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Title: Curriculum Design and Professional Inquiry
 Status: Definitive
 Code: **7007PCLTHE** (119661)
 Version Start Date: 01-08-2019
 Owing School/Faculty: Education
 Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ7 **Credit Value:** 30 **Total Delivered Hours:** 35
Total Learning Hours: 300 **Private Study:** 265

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Seminar	9
Tutorial	1
Workshop	25

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	PRES	Presentation of curriculum innovation in form of poster, podcast or audio recording.	60	
Report	RPT	A piece of professional inquiry within the HE context - this could be a small scale research project or literature review report	40	

Aims

To enable staff to develop a critical understanding of the context of professional practice in Higher Education.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically explore the factors that influence curriculum design.
- 2 Explore and critically assess the potential for curriculum design.
- 3 Examine the implications of research methods for pedagogic inquiry.
- 4 Contribute to the dissemination of scholarship of teaching and learning.

Learning Outcomes of Assessments

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

Poster and critical discussion	1	2
Professional Inquiry	3	4

Outline Syllabus

Effective practice in course design
Supporting diversity and inclusivity in the curriculum
Constructive alignment
Developing graduate skills and attributes
Critical analysis of education research
Action research inquiry method in education

Learning Activities

Workshops, peer learning groups and learning from colleagues, work-based experiential learning, use of VLE, independent study, research and lectures.

Notes

This module enables participants to critically explore 1. 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 and 2. issues in their professional context and to evaluate and relate these issues in the context of wider theories and published research. Workshops may be delivered through video conferencing.