PHE708
Shaping the Curriculum in Higher Education

20 credits at Level 7

Aligned to the UKPSF

Module Co-ordinator:
Dr Roisín Curran PFHEA
Welcome...

We hope that you enjoy participating in PHE708 Shaping the Curriculum in Higher Education and that you will find it beneficial both personally and professionally.

This module provides an opportunity for staff with a substantive teaching/learning support role to develop a good working knowledge of curriculum design theory and models in a variety of disciplinary contexts. The module will raise awareness of the range of issues to be considered in the process of curriculum design and development using universal design principles and those particular to Ulster University. Participants will undertake a stakeholder analysis, plan a module/programme of learning (re)design, carry out its development and provide a pedagogic rationale in which they defend their design and development outputs.

This handbook details the structure, content and administration of Shaping the Curriculum in Higher Education and also anticipates some of the questions you may wish to have answered.

Dr Roisin Curran PFHEA
Module Co-ordinator
Centre for Higher Education Research and Practice (CHERP)
Ulster University: 5 & 50

As Northern Ireland’s civic university, Ulster University has as its vision the delivery of outstanding research and teaching that encourages the innovation, leadership and vision needed to help our community thrive. The Strategic Plan – 5 & 501 - is focussed around four key objectives illustrated below.

Within these, Academic Excellence provides the bedrock and inspiration for the ethos of this module, and aims to provide Ulster students with a high-quality, challenging and rewarding learning experience that equips them with the knowledge, skills, and confidence necessary to:

- demonstrate critical intellectual enquiry;
- progress in their chosen career or entrepreneurial endeavour;
- adapt to change;
- become responsible global citizens making meaningful contributions to professional communities and wider society.

In support of this, the University is committed to supporting and developing our staff to deliver excellence in teaching and learning, through the development of innovative curricula using contemporary methods of pedagogy that foster diversity, differentiation, and increased opportunities for access, and opportunities presented through emergent technologies to facilitate and complement teaching and learning practices.

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1 https://www.ulster.ac.uk/fiveandfifty/strategicplan.pdf
**Shaping the Curriculum in Higher Education**
This module provides an opportunity for staff to develop their thinking about the taught curriculum, in addition to the disciplinary content, to ensure a coherent innovative curriculum that provides a transformative, high quality learning experience. It builds on PHE705 Learning & Teaching in Higher Education, which is a prerequisite module, and seeks to provide participants with a framework for strategic and creative rethinking of traditional approaches to curriculum design to embed learning outcomes, authentic assessment and appropriate learning activities that develop essential graduate attributes for work and life in a complex, rapidly changing world. It also explores factors that inform curriculum design both external and internal to the institution.

Inclusivity
A distinctive feature of the module is its accessibility and inclusivity. This module seeks to provide a broad range of development opportunities to a wide body of participants who have substantive teaching and learning responsibilities. This may include: full-time lecturers, associate lecturers, teaching fellows, and those staff whose main professional priority is student support or research e.g. librarians, technicians, careers staff, and contract research staff. The module aims to support the development of participants’ roles through exposing them to recent scholarly evidence and effective approaches in teaching and learning, and professional practice.

It forms a compulsory module within the Post-graduate Certificate in Higher Education Practice for University staff, and is also suitable as a stand-alone CPD module for a range of teaching and learning support staff.

Flexibility
The need for flexibility will continue to be met by the provision of the module at a range of campus locations and by delivery times and modes, which best meet the needs of staff, including online delivery. These will generally be publicised online in advance of delivery so as to enable participants and their line managers to plan accordingly.

**Professional Recognition**
Participants undertaking this module as part of the PgCHEP are required to evidence not only the academic requirements but also to demonstrate that they are working towards the recognition requirements for D2 of the UKPSF (see http://www.heacademy.ac.uk/ukpsf). The module has been designed so that the learning opportunities will support the development and achievement of these. Additionally, the assessment tasks have been designed to enable participants to provide evidence of effective practice in these areas.

