

## **02.1**

# **GUIDANCE ON PROGRAMME DESIGN**

## **Programme Design**

This Programme Design Guidance seeks to provide you with a resource to take your team and stakeholders on a journey of programme design that is iterative in nature and seeks to enable you to design a programme that is: student centred and inclusive; intellectually challenging, imposing increasing level of demand on the learning during the programme; constructively aligned, holistic and coherent; promotes independence in learning, fostering a deep approach to learning; and meets the expectations and demands of the institution, external reference points and the award.

Throughout this document you will find different coloured text.

Green – Relevant sections of the Self Evaluation Document Blue –

Includes regulations related to the area

Red – Links to external pages

### ***Introduction to Programme Design***

Cardiff Metropolitan University is committed to the delivery of high quality and high impact practice-focused and professional recognised education in partnership with our students to allow them to fulfil their full potential and so contribute to economic growth and social cohesion, locally, nationally and internationally. Our prioritisation of and approach to enhancing the student learning experience is driven by our understanding of our purpose, as defined in the 2017/18 strategic plan. The Student Engagement Strategy places the curriculum at the center of ensuring that this vision and mission is realised and that graduates have developed both personally and academically and leave Cardiff Metropolitan University with graduate attributes that prepare them for future opportunities.

The QAA UK Quality Code for Higher Education: Advice and Guidance: Course Design and Development (2018), states that course design and development processes should be straightforward and tailored to the perceived level of risk. This encourages constructive engagement from staff, students and other stakeholders, and supports the continuous improvement of courses. Engagement can be effectively supported by providing accessible information, which details key steps, timescales, roles and responsibilities, and links to external/internal reference materials.

### ***Evaluating Current Practice***

Prior to developing your new programme there is a need to carry out a self-evaluation to determine the nature and content of your current provision. It is important to identify current good practice and areas for further development and enhancement.

The questions below can be used as a starting point to consider what areas of the current programme can be further enhanced and developed.

- How does the curriculum reflect the institution's current goals and mission? (Reference should be made to the Strategic Plan, EDGE and the Student Engagement Strategy)
- Do the intended aims of the programme reflect currency? (Employers, recent graduates and student voice may help establish this, together with external reference points)
- Does the level of the programme reflect intellectual challenge and value commensurate with national and European qualification frameworks?
- Does the programme map against external reference points (see Design FlowChart)?
- Is the role of students in the design and development of the programme clearly evident?
- Is the concept of progression clearly evident so that the curriculum imposes an increasing level of demand on the learner during the course of the programme?
- Are opportunities, which might be available to students on completion of the Programme, clearly embedded and articulated? (Employability audit tool)
- Are opportunities to develop EDGE competencies clearly embedded and recognisable in the programme? (Problem solving and analytic ability, Interpersonal skills and networking, Global citizenship (diversity and sustainability), Flexibility and adaptability, Effective communication, and Creativity and Innovation)
- Is there a balance in the programme, for example, in relation to academic and practical elements, personal development and academic outcomes, breadth and depth in the curriculum?
- Is the programme coherent, ensuring that the overall experience of a student is logical and has an intellectual integrity that is related to clearly defined purposes?
- Are the requirements of external bodies, such as PSRBs and QAA being clearly met?
- Do the intended learning outcomes reflect the award title?
- Are the intended learning outcomes of the programme clearly articulated, demonstrated and assessed?
- Is the programme sustainable with necessary resources available to support the programme?

SED Section – Introduction / Background to the programme, Proposed changes, maintenance and enhancement of Standards and Quality

## ***Starting the Process of Programme Level Design***

### **1. Identify your stake holders**

When designing a curriculum, it is important to firstly identify your stakeholders to ensure that they are involved and take ownership of the design process. These stakeholders may be involved at different times and with varied input but can enhance the currency, uniqueness, depth, sustainability, coherence, fitness for purpose, transparency, creativity, inclusiveness etc. of the programme. These stakeholders may include the Programme team, Students, Employers, Professional bodies, External Advisors/Examiners, Registry, the Quality Enhancement Directorate, Careers Development Services, Library and Information Services (not an exhaustive list).

#### **Activity**

*Identify what each stakeholder can add to the design process, the nature and timing of their involvement.*

\*It may be appropriate at this stage to gather views of the different stake holders to gain feedback on your current programme and gain ideas for future developments. This could be with students, employers, clinicians etc.

## **SED Section – Proposed changes to the Programme, Curricula**

### **2. Programme philosophy and aims and learning outcomes**

The development of your philosophy and aims is crucial in determining the value and nature of the programme to be developed. The Philosophy and Aims will provide a focus for the subsequent development of modules and that can be used to communicate to stakeholders the key characteristics and intended outcome of the programme being designed.

Here are some points to consider when developing your programme philosophy and aims

- What makes this programme distinctive within the sector? (Having a look at your KIS data on Unistats in relation to other courses may aid this process)
- How are Quality Assurance Agency's qualification descriptors reflected within your course?
- What are the intended characteristics of graduates of this programme? (EDGE/Graduate Attributes)
- What are the important principles and values that inform this programme?
- What pedagogical approaches will be employed to ensure active student engagement and participation?



- How does the programme take account of relevant subject benchmark statements?
- How does the programme reflect professional registration requirements (if applicable)?
- How does the programme equip students to meet the demands of employment? (Employability)

### Writing your Programme Aims

The **Programme Aim** is at the top of the hierarchy of description commonly used to define learning experience. They are intended to provide the student, teacher and other interested parties with an understanding of the most overarching general statements regarding the intended consequences of a learning experience (Fry et al, 2003).

The aim of a programme needs to be written from a teacher's perspective. It should encapsulate the overall **philosophy, values** and **uniqueness** of the programme. It should make reference to the **skills, attributes** and **knowledge** that are expected of the graduate from that programme.

The Aim will be included in the HEAR Transcript that every student receives.

