Enhancing Teaching Practice in Higher Education in RUSSIA and CHINA (ENTEP)

15 October 2017 – 14 October 2020

Project number – **586225-EPP-1-2017-1-DE-EPPKA2-CBHE-JP**

EACEA Grant Agreement No.: 2017-3103 / 001-001

ENTEP GUIDE

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Report Structure:

Summary
This practical guide presents a summary of developments in higher education curriculum design in recent decades. It draws on practical experience to suggest user-friendly guidance for writing modules, courses and programmes based around learning outcomes. One of the key components of the modernization of higher education within the European Higher Education Area (EHEA) is the restructuring of the description of degree programmes focusing on learning outcomes. The key role of learning outcomes in achieving the goals of the Bologna Process emphasised in the Stocktaking Report (see Rauhvargers, Deane and Pauwels 2009).

This report offers insight for developing module guides and components centred on learning outcomes. For details on teaching strategies and engagement practices based on the needs of Russia and China aligned with EHEA practices and the Bologna Principles/Process, please refer to the ENTEP didactic manual report.

Abbreviations
ECTS (European Credit Transfer and Accumulation System)

1. Introduction

a. The importance of learning outcomes in curriculum development

Rauhvargers, Deane and Pauwels (2009, p. 24-25) highlights the importance of learning outcomes based on the goals and educational initiatives of the Bologna Principles of HE:

> "The endorsement of learning outcomes by the Ministers was a significant development, since the 2007 stocktaking report identified implementation of learning outcomes as a precondition for achieving many of the goals of the Bologna Process. It remains equally true that learning outcomes are central to the development of qualifications frameworks, systems for credit transfer and accumulation, the diploma supplement, recognition of qualifications, prior learning and quality assurance and provision of flexible learning paths as part of the lifelong learning continuum. In effect, the success of the Bologna Process depends on the comprehensive implementation of a learning outcomes approach in higher education. Learning outcomes are used in the Dublin descriptors, which are the basis of the three-cycle degree system. They also feature in the overarching framework of qualifications in the EHEA with which national frameworks are being aligned. They are an essential ingredient in quality assurance systems and in ECTS-compliant procedures for credit accumulation and transfer (see https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en). They make transparency and recognition of qualifications more easily manageable. In short, learning outcomes encapsulate a learner-centred approach and shift the focus in higher education away from the traditional teacher-centred or institution-centred perspective."

b. Developing a programme and module guide with clear learning outcomes

The traditional way of designing programme and module was to start with the course content. Teachers would decide on the content they wanted to teach on the programme, planned how to teach this content, and then assessed the content. This

type of approach focused on the teacher's input and on the assessment in terms of how well the students absorbed the material. Course descriptions referred mainly to the content of the course that would be covered in lectures. This approach to teaching is commonly referred to as a teacher-centred approach. From this approach it is difficult to state precisely what the student has to do to pass the module or programme.

International trends in education show a shift from the traditional 'teacher-centred' approach to a 'student-centred' approach. This alternative model focuses on what the student is expected to be able to do at the end of the module or programme. Hence, this approach is commonly referred to as an outcome-based approach. Statements, called intended learning outcomes are used to express what it is expected (what the students should be able to do at the end of the learning period). If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in them achieving the set learning outcomes. From a 'student-centred' approach, what the student does in determining what is content is learnt is more important than what the teacher does.

Given that one of the main features of the Bologna Process is the need to improve on traditional ways of describing qualifications and qualification structures, all modules and programmes in higher education institutions throughout the EHEA are currently being presented in terms of learning outcomes. A key document in the restructuring of degree programme profiles is the ECTS Users' Guide (2015), which gives the international definition of learning outcomes: "Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning". The importance of learning outcomes in the ECTS Users' Guide is reflected in the Bologna Process Stocktaking Report (Rauhvargers, Deane and Pauwels 2009, p. 26), where:

> "learning outcomes provide a common language that is used in the development of qualifications frameworks, which in turn have been found to improve the transparency, quality, accessibility, linkages and public awareness and labour market recognition of qualifications within a country and internationally. Such frameworks also establish interrelationships between qualifications for the purposes of recognising equivalence and for articulation and progression between qualifications."

In short, learning outcomes have become the "common language" of education within the Bologna Process. ECTS may be thought of as the 'common currency' of the Bologna Process. Students who achieve the learning outcomes of the modules within the overall programme and demonstrate that achievement are rewarded with ECTS credits.

