**Liverpool** John Moores University

| | |
|---|---|
| Title: | DESIGN FOR LEARNING IN THE HIGHER EDUCATION CONTEXT |
| Status: | Definitive |
| Code: | **7004PCLTHE**   (104129) |
| Version Start Date: | 01-08-2019 |

Owning School/Faculty:     Education
Teaching School/Faculty:    Education

| Team | Leader |
|---|---|
| Clare Milsom | Y |
| Rebecca Murphy | |
| Carol Maynard | |
| Philip Vickerman | |
| Philip Carey | |
| Sarah Nixon | |

| **Academic Level:** | FHEQ7 | **Credit Value:** | 20 | **Total Delivered Hours:** | 50 |
|---|---|---|---|---|---|
| **Total Learning Hours:** | 200 | **Private Study:** | 150 | | |

**Delivery Options**
Course typically offered: Standard Year Long

| Component | Contact Hours |
|---|---|
| Seminar | 20 |
| Workshop | 30 |

**Grading Basis:** 40 %

**Assessment Details**

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|---|---|---|---|---|
| Presentation | AS1 | Presentation of curriculum innovation in the form of a poster with critical discussion | 100 | |

**Aims**

*To critically explore the generic and subject-specific issues and theories surrounding*

*notions of good practice in the design, delivery and management of higher education modules and programmes appropriate for a diverse range of learners.*
*To allow participants to demonstrate that their professional practice is underpinned by research and scholarly activity.*

## Learning Outcomes

After completing the module the student should be able to:

| | |
|---|---|
| 1 | 1.Critically explore the factors that influence module development and curriculum design. |
| 2 | 2.Analyse contemporary issues in the higher education sector. |
| 3 | 3.Evaluate models of curriculum design. |
| 4 | 4.Justify a curriculum innovation within a course structure |

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | | |
|---|---|---|---|---|
| Poster and critical discussion | 1 | 2 | 3 | 4 |

## Outline Syllabus

*The institutional and national context*
*Key principles in course design*
*Effective practice in course design*
*Critical analysis of assessment strategies*
*Learner characteristics and the learning process*
*Learner support*
*Supporting diversity and inclusive curriculum*
*Developing key and graduate skills*
*Developing research skills within the curriculum*
*Quality assurance and enhancement*
*Impact and influence of discipline specific and or professional body issues in relation to curriculum design*
*Reflection on practice*

## Learning Activities

Workshops
Peer learning groups and learning from colleagues in work areas.
Analysis of own work-based experiential learning
Use of VLE
Independent study and research

## Notes

This module enables participants to critically explore current issues, theories and principles of good academic practice in course design within the HE organisational context and apply these in their own institutional and subject settings.