**The aim should be written as a narrative and should be no more than 100 words in length.**

### **Activity**

*Prepare several sheets of flip chart paper/whiteboards with headings:-*

- **We value.....***This may include the: approaches to learning and teaching; Professional body requirements; real world context; the development of employability skills etc.*
- **The uniqueness of our programme is.....** *What we want to be known for*
- **Our graduates are able to .....** *skills attribute and attitudes on graduation, linked to Cardiff Metropolitan University EDGE*
- **Our graduates will know....** *Knowledge and understanding leading to life-long learning.*

*Use the flipchart findings to focus the subsequent discussion and begin to refine your ideas to write a concise philosophy and Aims for your programme.*

*(Adapted from Birmingham city Rough Guide to Curriculum Design, 2013)*

SED Section - Aims and Learning Outcomes  
Programme Spec Section - 3

### Writing your Programme Learning Outcomes

**Programme Learning Outcomes** are broad statements that identify what learners will have gained as a result of their programme of learning.

They should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing a programme, and they should be set at an appropriate level by reference to the FHEQ (QAA UK Quality Code, Advice and Guidance: Course Design and Development (2018)).

There should be up to 12 learning outcomes at programme level and these should be written from a student perspective.

### Activity

*Using Dearing's domains of learning identify the key learning of the Programme.  
See below for the table of Dearing's Domains of Learning*

#### Dearing's Domains of Learning

<b>Knowledge and understanding:</b> that a student will be expected to have upon completion	<b>Key skills:</b> communication, numeracy, the use of information technology and learning how to learn
<b>Cognitive skills:</b> such as an understanding of methodologies or ability in critical analysis;	<b>Subject specific skills:</b> such as laboratory skills

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## Resource

*Further useful prompts can be found in the QAA UK Quality Code: Advice and Guidance: Course Design and Development (2018):*

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>

Using the identified key learning that you want students to obtain during their programme establish the Programme learning Outcomes. This will help structure your programme and will need to be revisited in the light of module identification late in the process. This is an iterative approach and may need to be revisited at different stages during the design process as other key elements are identified and different Institutional, industry or sector priorities emerge.

*For guidance on writing learning outcomes see the Module design section.*

SED Section – Aims and Learning

Outcomes Programme Spec Section – 6

### 4. Cardiff Metropolitan University EDGE

Within the new Cardiff Met Strategic Plan, a key institutional objective is to improve the quality and outcomes of teaching and the wider student experience through delivery of the 'Cardiff Met EDGE', a core offering that will enable students to develop Ethical, Digital, Global and Entrepreneurial skills, experience, knowledge, confidence and resilience. To ensure our students fulfil their full potential the University will provide a unique student experience embodied in the Cardiff Met EDGE. This will involve:

Excellent learning and teaching that provides students with high levels of knowledge, skills and experience as Ethical, Digital, Global and Entrepreneurial individuals for the 21st century.

Enabling all students to develop additional skills, experience, confidence and resilience through a coherent package of placements, projects, internships, volunteering and study abroad activities as part of the 'core' student experience.

The Cardiff Met EDGE will form the heart of the student experience with the subject-specialist taught programme wrapped around this core set of graduate competencies and life experiences.

There is a requirement that EDGE is embedded in your curriculum and opportunities for the development of these attributes can be clearly articulated to all stakeholders and are evident in the documentation.

Programme Spec Section – 7

Academic Handbook 2023/24 – Volume 2 – 02.1 – Guidance on Programme Design – introduced 22.04.09; modified 06.04.11, 25.10.11, 09.01.15, 11.01.17, 02.07.19; last modified 27.09.19

## 5. Programme approaches to learning and teaching

Constructively aligning the Programme aims, learning outcomes, teaching approaches and assessment is key to ensuring transparency for the teaching team and students. The danger of designing and delivering modules in isolation is low transparency and peers being unaware of how and what is being taught on other modules. Therefore, it is important for programme teams to be cognisant with the entire programme, by identifying the current strengths of the programme and exploring opportunities for change and enhancement. Having identified the overall philosophy and aims and structure of the programme, discussion should focus on the best approaches to learning and teaching, and assessment.

Consideration should be given to:

- The promotion of active student engagement in the learning process
- The currency and meaningfulness for students, staff, employers and other stakeholders
- How well the programme is aligned; the philosophy, aims, teaching approaches and assessment processes have clear connections
- How to provide a real-world context and the development of employability skills
- Designing learning activities, assessment tasks and feedback opportunities that are conceptual and focus on mastery of key concepts and skills
- Designing a curriculum that is challenging and promotes high expectations within learners
- How the curriculum meets the wider values and priorities of the Institution e.g. Internationalisation, Sustainability, inclusivity etc. (see Student Engagement Strategy, Strategic Plan)
- The sustainability of the programme in terms of time, effort and cost (Adapted from Angelo, in Hunt and Chalmers (2013))

It is important to review what approaches are already working well from the perspective of the students, staff and employers, so as not to dismiss current effective practice. Staff expertise and experience should also be noted.

### Activity

*Developing your underpinning model of curriculum design?*

*Having already identified some key questions for consideration, use the table below to discuss how these might be addressed in terms of different teaching methodologies. Once identified, map the outcomes of your discussions onto your Programme Structure diagram.*

## Key Questions and Teaching Methodologies

Key Questions	Types of learning and teaching approaches that promote the key concept (Suggestions only)	Role of the Teacher (Not an exhaustive list)	What expertise does your team already have of these particular approaches and how could these be developed further?	How would you develop these key concepts throughout the programme (staging, development, on-line or face-to-face)
The promotion of active student engagement in the learning process	Project work Research-based Learning, Problem/enquiry-based learning Experiential learning Focus on discovery, experimentation, developing and testing hypotheses.	Guide and facilitator Questioning and Modelling. Relate to previous learning Ensuring the student has prerequisite knowledge, skills and support to negotiate learning.		
The currency and meaningfulness for students, staff, employers and other stakeholders	Research/theory/industry-based teaching Research-based learning and teaching Work/field -based learning, Case study-based learning, small group work.	Expert knowledge and expertise, links with employers Design learning opportunities that reflect current practice.		