2. Aims/objectives (at the programme level and module level)

a. Give characteristics of aims/objectives

In order to specify objectives of concrete modules, first, it is necessary to specify the general aims of the study programme. In the Bologna area, study programmes are divided into 'First cycle qualifications' (undergraduate study programmes or Bachelor

study programme) and 'Second cycle qualifications' (post-graduate programmes or Master study programme). Each cycle aims at specific objectives.

Objectives relate directly to the learning outcomes both on the general programme as well as on the specific module level: These are "statements of what the individual knows, understands and is able to do on completion of a learning process" (EHEA 2018b, p. 13). In that sense, learning outcomes are the reasons, why students study this programme or this module. Objectives therefore should use taxonomies (based on Bloom's approach; see Andrich (2002) for further information), like 'knowledge', 'application' or 'analysis'. These different types of a learning outcome could be described with different verbs: "After completing the module/course/programme, the student knows, is able to, can describe" (as examples).

First cycle qualifications at the programme and module level
Following the EHEA approach, undergraduate programmes should seek a basic higher education qualification. This means students are able to "apply their knowledge and understanding in a […] professional approach to their work or vocation" (EHEA 2018a. p. 1). In that sense, they will need to obtain practical knowledge as well as basic and more generalised theoretical knowledge of their respective study and potential work field. Therefore, think about possible abilities graduates need to be able to show when they apply for a job after their first study cycle. In order to be able to distinguish an undergraduate study programme vocational training, students need to learn to use field data in a scientific manner to be able to make "judgments that include reflection on relevant social, scientific or ethical issues" (EHEA 2018a, p. 1). In that sense the objectives of a study programme need to show theoretical as well as methodological foundations. Since graduates are expected to be able to communicate their thoughts and findings, study programmes need to train students to write and speak at an advanced level. In order to be able to continue studying, the undergraduate programme need to have at least 180-240 ECTS-points and should prepare students for ongoing and more specialised scientific studies.

Second cycle qualifications at the programme and module level
The main goal in second cycle qualifications is to get the students to think on their own and to think in a critical manner: Second cycle graduates should be able to develop and/or apply ideas, often within a research context (EHEA 2018a). This allows students to orient themselves in new environments, such as work fields as well. In a second cycle study programme, students should therefore be exposed to a broader knowledge, which empowers them to be able to apply this knowledge to various work or research related topics. Since post-graduate students are expected to be independent learners, the aims and objectives of a Master's study programme should keep in mind the necessities of a broader study and work field. Students should be guided to seek information as well as solutions to problems on their own, thus working in projects as well as broader research papers, such as a Master's thesis, with the help of professional scientists in a team oriented, yet semi-independent environment. These skills prepare students to be able to work on solutions for abstract problems in the working environment. In that regard, second cycle students need to be able to communicate in a

specific manner with various "specialist and non-specialist audiences clearly and unambiguously" (EHEA 2018a, p. 2).

b. Guidance on how to describe aims

Aims at the programme level need to be broken down into smaller objectives of several modules. The sum of these modules reflects the study programme as a whole. A module of a study programme is "a separate and coherent block of learning" (EHEA 2018b, p. 13). In that sense, aims and objectives of modules reflect parts of the above-mentioned skills students need to have when graduating. On that level, it is possible to train the students in different aspects of the overall study programme aims: specialised knowledge enables graduates to be employed in defined workspaces, to fulfil concrete, practical tasks as well as to have insights into the background of these tasks. Methodical skills will help graduates to apply theoretical background to real-life environments, to solve problems in an independent way and to think critically in an academic manner. Interdisciplinary competences, used in higher education curricula, show students at an early stage, that problems need to be tackled from different angles. Interdisciplinary competences train students to tolerate other's views and thinking as well as different ways of problem solving. Key competences aim at more general skills, such as presenting complex issues, project management, writing at an advanced level of language, general language skills or team work competences (KMK 2010, p. 3). They will be applicable to numerous situations both inside and outside of the university.

When developing aims and objectives, ask yourself:

What is the aim of the study programme, which is going to be implemented?

- What are general aims of the (first or second cycle) study programme?
- How can these general aims be applied to possible working areas?
- What kind of knowledge, competences or skills do students need in that respective subject area?
- To what purpose do they need these different aspects?

How can the general aims be broken down into smaller objectives of modules?

