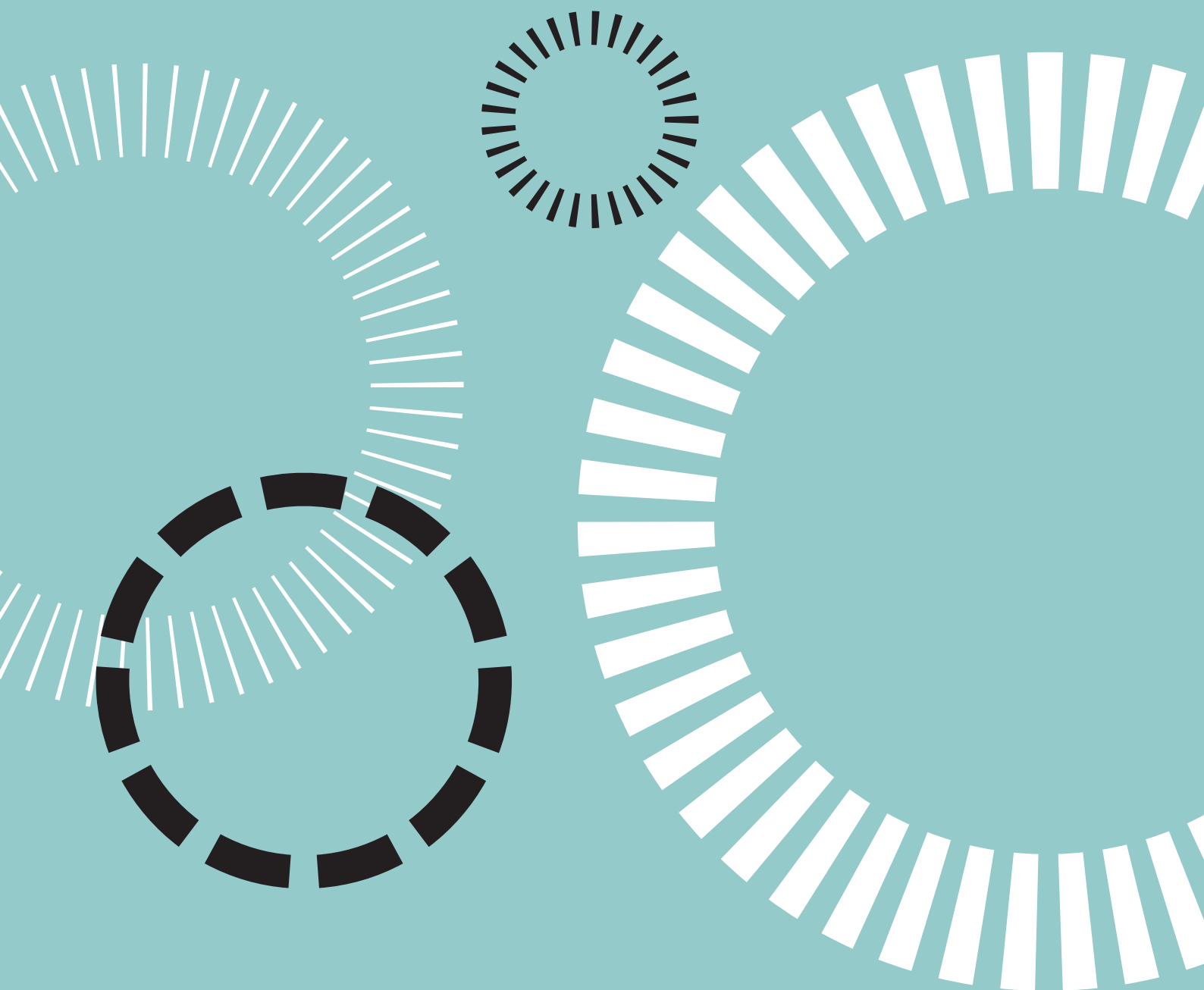


Course Designer: Introduction and Resources List



Course Designer Introduction

The UAL Course Designer is a set of materials produced by the Teaching, Learning and Employability Exchange at UAL to support staff in designing arts curricula in Higher Education. The set of materials is intended to complement course validation and reapproval, and will be useful to course leaders and teams alike who want to devise or revise their courses to ensure they are coherent. The Course Designer provides a number of methods that define and implement course values.

The resource consists of:

- Introduction and Resources List
- Course Vision and Values
- Defining Course Aims
- Crafting Learning Outcomes
- Designing Inclusive Assessment
- Course Structure

Each section contains an explanation, activities and resources you can use to assist with these key aspects of curriculum design. The materials are simple but not simplistic. They aim to be practical and focused.

The overall aim of the UAL Course Designer is to facilitate key moments in planning an effective curriculum. Each section can be used separately to focus on discrete standardised tasks. These might include institutional and sector requirements, such as producing programme specifications or communicating the course profile or unique features, whilst meeting sector-wide benchmark and quality standards.

Staff may want to use the Course Designer materials in the sequence presented.

The UK Higher Education sector has an outcomes-based approach to learning, teaching and assessment, hence these materials are organised in a sequence informed by the theory of constructive alignment now incorporated into QAA policy documents (Biggs, 2003).

Working in the sequence presented can assist staff engaged in planning their teaching, learning and assessment for clarity and transparency. This is essential for both potential and existing students.

Additionally, at UAL, course design might include prioritising targets to address differential attainment, decolonisation, incorporating the UAL Creative Attributes Framework, Digital Strategy or innovative arts pedagogy. Relevant documents will be referenced throughout.

“Constructive alignment starts with the notion that the learner constructs their own learning through relevant learning activities.”

Biggs (2003)

These materials are informed by a wide range of cited recent literature in educational theory and arts pedagogy, and specifically that which promotes the value of student experience as central to the planning process.

“The question of what is to be taught and learnt in Universities will always be highly contentious. Answering it requires us to take a position on the kind of society we want, how we believe individuals can and should relate to others, the kinds of knowledge that we value and how we believe that people learn most effectively.”

Kandiko and Blackmore (2012)

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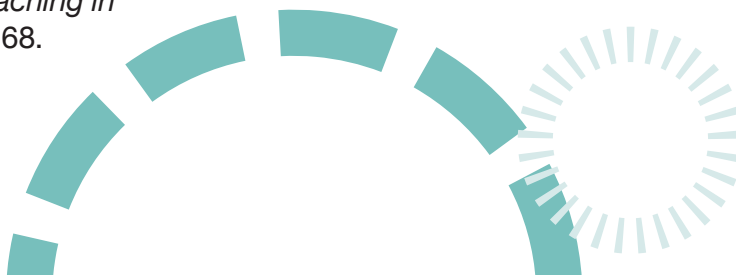
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