

Pedagogic Framework

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Version number	Purpose/change	Name and job title	Date (DD/MM/YYYY)
1.0	The Academic Plan identified the need for a pedagogic framework to guide the development of and review of the RAU's UG and PG programmes to facilitate a consistent approach to designing and delivering programmes and modules at the RAU.	Dr Sarah Maddock; Principle Lecturer School of Business and Entrepreneurship	04/12/2018
2.0	Updated following review at AQSC:	Dr Sarah Maddock; Principle Lecturer School	02/04/2019

	<ul style="list-style-type: none"> • Page 4 "Foundation year programmes should <u>normally</u> have a prescribed curriculum..." • Page 7 All Programme Learning Outcomes should be assessed by more than one module. • Page 7 "Module learning outcomes should not <u>normally</u> be summatively assessed more than once." • Page 12 third and final bullet points should refer to the RAU and its partners 	of Business and Entrepreneurship	
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RAU Pedagogic Framework – 2019

The University's Academic Plan has identified the need for a pedagogic framework to guide the development of and review of the RAU's UG and PG programmes. The pedagogic framework will help to facilitate a consistent approach to designing and delivering programmes and modules at the RAU and will support the process of quality assurance and measurement of outcomes against KPI's. The pedagogic framework will encourage the development of programmes and modules that; deliver high quality programmes, enhance student experience, develop student employability and that utilise innovative pedagogy and assessment methods.

Areas of programme and module design that will be covered by the pedagogic framework are;

- Programme specification and programme identity
- Programme structure
- Student learning and progression
- Module size (credits)
- Module reference sheets
- Module teaching hours and delivery
- Assessment and feedback
- University shared modules
 - Academic skills module
 - Personal and professional skills module
 - Research skills module
 - Dissertation and extended project module
- Skills development and student support
- Employability (including placement)
- Appendices

1. Programme specification and programme identity

Programmes should be designed to have a clear identity that staff and students can articulate and relate to. Programme specification documents should include a clear narrative regarding the identity, objectives, content and outcomes of the programme. While module sharing is to be encouraged where possible, programmes should be designed to ensure that there is a distinct identity between programmes. Each programme must have a distinct identity

modules with a minimum of 30 credits at levels 5 and levels 6 which is not the same as for any other programme, this could include the placement and dissertation/honours project modules which would be discipline specific.

Programme specifications should not be altered or edited except via the review or revalidation process or changes agreed through AQSC.

2. Programme structure

Foundation year programmes should normally have a prescribed curriculum with no choice of modules. Programmes should be built on broad subject fundamentals and should facilitate entry to the first year of a named award. Programmes should include the delivery of academic and personal development skills.

Level 4 – programmes should normally have a prescribed curriculum with no choice of modules. Programmes should be built on broad subject foundations and should include the delivery of academic and, for foundation degrees, personal development and employability skills. Skills modules should be shared across the University where possible, they should also be contextualised to the named awards to ensure student engagement and may be used to support the development of programme identity. Sharing of modules across schools should be included where possible and within a school context it may be appropriate to have a common first year.

Level 5 – programmes should have a clear identity with a minimum of 30 credits difference in the diet of modules between pathways or programmes. Programmes should normally include the delivery of personal development and employability skills. Programmes may include 15 credits of choice for students. The number of options available must reflect the number of students on the programme and options with fewer than 12 students may not run.

Level 6 – Programmes should have a clear identity with a minimum of 30 credits difference in the diet of modules between pathways or programmes. Undergraduate honours programmes should offer a standard RAU honours dissertation/research project module where the topic selected by the student must be relevant to their named award. The dissertation/research project module should be supported by the delivery of research skills that may be delivered at levels 5 and/or level 6. Undergraduate programmes may include

up to 45 credits of choice for students. Level 6 graduate programmes may include up to 60 credits of choice. The number of options available must reflect the number of students on the programme and options with fewer than 12 students may not run.

Level 7 – Masters programmes should have a clear identity with a minimum of 30 credits difference in the diet of modules between programmes.

Programmes should include a minimum of 45 credits on a significant piece of independent learning, enquiry based work plus a 15 credit research skills module. Programmes may include up to 30 credits of choice for students. The number of options available must reflect the number of students on the programme and options with fewer than 12 students may not run.

3. Student learning and progression

Programmes should be designed to achieve a number of objectives;

- Delivery and learning of subject content
- Development of academic skills
- Development of personal and professional skills
- Encouragement of cohort and programme identity
- Support of RAU graduate attributes

Learning should be extended and developed as a student progresses through the next stage of their study and learning. For example; on a three year undergraduate degree subject content should be progressively more comprehensive and rigorous as a student moves from level 4 to level 6. Information searching and analysis skills should be introduced at level 4, extended and practiced at level 5 and analysed and applied at level 6.