- What concrete skills should the students learn in order to reach the respective objectives?
- Which competences do they need to be able to achieve the concrete learning outcomes?
- What are the didactical methods for guiding students to these skills, competences, and learning outcomes?
- How do the modules link up, such that they form a cohesive study programme?

Tips for writing aims and objectives

In order to use a clear language, aims and objectives should be described in a specific manner: Application-ready practical skills (e.g. language, programming or experimental skills) need to be separated from theoretical knowledge (e.g. historical foundations of subject, specialised terminology or methodical ways of analysing the respective objects). These different skills correspond with differing classroom settings: While a lecture aims at general, basic knowledge, a seminar aims at a more learner-centred approach, where

students discover relationships and links between different parts of knowledge. An exercise classroom aims at practical or experimental settings, where students learn to analyse data or items under the guidance of a skilled researcher or advanced student. Colloquia are more discursive-based formats, where both students as well as researchers listen to scientific presentations and discuss their contents.

Be aware not to over-define the aims and objectives: The freedom of teaching and learning should be respected as well as 'student-centred' approaches. Therefore, to formulate specific, yet reachable skills and techniques, think about a progression, starting from the novice learner to the first cycle graduate. In the second cycle, students are already knowledgeable; therefore, demands can be increased and more sophisticated.

c. Some key readings on writing aims/objectives

Andrich (2002) presents the Taxonomy of Educational Objectives of Benjamin Bloom, offers some critique, while relating to an outcomes based approach. These can be used for your own inspiration, since all objectives need to be focused on the respective study programme and field (also see the manual). Finally, Andrich (2002) gives further reading tips. Another very thorough guide, which gives many insights and further reading material, is the *EUA Bologna Handbook* (e.g. Froment 2006). Especially the paper by Kennedy, Hyland and Ryan (2006) which is a practical guide to writing and using learning outcomes: a practical guide. Moreover, the *EUA Bologna Handbook* is another point of reference as well as the *Journal of the European Higher Education Area* (ISSN 2192-0109).

3. Learning outcomes (at the programme level and the module level)

a. Bologna values and principles

The bologna process demands the adoption of learning outcomes when designing the curriculum and syllabus (Berlin Communique, 2003). Together with workload, competences and profile. Learning outcomes are part of the process of framing diplomas in comparable and compatible qualifications as envisaged by the European Higher Education Area. These are to be designed at the programme level and the module level, and this is detailed below in Appendix 1 and Appendix 2 to assist with designing programme and module guides.

b. Designing learning outcomes

Learning outcomes are statements of knowledge, skill and competence: what students should know and be able to do as a result of learning and completing a course. They explicitly describe what a learner should know, understand and be able to do resulting from the process of academic learning (an activity, a module or an entire programme).

This definition emphasises student learning and their ability to do something beyond the teacher's activity. Learning outcomes are part of student-centred learning. They are usually defined in terms of a mixture of knowledge, skills, and attitudes that an individual will attain as a result of successful engagement in a particular learning experience.

Learning outcomes identify learning requirements, in a simple, achievable, assessable and clearly described sentence (should be written in the future tense and easily understandable to students). When writing outcomes, it may be useful to use the following expression: At the end of this module/course you should be able to…, and then follow with an active verb.

- start each outcome with an active verb
- avoid subjective terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, be aware of and appreciate
- include learning outcomes across the range of levels of Bloom's Taxonomy (see the model at: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)
- have only observable and measurable outcomes
- guarantee that the outcomes fit the aims and content of the module
- have learning outcomes written in the future tense

Useful active verbs include:
analyse; appraise; apply; calculate; choose; compare; contrast; create; criticize; demonstrate; derive; describe; design; develop; differentiate; discuss; explain; evaluate; extrapolate; formulate; identify; list; measure; name; plan; plot; postulate; predict; present; propose; recall; recognise; use; utilize.
By articulating outcomes in this way it then becomes clearer to students what they should expect to be able to do.
https://www.heacademy.ac.uk/system/files/writing_learning_outcomes.pdf

Another consideration is to use the SMART(TT) method of goal setting (Blanchard & Johnson, 1981), as outlined in the following table:

S	Speak to the learner: learning outcomes should address what the learner will know or be able to do at the completion of the course
M	Measurable: learning outcomes must indicate how learning will be assessed
A	Applicable: learning outcomes should emphasize ways in which the learner is likely to use the knowledge or skills gained
R	Realistic: all learners who complete the activity or course satisfactorily should be able to demonstrate the knowledge or skills addressed in the outcome
T	Time–bound: the learning outcome should set a deadline by which the knowledge or skills should be acquired
(T)	Transparent: should be easily understood by the learner
(T)	Transferable: should address knowledge and skills that will be used by the learner in a wide variety of contexts

For more details on Tuning Educational Structures in Europe, consult the following websites:

- http://www.ehea.info/media.ehea.info/file/Tuning_project/89/3/Tuning-Educational-Structures-Europe-executive-summary_575893.pdf
- www.bologna.ie

c. Points to consider when writing learning outcomes

Six points are considered here when planning, writing and preparing a module guide for your students. This insight is important when writing your learning outcomes:

Knowledge	The ability to recall or remember facts without necessarily understanding them. Some of the action verbs used to assess knowledge are as follows: Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, tell.
Comprehension	The ability to understand and interpret learned information. Some of the action verbs used to assess comprehension are as follows: Associate, change, clarify, classify, construct, contrast, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalise, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognise, report, restate, rewrite, review, select, solve, translate.
Application	The ability to use learned material in new situations, e.g. put ideas and concepts to work in solving problems. Some of the action verbs used to assess application are shown as follows: Apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organise, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.
Analysis	The ability to break down information into its components, e.g. look for inter-relationships and ideas (understanding of organisational structure). Some of the action verbs used to assess analysis are as follows: Analyse, appraise, arrange, break down, calculate, categorise, classify, compare, connect, contrast, criticise, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test.
Synthesis	The ability to put parts together. Some of the action verbs used to assess synthesis are the following: Argue, arrange, assemble, categorise, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalise, generate, integrate, invent, make, manage, modify, organise, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganise, revise, rewrite, set up, summarise.
Evaluation	The ability to judge the value of material for a given purpose. Some of the action verbs used to assess evaluation are the following: Appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticise, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve.

Note that the verbs used in the above six categories are not exclusive to any one particular category (as some verbs appear in more than one category).

The following guidelines may be of assistance when writing learning outcomes:

- Begin each learning outcome with an action verb, followed by the object of the verb and followed by a phrase that gives the context.

- Use only one verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than learning outcomes.
- Avoid complicated sentences. If necessary, use more one than one sentence to ensure clarity.
- Ensure that the learning outcomes of the module relate to the overall outcomes of the programme.
- The learning outcomes must be observable and measurable.
- Ensure that the learning outcomes are capable of being assessed.
- When writing learning outcomes, bear in mind the timescale within which the outcomes are to be achieved. There is always the danger that one can be over-ambitious when writing learning outcomes. Ask yourself if it is realistic to achieve the learning outcomes within the time and resources available.
- As you work on writing the learning outcomes, bear in mind how these outcomes will be assessed (i.e. how will you know if the student has achieved these learning outcomes?) If the learning outcomes are very broad, they may be difficult to assess effectively. If the learning outcomes are very narrow, the list of learning outcomes may be too long and detailed.
- Before finalising the learning outcomes, ask your colleagues and possibly former students if the learning outcomes make sense to them.
- When writing learning outcomes, for students at levels beyond first year, try to avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom's taxonomy (e.g. Knowledge and Comprehension in the cognitive domain). Try to challenge the students to use what they have learned by including some learning outcomes drawn from the higher categories (e.g. Application, Analysis, Synthesis and Evaluation).

When writing learning outcomes, it is important to write them in such a way that they are capable of being assessed. Clearly, it is necessary to have some form of assessment tool or technique in order to determine the extent to which learning outcomes have been achieved. Examples of direct assessment techniques are the use of written examinations, project work, portfolios, grading system with rubrics, theses, reflective journals, performance assessment, etc. Examples of indirect assessment methods are surveys of employers, comparison with peer institutions, surveys of past graduates, retention rates, analysis of curriculum, etc.

4. Week-by-week plan and assessment

a. Content and context

To help position and contextualize the content for students, it is important to recognize how the learning embedded each week. The content as articulated above need to be linked to the learning outcomes. Once content is linked to the learning outcomes it is important to contextualize the content so that student will benefit in terms of how it may help them understand local, domestic or international context, or how the content may be beneficial for their future employability or have practical implications. This will

differ by subject but is something to consider so that students gain from focused context and also a range of different or international perspectives.

b. Linking content to support learning outcomes with formative assessment

To be able to plan for teaching modules and demonstrating to students what they are going to learn to enable them to achieve the learning outcomes, a weekly schedule is key to each module, and is detailed in the templates below.

