **Learning processes and theory and their relevance to curriculum design**
- **Assessment processes and theory and their relevance to curriculum design**
- **Approaches to curriculum design and the values and beliefs that underpin curriculum and the production of knowledge.**
- **Product and process models, constructivism and constructive alignment**
- **Influence of the subject area on curriculum design**
- **Threshold concepts and liminal space: identifying these and building into the curriculum**
- **Developing curriculum: alignment of modules and programmes to external and internal benchmarks, design of assessment and learning outcomes, and incorporation of educational (sector) priorities such as diversity, inclusivity, widening participation, PDP, employability, etc within the curriculum**
- **Critical consideration of the alignment of overall aims, learning outcomes and assessment**
- **Use of formative assessment within the curriculum; adjustment of curriculum to meet student needs**
- **Evaluation of curriculum especially in relation to student learning**
- **Impact of curriculum change on student learning.**
- **Evaluation of participants' personal learning from the module**

Content will be explored by participants within the context of student needs, resourcing, understanding of curriculum and quality systems and processes and informed by appropriate consideration of professional and pedagogic literature.

INTENDED **LEARNING OUTCOMES**

On successful completion of this module a student will be able to:

1. Critique and evaluate existing curriculum, demonstrating an understanding of institutional and curriculum processes, appropriate literature and the influences of internal and external benchmarks, policies and priorities

2. Apply Curriculum Design principles with confidence to their practice to improve student learning and reflect sector and organisational priorities, educational and professional principles and ethics

3. Evaluate the impact on their practice of undertaking this review of curriculum and reflect on the impact on students.

TEACHING METHODS

The module is taught in focused workshop sessions (3hrs each), with accompanying tutorials and on-line mediated reading and study material. Participants will learn about curriculum and curriculum design and apply this knowledge and understanding critically to their own examples of curriculum. Tutors use a wide range of teaching and learning methods, including experiential and exploratory practice, problem based learning activities, inductive approaches, active learning and critical enquiry, interrogation of relevant theoretical literature and policy documents. Students will apply theoretical insights to their own practice using a variety of skills and knowledge developed on the module, leading to the enhancement of courses designed or delivered by the participant in their workplace.

The module is assessed via an annotated curriculum document, which is a practical task that uses the developing insights gained on the module to critique the participant's own curriculum / syllabus /module and identify influences and issues. This is followed by an assignment that focuses on suggestions for change and development within the participant's curriculum/scheme of work/delivery plan, based upon their critique of the original document, and a rationale for the improvements with reference to pedagogic literature.

The module is taught at UCLan Preston and at designated college 'hubs' by UCLan staff, in order to make the programme more geographically accessible to FE staff and others. Participants are experienced practitioners within a range of sectors for whom curriculum design activity is a central activity which benefits from formal, research-informed and scholarly investigation and development. The learning of the module therefore takes place within active multi-sector communities of practice which maximises opportunity for critical reflection and learning. Outcomes will have a direct and explicit impact upon practice and on the participants' learners.

ASSESSMENT METHODS

This module is assessed through an Annotated Evidence (30%) and an Assignment (70%).