PHE708
Shaping the Curriculum in Higher Education
2018/19

20 credits at Level 7

Aligned to the UKPSF

Module Co-ordinator: Dr Roisín Curran
Module Tutor: Colette Murphy
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 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.

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, 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 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 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](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](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](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
**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 to you indicate the name of your Subject Adviser (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: Colette Murphy c.murphy1@ulster.ac.uk

**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:

- **Workshops**: 18 hrs
- **Webinars**: 4 hrs
- **Tutorials**: 2 hrs
- **Practice-based learning**: 24 hrs
- **Independent study (including assessment)**: 152 hrs

**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.

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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:
  - Learning resources (teachers, support staff, funding, books/journals, IT support, teaching rooms)
  - Monitoring and evaluation procedures
  - Placement activities
  - Recruitment and selection procedures, including promotional materials
  - 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>Online Introduction to Module and getting ready to learn</th>
<th>Content</th>
<th>Delivery</th>
</tr>
</thead>
</table>
| **Module Introduction** | • Access the Module Handbook  
                                   • Introduce yourself on the Class Discussion Board  
                                   • Setup Class communication channels:  
                                       • Blackboard Module App  
                                       • Twitter Account | Beginning Tuesday 6th June 2018 |

Read First Article:

**Activity/Actions to do prior to Block 1 :**
• After reading the Journal article above, consider the following:
  • How is the term *curriculum* used at Ulster?
  • Consider whether there is a shared understanding at institutional/faculty/school level as a basis for curriculum design?
  • What are the challenges (apart from practical considerations) facing us in curriculum visioning, change and development?
  • What is your understanding of an inclusive, flexible, contemporary curricula?
• What module/programme of learning do you intend to design/redesign which will form the professional work-based nature of this module?
| F2F Block 1 | Curriculum Design Strategies and Models  
- Approaches to curriculum design  
- Influences that shape how the curriculum is designed  
- Principles of curriculum design  
- Introduction to Ulster’s Integrated Curriculum Design Framework: Knowing, Doing, Being  
- Contextualised research (L&T, Skills Barometer, etc.)  
- What do we mean by research informed curriculum?  
- Universal Design Principles for designing an inclusive curriculum | Tuesday 19 June 2018  
Jordanstown 4F03  
Wednesday 27 June 2018  
Magee MI022  
10am – 3pm |
| --- | --- |
| Online Webinar | Group webinar (Max. of 23 per group)  
- This will include an opportunity for peer feedback on drafts of coursework 1  
- Design challenges | Webinar 1A – week beginning 6 August (tbc)  
Webinar 1B; week beginning 13 August (tbc) |
| Coursework 1 Submission | 20 August 2018 - Midnight |
| Online Learning activities | • Exploring teaching approaches  
• Constructive alignment? | Between 21 Aug and 10 Sep 2018 |
| F2F Block 2 – Co-Design workshop | • Module design in action  
• Ulster Curriculum Design Principles  
• Elements of the curriculum  
• Designing and Sequencing the curriculum  
• Balancing a range of education and disciplinary contexts | 11 Sep 2018  
Magee MI022  
13 Sep 2018  
Jordanstown 2F06  
10am – 3pm |
| F2F Block 3 | • Peer-review of curriculum design  
• Pedagogic rationale for design  
• Further development | 24 Oct 2018  
Jordanstown 2F06  
26 Oct 2018  
Magee MI022  
10am – 3pm |
| Coursework 2 Submission | 19 Nov 2018 Midnight |
ASSESSMENT AND FEEDBACK

The assessment for this module consists of a design/redesign of a chosen module or programme of learning to take into account the needs of your identified cohort. This is broken into two items of coursework:

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

Coursework 1: (1500 words) Learning Outcome 1

You are expected to:

- Undertake Stage 1 Contextualised research and analysis and Stage 2 Stakeholder Engagement of the Ulster Integrated Curriculum Design Framework. Determine the implications of this for designing contemporary curricula.

- Complete Module Design planner (Stages 1 and 2) which articulates your analysis in response to the key considerations of stages 1 and 2.

Submit via Blackboard Learn Dropbox on 20 August 2018, midnight

See Appendix 1

Coursework 2: (2500 words) Learning Outcomes 2, 3 and 4

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

- Responding to analysis undertaken as part of coursework 1 - develop a module or programme of learning based on constructive alignment and Ulster design principles. This should include key components of module design; learning outcomes, assessment design, and L&T approaches, which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE. (1500 words).

- 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. (1000 words).

Submit via ePortfolio on Blackboard Learn on 19 November 2018

100% Coursework

See Appendix 2
READING LIST

Required


*Institutional policy documents/resources*


Ulster University Employability and Marketing [http://eandm.ulster.ac.uk/employability.php](http://eandm.ulster.ac.uk/employability.php)

Ulster University Internationalisation Strategy [http://international.ulster.ac.uk/international-partnerships/](http://international.ulster.ac.uk/international-partnerships/)

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


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

HEA (2014) 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

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


Jisc website www.jisc.ac.uk


QAA Quality Code http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

**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

Teaching 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/redesign a chosen module or programme of learning to take into account the needs of your identified cohort. You are expected to:

• Undertake Stage 1 Contextualised research and analysis and Stage 2 Stakeholder Engagement of the Ulster Integrated Curriculum Design Framework. Determine the implications of this for designing contemporary curricula.

• Submit Course Design planner (Stages 1 and 2 completed), which articulates your analysis in response to the key considerations of stages 1 and 2.