Formative assessment has been described as being assessment *FOR* learning. It has been described as assessment that "refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black and Williams 1998). In other words, formative assessment helps to inform the teacher and the students as to how the students are progressing. Formative assessment is usually carried out at the beginning of a programme or during a programme. The students' performance on the assessment tasks can help the teacher to make decisions about the direction of the teaching to help the learning process. It has been clearly shown (Black and Williams 1998) that by giving feedback to learners, formative assessment can help improve the learning and performance of students. Thus, we can say that formative assessment is part of the teaching process rather than the grading process.

To put this into practice, here is an example from a module guide to get you thinking about how to blend the learning topics with assessment and feedback to ensure that students are clear how the content relates to the assessment:

Wk	Learning Topic	Independent study	Assessments and feedback opportunities
8	Links to Assessment 1 Introduction to the module Exploring the subject Working on the assessment	To read… To do…	You will submit your first Assessment for feedback at the end of this week.
9	Links to Assessment 2 Exploring inequality in society Working on the assessment	To read… To do…	You will receive Assessment 1 back and will work on developing your ideas – there will be an assessed element with 10% of the marks available.
10	Links to Assessment 3 Who is 'marginalised' Working on the assessment	To read… To do…	You will present your ideas for Assessment 2 to help you develop your thinking - there will be an assessed element with 10% of the marks available.
11	Links to Assessment 4 Providing 'equality of opportunity'. Working on the assessment	To read… To do…	You will annotate Assessment 3 to show where you are developing your writing - there will be an assessed element with 10% of the marks available.

12	Pulling it all together – 'The whole story'. Working on the assessment	To read… To do…	Final submission

c. Summative assessment

One of the essential points to consider when planning and designing a degree programme is that the learning outcomes, the teaching and learning activities and the assessment must all be linked. The linking of these three areas is commonly referred to as constructive alignment (Biggs 2003; Biggs 2005; Morss and Murray 2005). Biggs (2005) points out that in a good teaching system, the method of teaching, learning activities and assessment technique are all coordinated to support student learning. When there is alignment between what we want, how we teach and how we assess, teaching is likely to be much more effective than when it is not aligned (Biggs 2003). From the noted references here, there are three basic areas involved in the constructive alignment of any module:

1. Clearly defining the learning outcomes that must be achieved before the end of the programme
2. Designing of a curriculum and selecting teaching and learning strategies and methods that are likely to ensure the achievement of learning outcomes
3. Assessing the extent to which a student has achieved the learning outcome and checking to see how well the achieved outcomes match with what was intended

Summative assessment is assessment that tries to summarise student learning at some point in time – usually at the end of a module or programme. Summative assessment has been described as "end-of-course assessment and essentially means that this is assessment which produces a measure which sums up someone's achievement and which has no other real use except as a description of what has been achieved" (Brown and Knight 1994, p. 15). Thus, the use of summative assessment enables a grade to be generated that reflects the student's performance. Unfortunately, summative assessment is often restricted to just the traditional examination paper and does not involve other areas like project work, portfolios or Assessments. Because of the nature of summative assessment, not all learning outcomes can be assessed at any one time. Assessment of just a sample of learning outcomes is common. There may not be just one method of assessment to satisfy all learning outcomes and it may be necessary to choose a number of assessment methods.

The extent to which the learning outcome is achieved is decided by the assessment. This assessment of the achievement of learning outcomes is carried out as part of the process of constructive alignment. The extent to which a student has achieved the learning outcome and the level at which the learning outcome has been achieved are indicated in the examination transcript and also in the overall description of the programme.