Participants undertaking this module in stand alone mode are required to evidence the academic requirements but will also have opportunities to reflect on and to enhance their evidence of effective practice aligned to the UK PSF (see http://www.heacademy.ac.uk/ukpsf). This may help in building a case for professional recognition and will also support a participant’s evidence of good standing and ongoing CPD.

**The UKPSF**
The UK Higher Education sector has re-defined its professional standards framework² (PSF) for teaching and learning. The UKPSF enables staff to benchmark their professional practice and experiences against sector wide standards and to use these to guide, inform and enhance their professional development (Figure 1 overleaf). In addition, information on staff teaching qualifications and/or recognitions is publicly available through HESA.

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² http://www.heacademy.ac.uk/ukpsf
The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the HE environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

Ulster University recognises the need to support and develop its staff in order for them to fully achieve their potential not only in the early stages of their careers but throughout their employment. As such the ethos of the module is inspired and informed by the UK PSF: appropriate elements of the module are explicitly mapped to the UK PSF, but also encourages participants to draw on other aspects of their professional practice to further enhance their alignment to the dimensions of practice. The areas of activity, core knowledge and values have informed the development of this module and the PgCHEP, its curriculum, delivery methods and assessment strategies.

**Figure 1: The UK Professional Standards Framework (2011) Dimensions of Practice**

<table>
<thead>
<tr>
<th>Areas of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Design and plan learning activities and/or programmes of study</td>
</tr>
<tr>
<td>A2 Teach and/or support learning</td>
</tr>
<tr>
<td>A3 Assess and give feedback to learners</td>
</tr>
<tr>
<td>A4 Develop effective learning environments and approaches to student support and guidance</td>
</tr>
<tr>
<td>A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1 The subject material</td>
</tr>
<tr>
<td>K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3 How students learn, both generally and within the their subject/disciplinary areas</td>
</tr>
<tr>
<td>K4 The use and value of appropriate learning technologies</td>
</tr>
<tr>
<td>K5 Methods of evaluating the effectiveness of teaching</td>
</tr>
<tr>
<td>K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional value</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1 Respect individual learners and learning communities</td>
</tr>
<tr>
<td>V2 Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>V3 Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
</tbody>
</table>
Registering on the module
Normally, to register for this module you will have completed Learning & Teaching in Higher Education and will have submitted an application form for the full PgCHEP. A separate communication will have been sent to you with instructions on how to enrol for this module. For those taking the module as a stand-alone, please contact the module coordinator. Where possible we ask you to indicate the name of your Subject Adviser\(^3\) (a member of University staff who holds the PGCHEP and/or is a Fellow of the Higher Education Academy). The Subject Adviser could be your Course Director or a member of your disciplinary team who could provide you with advice on the appropriateness of your module/programme of learning (re)design. They may also form part of your stakeholder group (see coursework 1). If you are unsure who to approach to undertake this role, you should contact the Module Coordinator or PgCHEP Course Director for guidance.

Communicating with the Module Co-ordinator/Module Administrator
If you have a query regarding this module, please read the guidance provided here. If you are still unsure, please use email to contact the module co-ordinator: r.curran@ulster.ac.uk

Other Key Staff: Vicky Davies

Your commitment to Shaping the Curriculum in Higher Education
Shaping the Curriculum is a 20 credit point Level 7 module and requires 200 hours’ time commitment, distributed in the following manner:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>18 hrs</td>
</tr>
<tr>
<td>Webinars</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Tutorials</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Practice-based learning</td>
<td>24 hrs</td>
</tr>
<tr>
<td>Independent study (including assessment)</td>
<td>152 hrs</td>
</tr>
</tbody>
</table>

MODULE LEARNING OUTCOMES
Successful students will be able to:

1. Synthesise and critique data generated from undertaking a curriculum design stakeholder analysis and determine the implications of this in developing responsive, contemporary, inclusive and flexible curricula in HE;

2. Select and structure and key components of module design to incorporate learning outcomes, assessment design and curriculum delivery which respond to analysis undertaken;

3. Develop a module description based on design principles which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE;

4. Defend and justify their curriculum design and development outputs by providing a pedagogic rationale, which demonstrates how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed.