Learning Outcome 1

Guidance and prompts for completion of Coursework 1

Four components to the submission

a. **Context** - Brief description of your role and in what capacity you are engaged with the module/programme of learning being redesigned.

b. **Module Design Planner – Stages 1 and 2 completed**

c. **References** - Include full references to the literature used when undertaking your contextualised research and analysis, and stakeholder engagement. These should all be in Harvard style.

d. **Appendices** - Provide the original module/programme of learning prior to any changes

Submit via Blackboard Learn Dropbox on **20 August 2018, midnight**
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.

The main part of this coursework will be facilitated at the block 2 workshop, where you will be expected to lead your module redesign in partnership with relevant stakeholders, for example, a student and/or a colleague. The purpose of the workshop is to facilitate design conversations to allow you to complete the following:

- Responding to analysis undertaken as part of coursework 1 - **develop a module or programme of learning** based on constructive alignment and Ulster design principles. This should include key components of module design; learning outcomes, assessment design, and L&T approaches, which is underpinned by critical knowledge and understanding of student transitions and pedagogic theory pertaining to curriculum design in HE. (1500 words).
- **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. (1000 words).

Learning Outcomes: 2, 3 and 4

**Guidance and prompts for completion of Coursework 2**

**Two components to the submission**

a. Module Design Planner

b. Pedagogic rationale (may be text-based or pre-recorded audio/video narrative)

i. Include here your justifications, underpinned by pedagogic theory, for your module/programme of learning redesign linking this to the challenges identified in coursework 1. Discuss how this is appropriate for your intended participants. Show clear linkages to theory.

ii. Reflective commentary – how have you developed as a result of undertaking this learning experience? How does this learning inform your future practice? How do you intend to lead others in curriculum design going forward?

iii. References - include full references to the literature. These should all be in Harvard style.

Submit via ePortfolio on Blackboard Learn on **19 November 2018**
## ASSESSMENT RUBRIC

### Coursework 1

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Fail</th>
<th>Pass</th>
<th>Good Pass</th>
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<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. Little or no evidence of engagement with appropriate institutional priorities and external influences. Little or no interpretation of findings and how this shapes your vision for a discipline graduate (Knowing, Doing, Being).</td>
<td>Some critical evaluation and synthesis of key data pertaining to the student experience and curriculum design. Evidence of engagement with appropriate institutional priorities and external influences. Evidence of interpretation of findings and how this shapes your vision for a discipline graduate (Knowing, Doing, Being).</td>
<td>Critical evaluation and synthesis of complex range of data pertaining to the student experience and curriculum design. Clear evidence of engagement with appropriate institutional priorities and external influences. Clear evidence of interpretation of findings and how this shapes your vision for a discipline graduate (Knowing, Doing, Being).</td>
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**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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Fail</th>
<th>Pass</th>
<th>Good Pass</th>
</tr>
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<tbody>
<tr>
<td>2. Select and structure key components of module design to incorporate learning outcomes, assessment design and curriculum delivery which respond to analysis undertaken.</td>
<td>Little or no evidence of engagement with appropriate theoretical frameworks. Basic or limited knowledge and depth of understanding of key principles and concepts underpinning curriculum design. Occasional or limited evidence of consideration of stakeholder analysis implications.</td>
<td>Evidence of engagement with appropriate theoretical frameworks with some links to current research in the area. Appropriate knowledge and depth of understanding of institutional principles and concepts underpinning curriculum design with some understanding of their development in practice. Evidence of consideration of stakeholder analysis implications with some links to current research and institutional priorities and frameworks.</td>
<td>Clear evidence of engagement with appropriate theoretical frameworks informed by current research and practice in the area. Wide knowledge and depth of understanding of institutional and universal principles and concepts underpinning curriculum design and the development of ideas and practice. Clear evidence of consideration of stakeholder analysis implications informed by current research and institutional priorities and frameworks.</td>
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### Coursework 3

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<tr>
<th>Learning Outcomes</th>
<th>Fail</th>
<th>Pass</th>
<th>Good Pass</th>
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<tr>
<td>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</td>
<td>Basic or limited knowledge and depth of understanding of the concept of constructive alignment. Some or limited evidence of a constructively aligned module. Some or limited evidence of a curriculum, which has taken</td>
<td>Appropriate knowledge and depth of understanding of the concept of constructive alignment with some understanding of application in practice. Evidence of a constructively aligned module, which demonstrates a responsive</td>
<td>Wide knowledge and depth of understanding of the concept of constructive alignment and the development of ideas into practice. Clear evidence of a constructively aligned module, which demonstrates an original and responsive</td>
</tr>
<tr>
<td>Cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities.</td>
<td>Curriculum. Evidence of a curriculum, which has taken some cognisance of learning levels, student transitions, discipline-specific requirements, and pedagogies aligned to institutional priorities.</td>
<td>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.</td>
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<td>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.</td>
<td>Some or limited justification for your curriculum design and development outputs lacking sufficient underpinning by pedagogic theory. Some or limited reflection on your learning experience and its application in future practice. Adequate or poor presentation and structure, grammar, spelling and citation. Limited or minimal evidence of reading and inadequate referencing.</td>
<td>An appropriate justification for your curriculum design and development outputs underpinned by some pedagogic theory. Some critical reflection on your learning experience and its application in future practice. Orderly presentation, clear structure and acceptable grammar and citation. Evidence of reading supplementary sources and adequate referencing.</td>
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**Contributes to the achievement of Descriptor statements for D2 of the UKPSF (D2.i – D2.vi) as part of the full PgCHEP programme.**

- A robust justification for your curriculum design and development outputs underpinned by current pedagogic theory.
- Critical reflection on your learning experience and its application in future practice.
- Excellent presentation, logically structured using correct grammar and citation.
- Evidence of extensive reading of supplementary sources and comprehensive referencing.