Assessments should be planned across the programme and should not be isolated to individual modules. There should be a mix of assessment types e.g. Assessment, report, presentation, exam and these should be developed across the levels. For examples the

skills needed to write an Assessment in the first year should be then developed later on. Too much variety can be an issue if students never get a chance to practice a skill more than once, of course you can break the skill down and assess it though a different medium e.g. an Assessment writing skills could be demonstrated on a poster.

d. Feedback strategy

Feedback is only useful if it helps develop their learning and competencies. Lots of evidence suggests that students do not even look at summative feedback never mind take note of it and know what to do with it. As educators it is important to consider:

Q1 *who is the feedback for and what is it there to achieve?*

Q2 *what is the relevance of the feedback / why is it useful / where can it be used?*

Tips for good feedback practice are outlined by Nicol and MacFarlane-Dick (2006), who outline 7 points:

1. Helps clarify what good performance is, such as goals, criteria, expected standards
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue around learning
5. Encourages positive motivational beliefs and self-esteem
6. Provides opportunities to close the gap between current and desired performance
7. Provides information to teachers that can be used to help shape teaching

Building on the foundation of points offered by Nicol and MacFarlane-Dick (2006), Nixon Brooman, Murphy and Fearon (2017) add to this insight by offering a further 13 points for supporting good feedback:

1. A course-level strategy, supported by tutors, is needed to ensure consistency for students
2. Communication and discussion of the course-level strategy with students
3. Clear, specific and relevant marking criteria for each module
4. Breakdown criteria to indicate where the marks are allocated
5. Formative feedback on worth should be given where possible
6. Improve communication between staff on all modules to ensure a common feedback message
7. Improve staff availability to support assessments
8. Provide guidelines on what constitutes a good piece of work—such as what is being marked should be provided, possible including examples
9. Use positive language in feedback and highlight transferable elements for subsequent assessments
10. Develop a 'partnership' strategy – being able to approach a tutor known to the student makes asking for further feedback or assessment support easier
11. Sympathetic institutional policy to recognize and balance the needs of timely and useful feedback
12. Course and module teams should meet yaerly/at regular intervals to discuss overall module-specific assessment feedback strategies, and consider research evidence of good assessment practice

13. Staff development and ongoing communication in the area of awareness of good assessment/feedback practice is often desirable

Such approaches to feedback can be clearly outlined in your module guides, as highlighted in section 4b of this report. A feedback strategy can also be addressed at different points in the semester so to work towards seeing students improve their work. To address this, Nixon, Brooman, Murphy and Fearon (2017) highlight that the teach team can consider different course-/module-level feedback strategies at different points: across the module team; prior to submission of assessment (informing and motivating students to engage with feedback); feedback on work directly (formative feedback); and post-return of work to the students. This is further detailed in the table below.

Module Team	1	Teams should set and publish clear assessment expectation in the module guides (and programme guides)
	2	Marking criteria for different grade bands should be available for continual assessment
	3	Publish guidelines and timing of formative and summative feedback processes
	4	Email response protocols should be clear to both staff and students
	5	Partnership approach between staff and students
Prior to submission of assessment	6	Course teams should provide taught opportunities for 1st year students to explore the value and importance of feedback
	7	Offer feed-forward sessions
	8	Lecturers should be available for guidance
	9	Availability of staff to support assessment should be clear
	10	Assessment surgeries and formative feedback would be beneficial offered within 2-weeks of assessment submission
	11	Teams should formulate a clear and consistent strategy for formative feedback on drafts of assessed work
Feedback on work directly	12	Feedback should aim to both evaluate and be transferrable to future work
	13	The language of feedback should be precise
	14	The feedback should highlight positive aspects of the work
	15	An overall explanation of the grade should be given indicating what is needed to improve future work.
	16	Feedback must be legible and intelligible
Post-return of work	17	A generic group-level feedback session on what the group generally did right and wrong, and how the group performed in relation to what the range of different marks were
	18	Students should be informed of who to go to for more detailed feedback or explanation

Programme approach to feedback will link every module – the students will know what they need to do better and when they will use this skill. Much better to spend time before the work comes in that after. End of L6 modules don't need feedback – they cannot do anything with it.

Feedback has to be developed over the programme, they need to be able to:

- Give feedback on a model answer themselves to learn what it is they are trying to do
- Give feedback on other work in a constructive and helpful way
- Undertake their won reflective feedback – give themselves feedback
- Utilise the feedback given to improve
- Know what the feedback is for and what to do with it

<u>Ideas for developing feedback</u>

- Two-phases to a written piece. The first phase is as good a draft as possible (60%) then all students are given generic and individual feedback and then re-submit with track changes and comment boxes to show what they have developed and why they have done it – marking is then on the development not the content (40%)
- Four smaller Assessments which make up a bigger piece – each one focuses on a different element of writing that is marked (might mark one completely on references). All get formative feedback and they have to show the development and you summatively mark the last section which can be a summary
- Consistency in approaches across all modules (students are on the programme not a specific person's module)
- Feedback has to be reflected on in the next piece of writing e.g. the first 10% is on a reflection of what they have done differently this time
- Focus is on the feed-forward – they are not going to do the work again so correcting all small mistakes makes no difference they need to be told what to do next time. feedback against the assessment criteria is crucial – you asked them to so a specific thing and they need to know how you have allocated the marks against each criteria
- Quick feedback is much more helpful than waiting – can you do a summary that you present and then do the detail within the 15 days
- Which written pieces need face to face – can you link this with a time when they have to be in so they cannot escape it

What can you do that is efficient and effective and develops learning?