The programme is aligned; the philosophy, aims, teaching approaches and assessment processes have clear connections	Not Applicable	In designing an aligned programme.		
The provision of real-world contexts and the development of academic and employability skills	Skills development and practice, Lab-based learning Problem-based learning, Team working, Field visits, experiential Learning, Collaborative learning, debate, choice and ownership of learning	Providing links between theory and practice, expertise. Facilitator through questioning Development of case studies and problem scenarios Providing opportunities for choice Teach skills development through demonstration and modelling		
A curriculum that is challenging and promotes high expectations within learners	Engagement with employers. Research-based teaching and learning. Problem-based, communities of practice.	Set expectations, Expertise, link with employers, research driven teaching, facilitator, generating communities.		

Learning activities, assessment tasks and feedback opportunities that are conceptual and focus on mastery of key concepts and skills	Principle of good assessment and feedback embedded into your design. Workshops, practical and demonstrations to promote the mastery of skills. The nature of assessment aligns with the philosophy and aims.	Providing assessment and feedback opportunities (self, peer, tutor) to enable mastery of skills and concepts. Demonstration, opportunities for practice.		
The curriculum meets the wider values and priorities of the Institution e.g. EDGE, Internationalisation, Sustainability, inclusivity etc. (see Student Engagement Strategy)	Engagement with employers throughout, inter-professional learning, debate to challenge perceptions, opportunities for exploring cultural awareness.	Embedding professional values throughout the programme. Ensuring opportunities for the development of employability skills and the development of global citizens. Ensuring inclusive practice		
The programme is sustainable in terms of time, effort and cost	Provision for student numbers, flexible learning opportunities. Engagement with employers to ensure currency and fitness for purpose	Taking into account resources, time and cost in relation to all of the above.		

Questions based on the seven C's of successful curriculum design (Angelo in Hunt and Chalmers, 2013)

SED Section - Teaching and Learning opportunities

Programme Spec section - 8

## 6. Determine your programme structure

The Programme Philosophy and Aims will provide you with an overall end point for your programme. The programme structure will help you identify how and where the key characteristics of your programme will be embedded within your programme.

Now is the time to develop a rough sketch of the programme.

Points to consider

- ❓ How might your programme be structured (long/ thin or short/ fat modules)?
- ❓ What would be the advantage or disadvantages of this approach?
- ❓ Do you want a spiral curriculum (revisiting learning but at a deeper level)?
- ❓ Determine how skills, knowledge and attributes might be developed and at what level (At this stage it is important to refer to the QAA UK Quality Code to ensure that learning is recognised and assessed at an appropriate level).
- ❓ How will blending learning approaches be used to support and enhance student learning outside of the classroom?
- ❓ Broad topic domains and where these will sit within the programme
- ❓ Consider whether or not work placements are to be included and if so when and for how long
- ❓ Your overall assessment strategy and how this links to future the employability
- How your structure complies with the university's Academic Regulations?

### Activity

*It may be helpful at this stage to develop a Programme Structure Diagram, which can be refined as the programme develops. This process helps support good design and provides the whole team with an agreed visual representation, which will map the agreed structure.*

### Resource

*ED runs a workshop on Planning for Teaching, providing an opportunity to explore the principles of curriculum design, the QAA UK Quality Code for HE, the need for constructive alignment, writing learning outcomes and ensuring a transparent curriculum. Although badged under the PgCTAP this is open to all staff.*

SED Section – Teaching and Learning Opportunities, Assessment

Programme Spec Section - 9

## 7. The first-year curriculum

Research has highlighted the importance of the first-year experience. Before embarking on your individual module design process as a team take time to discuss how and why you will design your first-year curriculum.

### Activity

*At this point it would be useful to add these to your programme structure diagram.*

#### **Key Features of an 'ideal' first-year curriculum from the literature**

*Orientation of students to increase social and academic engagement, 'connectedness' to university, sense of direction and future career (Beder, 1997)*

*Development of learning skills (Lines, 2005; Harvey, Drew and Smith, 2006)*

*Student-centred, active learning through problem-based, project-based and group learning (Beder, 1997; Harvey, Drew and Smith, 2006)*

*Collaborative learning or learning communities to enhance transferable skills and lend a sense of belonging (Barefoot, 2002; Lines, 2005)*

*Formative assessment and feedback (Yorke, 2003; Nicol and Macfarlane-Dick, 2006)*

*Progressive skills development (Jantzi and Austin, 2005)*

*Time and structures for reflecting on learning (Jantzi and Austin, 2005)*

*Dr Catherine Bovill/Dr Kate Morss/Dr Cathy Bulley, Queen Margaret University  
Access the publication here. **Publication Date:** July 2008*

## 8. Staging

It is worth thinking about the staging of the programme and how the identified Knowledge, skills and attributes are going to be developed, at what level and how these map to the QAA Level Descriptors?

Quality Code FHEQ - <https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks>

SED Section - Teacher and Learning Opportunities

Programme Spec Section - 9

## Module Design

Although distributed to different members of the team to write it is important that this doesn't happen in isolation. By having the ability to comment on each other's modules a joint understanding of the nature and content of the programme will be enhanced and duplication avoided. In designing your module there are a number of factors to be addressed: -  
Continue reading...

- ❑ Writing good **learning outcomes**
- ❑ Ensuring that teaching approaches and assessment **align** with the learning outcomes
- ❑ Designing a curriculum that is **challenging** and promotes high expectations within learners
- ❑ Identifying indicative content that focuses on **broad areas of study or themes**
- ❑ Ensuring that the **principles of good assessment and feedback** are used to inform the curriculum design
- ❑ Deciding how **blended learning approaches** will be used to support and enhance student learning outside of the classroom
- ❑ The development of academic **skills**, information and digital literacy

Consideration also needs to be given to the following design challenges although not all will be represented in every module but should be evident within the whole programme.

- ❑ Embedding and development of graduate attributes
- ❑ Embedding employability in the curriculum, including work-based learning and employer engagement
- ❑ Embedding internationalisation in the curriculum
- ❑ Embedding sustainability in the curriculum

*Ensure that both students and employers are consulted to ensure currency, transparency and relevance in the design process.*

### ***Starting the Process of Module Level Design***

#### Module Descriptor Template & Guidance

##### **1. Aim of the module**

Having already established your Programme Aims you can now as a team decide how your aims is going to be met through which module. This will help to establish the overall aim of the module. Aims are written in terms of the teaching intention and indicate the learning intentions of the module.

