

Liverpool John Moores University

Title: Curriculum Design and Professional Inquiry (NMC)
Status: Definitive
Code: **7010PCLTHE** (124810)
Version Start Date: 01-08-2021

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

Team	Leader
Clare Milsom	Y
Rebecca Murphy	
Philip Carey	
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Academic Level: FHEQ7 **Credit Value:** 30 **Total Delivered Hours:** 34

Total Learning Hours: 300 **Private Study:** 266

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	4
Seminar	10
Workshop	20

Grading Basis: 50 %

Assessment Details

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

Competency	Teaching Practice
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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 innovation within their discipline.
- 3 Examine the implications of research methods for pedagogic inquiry.
- 4 Contribute to the dissemination of scholarship of teaching and learning.
- 5 To demonstrate competence in NMC standards to support learning and assessment in practice

Learning Outcomes of Assessments

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

pedagogic enquiry	3	4
poster	1	2
Teaching Practice		5

Outline Syllabus

Effective practice in course design
Supporting diversity and inclusivity in the curriculum
Constructive alignment
Developing graduates 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 provides participants with the opportunity to apply a range of teaching, learning and assessment strategies and technologies in order to meet the NMC

stage 4 standards. It aims to develop the skills, knowledge and understanding of HE level nurse and midwifery educators in practice and academic settings. The module draws upon theoretical knowledge of teaching and learning, and upon best academic practice, and asks participants to apply this underpinning to nursing or midwifery education.

All participants will be required to show evidence of a minimum of 360 hours teaching and assessment practice in academic and practice settings. This will enable them (upon completion of the full PG Cert LTHE) to be eligible for entry onto the NMC teacher register. This is assessed through a pass/fail portfolio that includes evidence of assessed teaching activity (12 weeks or 360 hours) verified by the NMC Teacher Co-ordinator. This is mapped to a distinct learning outcome: 'To demonstrate competence in NMC standards to support learning and assessment in practice'