Q1 *do you know what the students want?*
Q2 *do you know what the students expect?*
Q3 *can you find this out and then work with the students to match what is possible against their expectations?*

Reiterate the learning content and the assessment, and both should clearly link back to the learning outcomes.

e. Developing a reading list

Every module guide should have a reading list that directs students to core readings. It is useful to have a range of readings, the number will differ by discipline but do include some core foundation text books and some more recent books so that students are informed of the most recent trends and debates happening in their discipline or class of study. It is also useful if the person teaching the class includes some of their own

publications. This way students are aware of the lecturers/academics work in the field of study and this helps reinforce research informed teaching and ensures students gain appropriate content during their independent study time with content that links back to the learning outcomes of the module.

Supplementary readings might include specific journal articles, news sources and websites that keep students up-to-date with more recent discussions and debates. It is also a good idea to provide a list of journals that your university has access to that students can consult that relate to the subject matter being taught in the class.

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Appendix 1: Template for Programme Guide

Programme Title

Name of University

Name of Programme Leader

Academic Year

Overview of the course

Programme Contacts

<table>
<tr><td colspan="4">Name of Programme Leader</td></tr>
<tr><td>Name</td><td>Email</td><td>Phone number</td><td>Office number</td></tr>
<tr><td>Office Hours</td><td colspan="3"></td></tr>
<tr><td colspan="4">Provide a Bio of the academic
List of Recent Publications:
XXXXXX
XXXXXX
XXXXXX</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Teaching Team [add or remove as necessary]</td></tr>
<tr><td>Name</td><td>Email</td><td>Phone number</td><td>Office number</td></tr>
<tr><td colspan="4">Provide a Bio of the academic
List of Recent Publications:
XXXXXX
XXXXXX
XXXXXX</td></tr>
<tr><td colspan="4">Teaching Team [add or remove as necessary]</td></tr>
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XXXXXX
XXXXXX
XXXXXX</td></tr>
<tr><td colspan="4">Teaching Team [add or remove as necessary]</td></tr>
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<tr><td colspan="4">Provide a Bio of the academic
List of Recent Publications:
XXXXXX
XXXXXX
XXXXXX</td></tr>
<tr><td colspan="4">Teaching Team [add or remove as necessary]</td></tr>
<tr><td>Name</td><td>Email</td><td>Phone number</td><td>Office number</td></tr>
<tr><td colspan="4">Provide a Bio of the academic
List of Recent Publications:
XXXXXX
XXXXXX
XXXXXX</td></tr>
</table>

Add more as necessary

Aims and Objectives of the Programme

The aim of this programme module is to prepare you for ***

To meet the programme aims, the following objectives will help complement your learning:

Objective:
Objective:
Objective:
Objective:
Add more as necessary

Also provide aims at each year level

What you will Learn at Each Year Level

Create a table that outlines the name of each module and the aim of each module and the learning outcomes of each module (perhaps adapt the table below)

Year Level		
Module Code	**Module Name**	**Aim of the Module**
		Learning Outcomes
XXXXXX	Module Name	Aim
		LO1 LO2
XXXXXX	Module Name	Aim
		LO1 LO2
XXXXXX	Module Name	Aim
		LO1 LO2
XXXXXX	Module Name	Aim
		LO1 LO2
XXXXXX	Module Name	Aim
		LO1 LO2
XXXXXX	Module Name	Aim
		LO1 LO2

Create a different table for each year level

Programme Learning Outcomes

	Programme Learning Outcome
PLO1	
PLO2	
PLO3	
PLO4	
PLO5	
PLO6	
PLO2	
PLO8	
PLO9	
PLO10	