\(^3\) Details of the role of the Subject Adviser can be found in Appendix 2
All the above learning outcomes contribute to the overall alignment of your practice with the Descriptor statements for D2 of the UKPSF: D2.i, D2.ii, D2.iii, D2.iv, D2.v, D2.vi as part of the full PgCHEP programme.

CONTENT
Core content delivered in block sessions with online support

Curriculum development – strategies and models
• strategies of curriculum development
• models of curriculum development e.g. constructive alignment, problem-based learning, focus on threshold concepts, signature pedagogies

Influences that shape how the curriculum is designed
• Personal, e.g. Subject Knowledge; Personal research interests
• Institutional, e.g. Institutional and Faculty Learning and Teaching Strategy; Students; Principles of Assessment & Feedback for Learning, graduate qualities;
• Universal Design Principles and Ulster Curriculum Design Principles
• Government Bodies, e.g. Quality Assurance Agency Benchmarks, level/qualification descriptors
• External, e.g. Professional Bodies; Employers

The elements of the curriculum
• Aims
• Learning outcomes/objectives (knowledge, skills and attitudes)
• Content
• Teaching and learning methods
• Assessment methods
• Supporting elements:
  o Learning resources (teachers, support staff, funding,
  o books/journals, IT support, teaching rooms)
  o Monitoring and evaluation procedures
  o Placement activities
  o Recruitment and selection procedures, including promotional materials
  o Student support and guidance mechanisms

Balancing a curriculum in a range of education and disciplinary contexts
Coherent curriculum structures; the modular curriculum; the negotiated curriculum; the accreditation of prior learning and experience; modes of assessment; accreditation and certification; quality assurance processes in evaluation and revalidation.

LEARNING AND TEACHING METHODS
• A block workshop will be used to introduce and develop core underpinning knowledge. They will be used to share and critique scholarly and subject-based approaches to curriculum development.
• Webinars will be used to enable participants to share aspects of their developing practice and to receive feedback to be used to inform further enhancement.
• Online resources will be an integral part of the delivery and will not only support further development of ideas introduced in workshops but will also provide a communication platform to foster and develop the emerging communities of learning.

• Practice-based learning and independent study (including assessment) will be used to contextualise the workshops and online learning to the participant’s own professional environment and to facilitate their individual professional development in aspects of effective curriculum development.

• Opportunities will be built in to the module for formal and informal peer support, review and feedback. It is valuable for participants to have a sense of belonging to a cohort and learning community providing opportunities for support, shared learning and discourse around learning and teaching.

• Free standing optional development opportunities will be signposted to participants enabling them to choose to engage with them where relevant to their context and/or interest for professional development.

• A subject advisor, from their broad discipline area, will support and advise them during the module, and will observe their teaching on at least one occasion and provide summative feedback.

• Tutorials will be available for one-to-one or small group support.

• ePortfolios will be used as an individual reflective tool and may be drawn upon to provide supporting evidence for assessment.

This module is blended.