##### **Activity**

*Revisit Dearing's domains of learning to identify the key learning of the module.*

*See below for the table of Dearing's Domains of Learning.*

## Dearing's Domains of Learning

<b>Knowledge and understanding:</b> that a student will be expected to have upon completion	<b>Key skills:</b> communication, numeracy, the use of information technology and learning how to learn
<b>Cognitive skills:</b> such as an understanding of methodologies or ability in critical analysis;	<b>Subject specific skills:</b> such as laboratory skills

## Resource

*To help you plan your module QED run a session using the 'viewpoints' materials developed in Ulster University. This is an active session which involves the module team using cards outlining the 12 Principles of Good Assessment and Feedback to shape their module, thus ensuring that these are fully embedded into their module design.*

*Having identified the key learning it is now time to translate this into a language that will articulate the learning outcomes of the module in a language that is understood by staff, students and employers*

## 2. Establishing learning outcomes

“Learning outcomes are statements that identify what learners will have gained as a result of their learning; they should be linked directly to the knowledge, understanding, skills, capabilities and values that a student will have gained after completing a programme, and they should be set at an appropriate level by reference to the [FHEQ](#).”

1. Learning outcomes should specify the **minimum** acceptable standard for a student to be able to pass a module or course (threshold level).
2. Each outcome should be achieved to pass the module/course or programme.
3. They should be achievable in terms of the **level** and **time** available to the student
4. They should express the **essential** learning for a module or course (not specific content).
5. There should be a **small number** of learning outcomes which are of central importance, not a large number of superficial outcomes.
6. They should be able to be **assessed** by means of an appropriate form of assessment that reflects the learning required.

(Otter, 1992, Walker, 1994)

### Writing learning outcomes

Gosling and Moon (2001: 19) state that a well written learning outcome is likely to contain the following components:

- ☐ A verb that indicates what the learner is expected to be able to do at the end of the period of learning.
- ☐ Word(s) that indicate on what or with what the learner is acting.
- ☐ Word(s) that indicate the nature (in context or in terms of standard) of the performance required as evidence that the learning was achieved

**Let’s look at an example to help identify these different facets.**

**Learning outcome** - *Demonstrate a detailed understanding of the process of programme design, both from engagement with the guidance and the study of the accompanying resources on the QED website, by producing a detailed, annotated programme structure diagram.*

- The verb is ‘**able to demonstrate**’, (what the learner has to do)
- The words that indicate on what or with what the learner is acting – ‘**the process of programme design**’
- The words that describe the nature of the performance are ‘**detailed understanding**’ and ‘**engagement with the guidance**’ and ‘**the study of accompanying resources on the QED website**’ and ‘**by producing a detailed, annotated programme structure diagram**’.

Having a taxonomy in front of you can help you to think about the nature of the verb e.g. Define – to evidence knowing; discuss – to evidence comprehension; compare – to evidence analysis; argue – to evidence synthesis; defend – to evidence evaluation. A link to a taxonomy is provided here.

### 3. Designing Assessment and Feedback

(This needs to be done in conjunction with identifying indicative content, see section 4)

***“The most significant benefit to come from a radical reshaping of assessment is the advantage to student learning. Assessment shapes what students’ study, when they study, how much work they do and the approach they take to their learning. Consequently, assessment design is influential in determining the quality and amount of learning achieved by students, and if we wish to improve student learning, improving assessment should be our starting point.” (HEA 2012)***

Having developed your Learning Outcomes, it is time to think about and design your Assessment Plan

Assessment should be fully aligned with the learning outcomes and be clear to the student how their knowledge, skills or attributes developed through the module are being assessed.

Consideration needs to be given to the pedagogic principles underlying the use of assessment to support learning. Graham Gibbs identifies these as: -

- There should be sufficient assessed tasks to capture sufficient student study time
- Assessment demands should be designed so as to orient students to distribute appropriate amounts of time and effort across all the important aspects of the course
- Tackling the assessed task engages students in productive learning activity of an appropriate kind
- Assessment should communicate clear and high standards

Having identified the knowledge skills or attributes that you want to develop and assess it is important to identify the type of assessments that will demonstrate attainment of your learning outcomes.

#### Activity and Resource

*The following table provides a list of potential assessments, advantages and considerations of each. Although comprehensive this is not an exhaustive list nor does it provide every advantage or consideration. However, it could be used as a starting point for a team discussion. The table is adapted from Brown and Race in Hunt and Chalmers (2013:78 - 84), and Dunn, Morgan, O’reilly and Parry (2004).*

*See below for the table.*

Learning outcome	Method	Advantages	Some considerations
Thinking critically and making judgements	Evaluative essays	<p>Calls upon the student to: -</p> <ul style="list-style-type: none"> <li>• Access, analyse and evaluate to make informed and supported judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Open to plagiarism</li> <li>• Open to overuse</li> </ul>
	Reports	<ul style="list-style-type: none"> <li>• More applied than essays</li> <li>• Authentic</li> <li>• Develops employability skills</li> </ul> <p>Calls upon the student to: -</p> <ul style="list-style-type: none"> <li>• Make judgements about what evidence is relevant</li> <li>• Formulate arguments and present recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Different formats for different situations</li> </ul>
	<b>Journals</b> Logs, diaries, blogs	<ul style="list-style-type: none"> <li>• Develops the skill of critical reflection thus deepening learning</li> <li>• Demonstrates the growth of the student</li> <li>• Captures spontaneous ideas and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Risk being descriptive</li> <li>• Time consuming to mark</li> <li>• May be influenced by the audience</li> </ul>
	Multiple choice questions	<ul style="list-style-type: none"> <li>• Can assess the quality of thinking if well designed</li> <li>• Can be used for formative purposes if feedback responses given</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to design high-quality multiple-choice questions</li> <li>• Questions need to be piloted carefully</li> <li>• Difficult to capture holistic thinking</li> </ul>
	Viva voce individual oral tests or interviews	<ul style="list-style-type: none"> <li>• Allows probing to check understanding</li> <li>• Authentic and appropriate to real-life situations</li> </ul> <p>Calls upon the student to: -</p>	<ul style="list-style-type: none"> <li>• Time consuming</li> <li>• Excellent for testing understanding and linkage between theory and practice</li> </ul>