Add more rows as necessary

Mapping Programme Learning Outcomes with Module Learning Outcomes

Example

Module Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
Year 1										
XXXXXX	X	X								
XXXXXX				X				X		
XXXXXX			X			X				
XXXXXX				x						
XXXXXX			X						X	
XXXXXX							x			X
Year 2										
XXXXXX	X	X								
XXXXXX				X				X		
XXXXXX			X			X				
XXXXXX				x						
XXXXXX			X						X	
XXXXXX							x			X
Year 3										
XXXXXX	X	X								
XXXXXX				X				X		
XXXXXX			X			X				
XXXXXX				x						
XXXXXX			X						X	
XXXXXX							x			X

Add another year as necessary

Assessment and Feedback Strategy

Detail your university and programme assessment strategy here so that students are clear, provide any links to expanded documents on your university website to direct them to the full assessment and feedback policy at your university.

Assessment Matrix

Module Code	Report	Assessment	Exam	Portfolio	Presentation	XXXXX	XXXXX	XXXXX	XXXXX
Year 1									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
Year 2									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
Year 3									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
Year 4									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									
XXXXXX									

Details of each assessment can be found in each module guide

Academic Misconduct

Make this clear to students as per university policy

Programme Delivery and Engagement Strategy

University Library

Provide Details

Opening Hours:

Student Opportunities

Details student opportunities at your university

Student Responsibilities

Career Services

Provide students with contacts of office of people at your university who can assist with career services

Essential Readings

Give a list of key textbooks relevant to students on the programme

Give a list of some recently published books that may be of interest to students on the programme

List Key Journals in this field of study

Key Websites

Appendix 2: Template for Module Guide/Syllabus

Title of Module

Name of University

Name of Module Leader

Semester 1 2019

Title of Module

Name of Module Leader			
Name	**Email**	**Phone number**	**Office number**
Office Hours			
Teaching Team *[add or remove as necessary]*			
Name	Email	Phone number	Office number
Name	Email	Phone number	Office number
Name	Email	Phone number	Office number

Aims and Objectives

The aim of this module is to ***

Learning Outcomes

1. Learning outcome 1
2. Learning outcome 2
3. Learning outcome 3 *[if necessary or add more accordingly]*

Module Outline (brief description of content)

Teaching and Learning Methods

Weekly Teaching Plan

№ Wk	**Learning Topic** ***[content should be linked back to the LO]***	**Number of hours**	**Contact hours**		**Self-study** hours (Independent Study)
			Lectures	**Seminars**	
1					
2					
3					
4					

Add more rows as necessary

Weekly Programme Content

Week 1. Topic…
Description…
Week 2 Topic…
Description…
Week 3. Topic…
Description…
Week 4. Topic…
Description…
Add more rows as necessary

Assessment

Assessment 1: Type of Assessment (Weighting%)

Assessment 1: Type of Assessment (Weighting%)	
Give details of the summative assessment, what is the task and the expectations and what is the overall weighting of the assessments for this module.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) *Explain what learning outcomes the student will meet upon completion of this assessment*.
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Clearly state the marking criteria so students are aware of how they are being assessed If you have rubric include this here as well (alternatively you could put this on your Virtual Learning Environment that students use)

Assessment 2: Type of Assessment (Weighting%)

Assessment 1: Type of Assessment (Weighting%)	
Do the same as outlined above for each successive assessment as necessary. *Give details of the summative assessment, what is the task and the expectations and what is the overall weighting of the assessments for this module*.	
Learning Outcomes	Upon completion of this assessment you will have met the following learning outcome(s) *Explain what learning outcomes the student will meet upon completion of this assessment*.
Formative Feedback Opportunities	*Highlight any points of formative feedback opportunities that students can gain from*
Marking Criteria/Rubric	Clearly state the marking criteria so students are aware of how they are being assessed If you have rubric include this here as well (alternatively you could put this on your Virtual Learning Environment that students use)

Example of a marking criteria (please adapt as per your university regulations/expectations):
Less than 50% - lacks understanding, coherent case not made
50 - 52% - pass, basic understanding
53 - 57% - fair, but with significant shortcomings
58 - 62% - good pass, competent, understanding of principles and tools demonstrated
63 - 69% - very good pass, showing good understanding of principles, some analysis is demonstrated, good research and presentation

70 - 100% - excellent pass showing thorough understanding of principles, detailed analysis, excellent research and presentation, outstanding performance

Reading List

Include key text books, key academic monographs and edited books, you may also consider putting a list of important journals that your university subscribes to as well as useful websites that the students may consult for practical information.