**Delivery Model**

<table>
<thead>
<tr>
<th>Block</th>
<th>Content</th>
<th>Delivery</th>
</tr>
</thead>
</table>
| Block 1 | Module induction Curriculum Design Strategies and Models  
• Approaches to curriculum design  
• Influences that shape how the curriculum is designed  
• Universal Principles and Ulster Principles of curriculum design  
• Stages of design | 19 June 2018 Magee  
27 June 2018 Jordanstown  
10am – 3.30pm |
| Block 2 | • Elements of the curriculum  
• Balancing a range of education and disciplinary contexts  
• Sequencing the curriculum  
• Module development in action | 11 September 2018 Magee  
13 September 2018 Jordanstown  
10am – 3.30pm |
| Webinar | • Group webinar  
• This will include an opportunity for peer feedback on drafts of coursework 1  
• Design challenges | To be agreed with participants but before submission of coursework 1 (week beg 1 Oct 2018) |
| Block 3 | • Peer-review of curriculum development  
• Pedagogic rationale for design  
• Further development | 21 November 2018 Magee  
28 November 2018 |
<table>
<thead>
<tr>
<th>Support</th>
<th>Online resources</th>
<th>BBL and other directed materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Jordanstown 10am – 3.30pm</td>
</tr>
</tbody>
</table>
ASSESSMENT AND FEEDBACK

Coursework 1: (1500 words)

Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.

Design/re-design a chosen module or programme of learning to take into account the needs of your identified cohort. You are expected to:

• Undertake a curriculum design stakeholder analysis, which incorporates key internal metrics, feedback from students, and external influences. Determine the implications of this for designing contemporary curricula.

• Submit a module design planner which articulates your response to this analysis and uses constructive alignment to incorporate learning outcomes, assessment design and curriculum delivery. Append your stakeholder analysis and implications of this to the module design planner.

Submit via Blackboard Learn Dropbox on 15 October 2018

Learning Outcomes 1 and 2
UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

See Appendix 1

Coursework 2: (2500 words)

Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.

Develop a module description or programme of learning description based on constructive alignment, design principles and the module design plan which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE.

Provide a pedagogic rationale in which you defend and justify your curriculum design and development outputs and that which demonstrates your knowledge of how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed.

Submit via ePortfolio on Blackboard Learn on 7 January 2019

Learning Outcomes 3 and 4
UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

100% Coursework
See Appendix 2

READING LIST

Required


Institutional policy documents/resources


Ulster University Learning and Teaching Strategy http://www.ulster.ac.uk/centrehep/teaching_and_learning_strategy/

Ulster University Employability and Marketing http://eandm.ulster.ac.uk/employability.php

Ulster University Internationalisation Strategy http://international.ulster.ac.uk/international-partnerships/

Contemporary reports and guidelines from national advisory and policy organizations (e.g.HEFCE, TechDis, HE Academy).

In addition, participants will be directed to relevant websites, journal articles and chapters, *inter alia*:

HEA website www.heacademy.ac.uk


Healey, M. (2016) Approaches to curriculum design [https://www.mickhealey.co.uk/resources](https://www.mickhealey.co.uk/resources)

HEA (2014) Internationalising higher education framework [https://www.heacademy.ac.uk/internationalising-higher-education-framework](https://www.heacademy.ac.uk/internationalising-higher-education-framework)

HEA Curriculum design [https://www.heacademy.ac.uk/workstreams-research/workstreams/curriculum-design](https://www.heacademy.ac.uk/workstreams-research/workstreams/curriculum-design)

HEA Education for sustainable development [https://www.heacademy.ac.uk/workstreams-research/themes/education-sustainable-development](https://www.heacademy.ac.uk/workstreams-research/themes/education-sustainable-development)

Jones, H. & Warnock, L. (2014) Towards a competency framework for student work-based learning [https://www.heacademy.ac.uk/node/10074](https://www.heacademy.ac.uk/node/10074)


**Journals:**

Assessment in Education: Principles, Policy and Practice  Routledge  
*Educational Developments.* SEDA (The Staff and Educational Development Association).

*Higher Education Quarterly.*  Blackwell Publishing.

Higher Education Research and Development  Taylor & Francis  
Innovative Higher Education  Springer  

International Journal for Academic Development  Taylor & Francis  
Journal of Further and Higher Education Taylor & Francis  
Journal of Higher Education  Ohio State University Press  
Quality in Higher Education Routledge  
Reflective Practice  Taylor & Francis  
Research in Higher Education Springer  
Studies in Higher Education Taylor & Francis
APPENDIX 1: COURSEWORK 1 guidance (1500 words)
Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.