4. Module size (credits)

The standard size for taught modules for both undergraduate and postgraduate modules should be multiples of 15 credits with a 15 credit module having a sector standard of 150 hours learning and assessment time. Modules could also be 30 credits, 45 credits, 60 credits or 120 credits in size.

5. Module reference sheets

Module reference sheets must be completed to include a description of the module aims and content plus a minimum of three and a maximum of five module learning outcomes. Programme teams must ensure that learning outcomes are presented and expressed at a suitable level for each stage of the programme. Study resource details must be provided for validation purposes but thereafter a record of module resource requirements will be maintained through the University Library Talis system.

Module reference sheets should not be altered or edited except via the review or revalidation process or changes agreed through ASQC and Academic Board.

6. Module teaching hours and delivery

For standard, on-campus delivery a 15 credit module should provide each student with between 36-48 hours scheduled contact time over a minimum of 12 weeks of teaching within the semester. Staff contact time includes; lectures, seminars, tutorials, workshops, laboratories, practicals, simulations, field trips and visits etc. Typically there will be a minimum of 3 hours contact time per week for each teaching week of a 15 credit module. Due the nature of some disciplines there will be more than 36 hours contact time due to laboratory sessions, farm visits etc. on some modules. Travel time to and from non-campus locations should not be included in the calculation of staff contact time.

An example of allocation of hours for a 15 credit module could be as follows;

- 72 hours guided and self-directed learning
- 42 hours preparation and completion of assessment
- 36 hours direct contact

Programmes should be designed to include a diet of modules that provide the students with an experience of a range of delivery methods and styles, including distance delivery where appropriate. Programmes should incorporate a range of learning opportunities such as; small group teaching (maximum 30 students), problem based learning, large group sessions, fieldwork, assessment support, active learning, student led tutorials, visits etc. These should be determined by the discipline content and the level of study.

Modules delivered by forms of distance learning will achieve an equivalent teaching and learning experience through structured learning supported by specific learning resources. Scheduled staff contact time for these programmes will vary according to the delivery modes adopted but all 15 credit modules will have a total of 150 hours of learning and assessment time.

Programmes may be developed that utilise a combination of on-campus delivery (including block delivery) and distance learning.

Modules should have a designated module leader but team teaching and contributions from guest lecturers should be encouraged to enhance the student learning experience.

It is recognised that contact time may reduce as a student progresses through their programme of study i.e. there may be lower formal contact time hours at levels 5 and 6 than at level 4. Foundation year students and level 4 students may require more support than the minimum hours contact indicated above. Modules on Master's programmes may include more independent learning than those on undergraduate programmes.

Contact hours for all students should be regularly reviewed.

7. Assessment and feedback.

All modules should include both formative and summative assessment opportunities. Feedback, which may take a range of formats, should be clearly provided on both formative and summative assessments.

Each module should include a minimum of two formative assessment opportunities, such as; quizzes, presentations, think-pair-share activities, short assessments or reports etc. Feedback on formative assessment should be provided in a timely manner, often immediately. It should be clearly identified as feedback and guidance on students' learning and should be available for students to incorporate into their summative assessment.

Modules should normally be designed to be assessed by a maximum of two pieces of summative assessment. Programmes should be designed to use a variety of assessment types such as reports, presentations, pitches, videos, posters, infographics, journals, audits, plans, practicals, multiple choice tests, reviews etc. Programmes should include a minimum number of unseen examinations unless these are required due to specific pedagogical reasons or

by PSRB requirements. The module reference sheet should include type of assessment, assignment type, length or word count, presentation type and length (e.g. group, individual, video etc.) and examination type and length (e.g. open book, case study, two hours etc.).

Module learning outcomes should not normally be summatively assessed more than once unless appropriate.

All programme outcomes should be assessed by more than one module – see the programme learning outcomes chart in the programme specification.

Typical summative assessments for a 15 credit module could be:

- A single, individual 3,000 word assessment
- An individual assessment of 1,500 words plus a 2 hour examination
- A group (2 to 4 students) presentation of 30 minutes plus a 2,000 word assessment

Feedback on summative assessment should be provided within 15 working days and should identify areas of strength within the submission and areas for further improvement.

The above are indicative suggestions only and adjustments should be made based on factors such as; the requirements of the discipline, level of study and the inclusion of group work.

