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Title: Curriculum Design and Professional Inquiry  
 Status: Definitive  
 Code: **7009PCLTHE** (124809)  
 Version Start Date: 01-08-2021  
 Owing School/Faculty: Education  
 Teaching School/Faculty: Education

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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:** 50 %

### 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.