		<ul style="list-style-type: none"> <li>• Think on the spot</li> <li>• Provide persuasive arguments</li> </ul>	
	<b>Classroom and online debates (wikis)</b>	<ul style="list-style-type: none"> <li>• Tests oral communication skills but if online becomes a task in critical thinking and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students can access on-line tools and that expectations for participation are made clear</li> </ul>
<b>Demonstrating Knowledge and Understanding</b>	<b>Exams</b> Traditional unseen, time-constrained exams, which largely use essay style questions	<ul style="list-style-type: none"> <li>• Regarded as fair, avoiding problems of plagiarism and cheating and amenable to yielding data which can be handled quantitatively</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional exams only measure ‘what comes out of the students’ pens which is an inadequate proxy for ‘what’s in their heads’ (Brown and Race, 2013).</li> <li>• Time pressures associated with marking</li> </ul>
	<b>Open-book or open note exams</b>  Students can take into the time-constrained exam specified or unspecified texts and notes, so that the questions focus not on recall, but on interpretation and analysis	<ul style="list-style-type: none"> <li>• Can take away the focus from memorising</li> </ul>	<ul style="list-style-type: none"> <li>• Different skill to designing traditional exam question. Designing good questions for open-book or open-note exams is a skill staff need to practice to develop fully</li> </ul>
	<b>Take-away papers</b>  Students are given a short time to prepare an answer on a	<ul style="list-style-type: none"> <li>• Allows a more normal approach to researching and preparing answers than in traditional exams</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Take-away papers can disadvantage students with hectic home lives’ (Brown and Race, 2013).</li> </ul>

	given topic, effectively as a short-term course work assignment		
	<p><b>Short-answer questions</b></p> <p>Students produce short responses to large numbers of questions, enabling high coverage of topics, with less reliance on elegance of sentence construction and argument</p>	<ul style="list-style-type: none"> <li>• Moves away from 'speed of extended writing' as a necessary skill, and allows a wider range of subject material to be tested</li> </ul>	<ul style="list-style-type: none"> <li>• Can be joined together around a theme to create a '<b>Patchwork Text</b>'</li> <li>• Good for developing different writing skills</li> </ul>
	<p><b>Computer-assisted assessment</b></p>	<ul style="list-style-type: none"> <li>• Can be used to get students to demonstrate understanding and application of knowledge in an appropriate context</li> <li>• Diagnostic tests can be used to help students identify gaps in knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Can be used formatively to help students identify gaps in knowledge and understanding.</li> <li>• Need to be well designed to measure/identify understanding</li> </ul>
	<p><b>Essays, reports</b></p>	<ul style="list-style-type: none"> <li>• Enables students to demonstrate the ability to construct an argument and write coherently</li> <li>• Demands research from a wide range of sources</li> <li>• Organisation of knowledge through analysis and synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Can be subject to overuse</li> <li>• Variety can be added by developing a '<b>Patchwork Text</b>', to develop a wide range of skills and moving away from the traditional format. See Winter, 2003.</li> </ul>

	<b>Projects</b>	<ul style="list-style-type: none"> <li>• Can be used to develop research skills</li> <li>• The development of planning and organisational skills</li> <li>• Creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>• Reliability can be an issue with range of projects</li> </ul>
<b>Demonstrating procedures and techniques</b>	<b>Observation of real or simulated practice. OSCEs (Objective, Structured, Clinical Examinations)</b>	<ul style="list-style-type: none"> <li>• Can be used to assess a range of practical skills and communication skills</li> <li>• Simulation provides a safe environment to practice and assess skills and provide feedback</li> <li>• Multiple contexts can be used e.g. courtrooms, consulting rooms, recording studios etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick to administer but take a lot of planning and setting up</li> </ul>
	<b>Role-play</b>	<ul style="list-style-type: none"> <li>• Can be used to support and assess the development of skills.</li> <li>• Ideal for assessing group skills</li> </ul>	<ul style="list-style-type: none"> <li>• Scenarios need to not be unambiguous</li> <li>• Difficult to establish equity of experience if using clients or actors</li> <li>• Ensure the most authentic conditions possible</li> </ul>
	<b>Clinical assessments</b>	<ul style="list-style-type: none"> <li>• Can be used to test skills necessary for the workplace</li> <li>• Meets professional body requirements</li> <li>• Present different contexts to develop novice – expert and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the timing of the placements to ensure health and safety issues are addressed</li> <li>• May be preceded by simulations to ensure patient safety</li> </ul>
	<b>Problem-based exercises</b>	<ul style="list-style-type: none"> <li>• Generally used to test higher order thinking but also can be used for the demonstration of competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure complexity of problems is consistent amongst student group</li> </ul>

		<ul style="list-style-type: none"> <li>• Relating theory to practice</li> </ul>	
	<b>Artistic Performance</b>	<ul style="list-style-type: none"> <li>• Mastering skills necessary for higher order demand of expression</li> </ul>	<ul style="list-style-type: none"> <li>• Clear articulation of what is being assessed i.e. mastery of skills</li> <li>• There may be no absolute or external measure of competence</li> <li>• Requires professional judgement</li> <li>• May be appropriate for students to set their own goals</li> </ul>
<b>Designing, Creating, Performing</b>	<b>Portfolios</b>	<ul style="list-style-type: none"> <li>• Provides a view of students' progress</li> <li>• Demonstrate professional capability</li> <li>• Encourages organisation of work to show achievement and progression</li> </ul>	<ul style="list-style-type: none"> <li>• Useful in demonstrating change over a long timescale</li> <li>• Can demonstrate a variety of skills</li> </ul>
	<b>Producing a work of art, video or web site</b>	<ul style="list-style-type: none"> <li>• Linked with a reflection can bring in elements of self-assessment.</li> <li>• Develops skills for the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to set criteria and standards for judgements</li> <li>• Emphasis on self and peer assessment</li> <li>• Promotes the use of experts from the field (domain)</li> </ul>
	<b>Projects</b>	<ul style="list-style-type: none"> <li>• Can be individual or group</li> <li>• Encourage team working skills</li> <li>• Development of different roles</li> <li>• Develops organisation and management skills</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
	<b>Designing and building a prototype</b>	<ul style="list-style-type: none"> <li>• Assess the design phase</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, lending itself well to individual student assessment goals</li> </ul>