All programme teams must produce an assessment map for core modules that shows a balance of different assessment types and an assessment strategy that avoids/minimises over-assessment at particular times of the academic year. Assessment of modules of more than 15 credits and the impact of not passing such modules on student progression should be considered. Programmes should have a progressive and planned assessment strategy for the whole of the programme that supports and develops the student learning experience.

8. University shared modules.

Programme design should utilise shared modules where possible and in particular programmes should incorporate the following RAU shared modules in their design;

- Academic skills module
- Personal development, professional skills and employability module
- Placement module
- Research skills module
- Dissertation/extended project module

The content, learning outcomes, organisation, supervision and assessment of these RAU shared modules should be consistent across the University. The teaching developed to support such modules should be shared where possible with discipline specific content given through school based tutorials, seminars and supervisory activity.

9. Skills development and student support

All RAU programmes should be designed to support the development of students' academic and study skills to enhance their experience of being a student at the RAU and to encourage them to be life-long learners. To support students when they first arrive at the RAU there should be an extended induction programme that includes support for students both in their first week at the RAU and throughout their study. Student support should be provided and enhanced through the integration of the RAU personal tutoring system and module content. In particular student support should focus on;

- Academic and study skills (Foundation Year)
- Academic and study skills (level 4)
- Employment and work placement skills (level 5)
- Being a professional skills (level 6)

Programme design in the Foundation Year and at level 4 should include the development of academic and study skills through an explicit, University wide, study skills module. Core content will be shared across the University and each school will identify a module lead to ensure that the content is contextualised for each discipline. Study skills must be identified, mapped and assessed to ensure that they are clearly visible to the students, the programme team and external stakeholders.

Programmes delivered at level 5, 6 and 7 should incorporate modules and programme content that support the development of employability skills and personal and professional skills (see below).

10. Employability (including placement)

All programmes must include at a minimum of one “real world” or work based learning experience as part of their overall curriculum to support student employability and to ensure that RAU graduates are “work ready”.

To ensure that employability is embedded in programmes and clearly visible RAU UG programmes should include a shared, University wide, 15 credit “Professional Practice and Employability” module at level 5 that must be assessed and graded according to RAU marking criteria.

Programme specifications must include learning outcomes that support employability with explicit employability and professional practice learning outcomes identified in one or more specific modules at levels 5 or level 6 and students will be required to critically reflect upon their work experiences as part of their assessment. For example;

To achieve credit for this module, students must be able to:

- *Reflect on the nature of professional practice in their discipline and identify the gaps between their work related capabilities and disciplinary expectations*
- *Critique their work and professional practice experiences and appraise its contribution to future personal/professional development.*

Programmes must be designed to give all students the opportunity to complete an optional placement year and to gain experience of working in a professional environment.

All undergraduate RAU programmes should include a minimum of 70 hours supported, relevant work experience, this can include standard work placements, two week work observations or shadowing or “live projects” etc. This experience may be gained by working intensively over a limited number of days or by completing short periods of work experience over a number of weeks.

Programmes may also include a 15 credit bearing, work placement module of a minimum of 525 hours supported, relevant work experience. Students on a placement year or a 525 hour work placement should be supported by the allocation of a placement tutor and a minimum of one visit or meeting with that tutor during the placement.

Programmes with an embedded placement year or work experience will exceed the minimum requirement of 70 hours work experience.

Programmes may include “work based learning” (WBL) as a significant part of the programme delivery to support the inclusion of work experience and employability skills in the student experience.

Scheduling of programme content and assessment boards will need to be flexible to accommodate student completion of work experience.

Appendices

A. Links to programme documentation are provided below.

[Programme Specification](#)

[Module Reference Sheet/Descriptor](#)

[RAU Generic Marking Criteria](#)

[RAU Library Guide to APA Referencing](#)

[What qualification level means](#)

[Quality Assurance Agency for H.E.](#)

[QAA Subject Benchmark Statements](#)

B. Additional Programme Design Principles

In addition to the points outlined in the Pedagogic framework document above programme design teams should ensure that the following issues are addressed when reviewing and structuring their programmes.

Programmes should be designed to;

- deliver RAU graduate attributes and enable Personal Development Planning (PDP)
- support student engagement and active, lifelong learning
- include an effective induction to learning at the RAU and its partners
- offer diverse learning approaches including digital learning
- develop employability
- support widening participation
- support for international students
- support students with disabilities
- encourage retention and progression
- further enterprise and entrepreneurship
- include sustainability, ethics and innovation
- engage with stakeholder views (students, employers, professional bodies), locally, nationally and globally
- share good practice and enhance the student experience across the RAU and its partners