Design/re-design a chosen module or programme of learning to take into account the needs of your identified cohort. You are expected to:

• Undertake a curriculum design stakeholder analysis, which incorporates key internal metrics, feedback from students, and external influences. Determine the implications of this for designing contemporary curricula.

• Submit a module design planner which articulates your response to this analysis and uses constructive alignment to incorporate learning outcomes, assessment design and curriculum delivery.

Use the Module Design planner template in BBL to structure your plan.

Submission Date: 15 October 2018

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

LOs: 1, 2.

Guidance and prompts for stakeholder analysis.

<table>
<thead>
<tr>
<th>Suggested Headings</th>
<th>Suggested content under each heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>• Brief description of your role and in what capacity you are engaged with this module/programme of learning</td>
</tr>
</tbody>
</table>
| Proposed Module/Programme of Learning     | • Description of the Module/Programme of Learning on which your coursework is based  
                                         | • Outline the challenges that the existing Module/Programme of Learning activity presents for teaching staff and students. |
| Stakeholder analysis                      | • Provide a breakdown of any data collected as part of your stakeholder consultation/analysis       |
| Implications                              | • In relation to the data collected along with the challenges outlined above, what are the implications of this for your module design/redesign? |
| References                                | • Include full references to the literature used to support your rationale for your design/redesign? These should all be in Harvard style. |
| Appendices                                | • Provide the original module/programme of learning prior to any changes                          |
APPENDIX 2: COURSEWORK 2 guidance (2500 words)
Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.

Develop a module description or programme of learning description based on constructive alignment, design principles and the module design plan which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE. (Approximately 1500 words)

Use the Module Description template in BBL to structure your module.

Provide a pedagogic rationale in which you defend and justify your curriculum design and development outputs and that which demonstrates your knowledge of how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed. (Approximately 1000 words)

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

LOs: 3, 4

Guidance and prompts for structure and content of pedagogic rationale

<table>
<thead>
<tr>
<th>Suggested Headings</th>
<th>Suggested content under each heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>• Brief description of your role and in what capacity you are engaged with this module/programme of learning</td>
</tr>
<tr>
<td>Proposed Module/Programme of Learning</td>
<td>• Description of the Module/Programme of Learning on which your coursework is based</td>
</tr>
<tr>
<td></td>
<td>• Outline the challenges that the existing Module/Programme of Learning activity presents for teaching staff and students. You may wish to draw on your stakeholder analysis for this.</td>
</tr>
<tr>
<td></td>
<td>• Outline the changes that you are proposing</td>
</tr>
<tr>
<td>Learning, teaching and assessment strategy</td>
<td>• Describe your proposed LTA strategy outlining how it addresses the challenges discussed above.</td>
</tr>
<tr>
<td>Rationale</td>
<td>• Why are you proposing this?</td>
</tr>
<tr>
<td></td>
<td>• Include here your pedagogic reasons for introducing these changes. Show how this is appropriate for your intended audience.</td>
</tr>
<tr>
<td></td>
<td>• Show clear linkages to theory</td>
</tr>
<tr>
<td>Concluding remarks</td>
<td>• What do you conclude from undertaking this activity? How might it inform your future practice? Next steps?</td>
</tr>
<tr>
<td>References</td>
<td>• Include full references to the literature used to support your rationale for your design/redesign? These should all be in Harvard style.</td>
</tr>
<tr>
<td>Appendices</td>
<td>• Provide the original module/programme of learning prior to any changes</td>
</tr>
<tr>
<td></td>
<td>• Provide the revised module outline (using the university’s current module template). Highlight your changes.</td>
</tr>
</tbody>
</table>