		<ul style="list-style-type: none"> <li>Based on problem solving and conceptualisation</li> </ul>	
	<b>Performance</b>	<ul style="list-style-type: none"> <li>Students are judged on level of mastery</li> <li>Should reflect the balance between development and high outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to set criteria and standards for judgements</li> <li>Emphasis on self and peer assessment</li> <li>Promotes the use of experts from the field (domain)</li> </ul>
	<b>Visioning</b>	<ul style="list-style-type: none"> <li>High level skill, imagining what can be</li> <li>Best done in a group</li> <li>Creative thinking outcomes rather than product-focused outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Skill needed in identifying assessment criteria</li> </ul>
<b>Problem Solving</b>	<b>Unfolding problem scenarios</b>	<ul style="list-style-type: none"> <li>The problem evolves or escalates over time</li> <li>Promotes the skills to deal with uncertainty and increase flexibility</li> <li>Can be individual or team based</li> <li>Encourage time and effort on task</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to design</li> <li>Need to consider realistic time scales</li> </ul>
	<b>Role-plays and simulations</b>	<ul style="list-style-type: none"> <li>Could be face-to face or on-line</li> <li>Develop skills related to roles</li> </ul>	<ul style="list-style-type: none"> <li>Takes time to establish and facilitate</li> <li>Marking should be tailored to assessment of micro-skills</li> </ul>
	<b>Oral examinations (see above)</b>	<ul style="list-style-type: none"> <li>Able to explore deep learning and problem-solving through questioning</li> <li>Decision-making processes illuminated</li> </ul>	<ul style="list-style-type: none"> <li>See above</li> </ul>
	<b>Triple jump</b>	<ul style="list-style-type: none"> <li>Authenticity of initial trigger</li> <li>Group collaboration assessed in middle process</li> </ul>	<ul style="list-style-type: none"> <li>Fits well with a problem-based learning teaching methodology</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual ability to plan and manage a project assessed in the final stage</li> </ul>	<ul style="list-style-type: none"> <li>• Utilises peer learning opportunities</li> </ul>
	<b>Self-directed problem solving</b>	<ul style="list-style-type: none"> <li>• Students identify a problem from their work/placement setting</li> <li>• Authentic</li> <li>• Utilises action research methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Different complexities of problems</li> </ul>
	<b>Critical incident accounts</b>	<ul style="list-style-type: none"> <li>• Authentic</li> <li>• Develop reflection in and on action</li> <li>• Promote decision making skills</li> </ul>	<ul style="list-style-type: none"> <li>• Can be descriptive unless reflection on learning is encouraged</li> </ul>
	<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• Students exposed to a complex problem or data</li> <li>• Static rather than unfolding</li> <li>• Planning and resolution generally assessed</li> </ul>	
	<b>In-tray exercises</b>	<ul style="list-style-type: none"> <li>• Strong authenticity</li> <li>• Focuses on thinking rather than writing</li> <li>• Assessment is fair</li> <li>• Reliability of assessment high</li> </ul>	<ul style="list-style-type: none"> <li>• Can be done under exam conditions</li> <li>• Simulates the workplace</li> </ul>
<b>Managing and developing oneself</b>	<b>Ethical dilemmas and vignettes</b>	<ul style="list-style-type: none"> <li>• Can use case studies, unfolding scenarios and vignettes to explore ethical issues.</li> <li>• Used when there are no clear-cut answers</li> <li>• Gets students to evaluate shifts in understanding, attitudes and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to assess changes in ways of thinking</li> <li>• May require a pre and post-test approach</li> </ul>
	<b>Journals</b>	<ul style="list-style-type: none"> <li>• Develops the skill of critical reflection thus deepening learning</li> </ul>	<ul style="list-style-type: none"> <li>• Risk being descriptive</li> <li>• Time consuming to mark</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate the growth of the student</li> <li>• Capture spontaneous ideas and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Can be written for 'what the student thinks the marker wants to hear'</li> </ul>
	<b>Portfolios</b>	<ul style="list-style-type: none"> <li>• Provides a view of students' progress</li> <li>• Demonstrate professional capability</li> <li>• Encourages organisation of work to show achievement and progression</li> </ul>	<ul style="list-style-type: none"> <li>• Useful in demonstrating change over a long timescale</li> <li>• Can demonstrate a variety of skills</li> </ul>
	<b>Learning contracts</b>	<ul style="list-style-type: none"> <li>• Individualising learning</li> <li>• Help in moving student forward and identify outcomes</li> <li>• Promotes independent learning</li> <li>• Adapted to meet different student need</li> </ul>	<ul style="list-style-type: none"> <li>• Reliability between students</li> <li>• Difficult to construct well</li> <li>• Difficult to identify evaluation criteria</li> </ul>
	<b>Autobiography</b>	<ul style="list-style-type: none"> <li>• Clarifies thinking</li> <li>• Generates creative ideas</li> <li>• Enables complex connections</li> <li>• Assesses own knowledge and gaps</li> </ul>	
	<b>Group work</b>	<ul style="list-style-type: none"> <li>• Development of research skills and information management</li> </ul>	<ul style="list-style-type: none"> <li>• Can be difficult to assess individual contribution</li> </ul>
<b>Accessing and Managing Information</b>	<b>Essays (see above)</b>	<ul style="list-style-type: none"> <li>• Useful for students going on to research</li> <li>• Authentic</li> <li>• Provides a good understanding of ethics</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
	<b>Self, peer and group assessment</b>	<p>Can be used to: -</p> <ul style="list-style-type: none"> <li>• Simulate professional situations</li> <li>• Develop confidence with different</li> </ul>	<ul style="list-style-type: none"> <li>• Students find it difficult to summatively assess fellow group members</li> <li>• Need very clear marking criteria</li> </ul>

		<p>audiences and contexts</p> <ul style="list-style-type: none"> <li>• Provide opportunities for rehearsal</li> <li>• Develop employability skills</li> <li>• Encourage peer assessment</li> <li>• Develop responses to questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Students need training prior to peer assessment</li> </ul>
	<b>Inventories and annotated bibliographies</b>	<ul style="list-style-type: none"> <li>• Development of communication skills in given simulated professional situations.</li> </ul>	
	<b>Learning contracts</b>	<ul style="list-style-type: none"> <li>• Used to develop writing skills and communication of evidence, theory and application</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
	<b>Concept mapping</b>	<ul style="list-style-type: none"> <li>• Clarifies thinking</li> <li>• Generates creative ideas</li> <li>• Enables complex connections</li> <li>• Assesses own knowledge and gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Useful within groups and teams to initiate ideas and link theory and practice</li> </ul>
	<b>Case studies and scenarios</b>	<ul style="list-style-type: none"> <li>• Development of research skills and information management</li> </ul>	<ul style="list-style-type: none"> <li>• Need to provide similar level of complexity case studies</li> <li>• Time consuming to develop case studies</li> </ul>
	<b>Developing a research proposal</b>	<ul style="list-style-type: none"> <li>• Useful for students going on to research</li> <li>• Authentic</li> <li>• Provides a good understanding of ethics</li> </ul>	
<b>Communicating</b>	<b>Oral presentations</b>	<p>Can be used to: -</p> <ul style="list-style-type: none"> <li>• Simulate professional situations</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult, if part of a group presentation, to assess individual contribution</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop confidence with different audiences and contexts</li> <li>• Provide opportunities for rehearsal</li> <li>• Develop employability skills</li> <li>• Encourage peer assessment</li> <li>• Develop responses to questioning</li> </ul>	<ul style="list-style-type: none"> <li>• If individual, time consuming</li> <li>• Need to consider recording for moderation purposes</li> </ul>
	<b>Simulated professional practice</b>	<ul style="list-style-type: none"> <li>• Development of communication skills in given simulated professional situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency of actors, if used</li> </ul>
	<b>Essays</b>	<ul style="list-style-type: none"> <li>• Used to develop writing skills and communication of evidence, theory and application</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>
	<b>Laboratory report</b>	<ul style="list-style-type: none"> <li>• Especially applicable in the sciences</li> <li>• Key employability skill</li> </ul>	<ul style="list-style-type: none"> <li>• Need for a clear format</li> </ul>
	<b>Creative writing</b>	<ul style="list-style-type: none"> <li>• Develops written communication</li> <li>• Flow and creative expression are as important as content</li> </ul>	<ul style="list-style-type: none"> <li>• Very individual and open to interpretation</li> </ul>
	<b>Clinical practice journal</b>	<ul style="list-style-type: none"> <li>• Develops self-reflection</li> <li>• Appropriate of professional programmes</li> <li>• Can focus on case studies, clinical incidents etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentially needs to be clearly addressed prior to commencement</li> <li>• Need to develop reflective skills</li> <li>• Risk being descriptive</li> </ul>
	<b>Online communication</b>	<ul style="list-style-type: none"> <li>• Students need to develop on-line communication</li> <li>• a hybrid between oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Helps to identify 'social loafers'</li> </ul>

		<ul style="list-style-type: none"> <li>Provides thinking time, especially relevant for students not communicating in their first language</li> </ul>	
	<b>Posters</b>	<ul style="list-style-type: none"> <li>Allows integration of a range of evidence</li> <li>Development of academic skills</li> <li>Easy comparison for self-assessment</li> <li>Lends to peer-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Design Vs content difficult</li> <li>Requires graphical packages</li> <li>Consider accompanied tabled paper or presentation</li> </ul>
	<b>Debate</b>	<ul style="list-style-type: none"> <li>Good for assessing communication skills</li> <li>Develops team working skills</li> </ul>	<ul style="list-style-type: none"> <li>3 members each side is ideal</li> <li>Grading can be done on the strength and thoroughness of the argument</li> </ul>
	<b>Mentoring</b>	<ul style="list-style-type: none"> <li>Partnership between two individuals</li> <li>Appropriate for clinical and professional courses</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to ensure parity of assessments due to personality difficulties of mentees</li> <li>Clear ground rules need to be established and the role mentorship fully clarified</li> </ul>
	<b>Assessed seminars</b>	<ul style="list-style-type: none"> <li>Candidates need to demonstrate a depth of study and engagement with literature</li> <li>Plagiarism is limited</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to allocate topics</li> <li>Difficult to ensure that students' involvement at all stages due to the longevity of the process</li> </ul>

The table is adapted from Brown and Race in Hunt and Chalmers (2013:78 - 84), and Dunn, Morgan, O'Reilly and Parry (2004).

## Feedback

It is vital that feedback methods are thought through and opportunities identified for self, peer and formative feedback embedded throughout the module. Graham Gibbs describes the influences of feedback on learning and identifies that: -

- Sufficient feedback needs to be provided, both often enough and in enough detail
- Feedback should focus on students' performance, on their learning and on actions under the students' control, rather than on the students themselves and on their characteristics
- Feedback should be timely: received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance
- Feedback should be appropriate in relation to students' understanding of what they are supposed to be doing
- Feedback needs to be received and attended to
- Feedback should be provided in such a way that students act on it and change their future studying

[Link to NSS Feedback Questions](#)

## SED Section – Teacher and Learning Opportunities

### Programme Section – 8

#### 4. Identifying indicative content

Having established your module aims and identified the key learning of the module, it will now be possible to identify themes and broad topic areas. This should be done in conjunction with the development of your assessment plan. Be mindful not to overcrowd your module with content as this will lead to a transmission mode of delivery, with a tendency for students to develop surface learning. One way of avoiding overcrowding is to return to your Domains of Learning and to identify the key learning of the module in terms of knowledge and understanding, key skills, subject specific skills and cognitive skills.