Submit via ePortfolio on Blackboard Learn on 7 January 2019
## ASSESSMENT RUBRIC

### Coursework 1

<table>
<thead>
<tr>
<th>Learning Outcomes &amp; UKPSF</th>
<th>Fail</th>
<th>Pass</th>
<th>Good Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesise and critique data generated from undertaking a curriculum design stakeholder analysis and determine the implications of this in developing responsive, contemporary, inclusive and flexible curricula in HE;</td>
<td>Some or very limited critical evaluation and synthesis of data pertaining to the student experience and curriculum design.</td>
<td>Some critical evaluation and synthesis of key data pertaining to the student experience and curriculum design.</td>
<td>Critical evaluation and synthesis of complex range of data pertaining to the student experience and curriculum design.</td>
</tr>
<tr>
<td></td>
<td>Little or no evidence of engagement with appropriate institutional priorities and external influences</td>
<td>Evidence of engagement with appropriate institutional priorities and external influences</td>
<td>Clear evidence of engagement with appropriate institutional priorities and external influences</td>
</tr>
<tr>
<td></td>
<td>Little or no evidence of engagement with appropriate theoretical frameworks.</td>
<td>Evidence of engagement with appropriate theoretical frameworks with some links to current research in the area.</td>
<td>Clear evidence of engagement with appropriate theoretical frameworks informed by current research and practice in the area.</td>
</tr>
<tr>
<td></td>
<td>Basic or limited knowledge and depth of understanding of key principles and concepts underpinning curriculum design.</td>
<td>Appropriate knowledge and depth of understanding of institutional principles and concepts underpinning curriculum design with some understanding of their development in practice.</td>
<td>Wide knowledge and depth of understanding of institutional and universal principles and concepts underpinning curriculum design and the development of ideas and practice.</td>
</tr>
<tr>
<td></td>
<td>Occasional or limited evidence of relevant application of stakeholder analysis implications.</td>
<td>Evidence of relevant application of stakeholder analysis implications with some links to current research and institutional priorities and frameworks.</td>
<td>Clear evidence of relevant application of stakeholder analysis implications informed by current research and institutional priorities and frameworks.</td>
</tr>
<tr>
<td></td>
<td>Basic or limited knowledge and depth of understanding of the concept of constructive alignment.</td>
<td>Appropriate knowledge and depth of understanding of the concept of constructive alignment.</td>
<td>Wide knowledge and depth of understanding of the concept of constructive alignment.</td>
</tr>
</tbody>
</table>

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

**Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.**
| Coursework 2 | 3. Develop a module description based on design principles which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE; | Some or limited evidence of a constructively aligned module. Some or limited evidence of a curriculum, which has taken cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities. Evidence of a constructively aligned module, which demonstrates a responsive curriculum. Evidence of a curriculum, which has taken some cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities. Some critical evaluation and synthesis of key issues and material used to underpin curriculum design and development outputs. Evidence of reading supplementary sources and adequate referencing. | Clear evidence of a constructively aligned module, which demonstrates an original and responsive contemporary curriculum. Clear evidence of a curriculum, which has taken cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities. Critical evaluation and synthesis of complex issues and material used to underpin curriculum design and development outputs. Excellent presentation, logically structured using correct grammar and citation. Evidence of extensive reading of supplementary sources and comprehensive referencing. |
| | 4. Defend and justify their curriculum design and development outputs by providing a pedagogic rationale, which demonstrates how professional practice is informed by a range of relevant networks, and internal and external influences that shape how the curriculum is designed. | Adequate or poor presentation and structure, grammar, spelling and citation. Limited or minimal evidence of reading and inadequate referencing. | Orderly presentation, clear structure and acceptable grammar and citation. Evidence of reading supplementary sources and adequate referencing. |

UKPSF: A1 A2 A3 A4 A5, K1 K2 K3 K4 K5 K6, V1, V2, V3, V4

**Contributes to the achievement of Descriptor statements for D2**
of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.