#### Resource

*Another way of avoiding overcrowding of the curriculum is to identify 'Threshold Concept' within your discipline area. Information on Threshold concepts can be found at:-*  
<http://www.gees.ac.uk/planet/p17/gc.pdf>

#### 5. Reviewing your assessment and feedback plan

Having married up your indicative content plan with the development of your assessment and feedback plan it is really helpful to at this point to take stock. Use the twelve Principles of good assessment and feedback (REAP) to review your module design. The Principles have been developed following extensive research and can assist in thinking about the nature and purpose of your assessment and teaching. There have been a number of questions devised, linked to the principles, which are helpful in this process.

Academic Handbook 2023/24 – Volume 2 – 02.1 – Guidance on Programme Design –introduced 22.04.09, modified 06.04.11, 25.10.11, 09.01.15, 21.12.16, 02.07.19; last modified 27.09.19

## Activity

*Ask yourself:*

*To what extent do your assessment tasks encourage regular study in and out of class and deep rather than surface learning?*

*To what extent are your summative and formative assessments aligned and support the development of valued qualities, skills and understanding?*

*To what extent do your assessments and feedback processes activate your students' motivation to learn and be successful?*

*To what extent do your assessments and feedback processes help support the development of learning communities?*

*To what extent are there formal opportunities for reflection, self-assessment or peer assessment in your course?*

*To what extent do students have choice in the topics, methods, criteria, weighting and/or timing of learning and assessment tasks in your course?*

*To what extent do students in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?*

*What opportunities are there for feedback dialogue (peer and/or tutor-student) around assessment tasks in your course?*

*What kind of teacher feedback do you provide – in what ways does it help students self-assess and self-correct?*

*To what extent is feedback attended to and acted upon by students in your course, and if so, in what ways?*

*To what extent are your students in your course kept informed or engaged in consultations regarding assessment decisions?*

*To what extent do your assessments and feedback processes inform and shape your teaching?*

*REAP Principles*

## **Resource**

*For further details on the principles and suggestions of how to achieve these can be found in the publication by Graham Gibbs *Using assessment to support student learning*, this provides a really useful guide for Programme leaders on Assessment and Feedback.*

## **6. Module approaches to learning and teaching**

Having developed your Learning Outcomes and Assessment methods it is now time to consider the teaching and learning approaches that you are going to adopt within your module to aid: -

- The promotion of active student engagement in the learning process
- The currency and meaningfulness for students, staff, employers and other stakeholders
- Alignment of the module; the philosophy, aims, teaching approaches and assessment processes have clear connections
- Providing a real-world context and the development of employability skills
- The design of learning activities, assessment tasks and feedback opportunities that are conceptual and focus on mastery of key concepts and skills
- The development of a curriculum that is challenging and promotes high expectations within learners

- Meeting the wider values and priorities of the Institution e.g. EDGE, Internationalisation, Sustainability, Inclusivity, Employability and Research-informed Teaching (see Student Engagement Strategy, Strategic Plan).
- The sustainability of the module in terms of time, effort and cost

(Adapted from Angelo, 2013)

### Activity

*The following table identifies a number of learning and teaching approaches and provides a description. Use the table to identify the current approaches taken within your module and proposed approaches to encourage the promotion of the above curriculum characteristics. Based on Toohey (1999) and Fry, Ketteridge & Marshall (2003)*

*See below for the table.*

### Learning & Teaching Approaches (based on Toohey, 1999 and Fry, Ketteridge & Marshall, 2003)

Approach	Nature of approach	Current Approach	Proposed approach
Traditional or discipline-based	Content structured around the organisation of the subject matter, e.g. chronology, function. Often starts with an introductory survey of categories of the discipline, the provision divided into units/topics		
Intellectual	Examines the subject matter in terms of assumptions held in the discipline with regard to a particular body of information, attitudes and skills.		

Performance or systems-based	Identifies roles/ performances/ competences /skills to which the student is being educated. Uses sequenced activities as a means of developing the abilities of the student. This model also culminates in practice in the professional setting—such as supervised clinical practice.		
Cognitive	Stresses thinking, reasoning, understanding, meaning-making. Covers limited content in considerable depth, questions student to develop new levels of analysis.		
Personal relevance/experiential	Rooted in student's experience and current situation, high level of student selection of content of relevance to own learning needs. Student designs learning plan/contract based on an analysis of their needs, interests and aspirations.		
Creative/experiential	Involves learning and teaching by experience and generally through the dynamics of a group process, where reflection on one's own and others' experiences lead to an		

	understanding of the application of theory within a given context.		
Socially critical	Seeks to construct knowledge within our cultural and historical frameworks. Students helped to understand where their own views come from. Content drawn from significant social issues of the day.		
Problem-based	Identifies one or more specific 'problems' to be addressed, teaches through letting students identify the questions to be answered and the information needed to resolve the 'problem'. It eventually gets to a systematic approach but not sequentially. It places an emphasis on the process of understanding issues through active inquiry.		

Adapted from Westminster Exchange: Principles and Processes of Curriculum Design Edition 2, November 2009

Once identified these need to be mapped onto both the Programme Design Structure and your Module Design Structure.

## **7. Identifying learning resources**

It is important to identify indicative reading and refer to any electronic resources that will assist the student in their learning. Liaison with the Library and Information Services throughout the programme design process will be vital to ensure currency and availability of resources. This is also the opportunity to enable students and staff to identify other resources available both within and external to the institution e.g. work-based resources, employers engaged with the programme etc.

[Programme Spec Section – 10](#)

## **8. The iterative nature of design**

The iterative nature of the design process may require you to make amendment to your Programme Aims and Philosophy in light of the module design. These changes may be at any point of the design process but ensure a robust aligned and integrated approach is adopted. At all stages of the design process collaboration with employers and students should be emphasised to ensure transparency and fitness for purpose.

[SED Section – Proposed changes](#)