**Autumn Semester Work Plan 2021**

**PgCert in Higher Education**

**CUS503: Curriculum Design and Evaluation in Higher Education**

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| **Week/Unit** | **Learning outcome** | **Teaching Strategies/**  **Activities** | **Assessment** | **Resource** |
| 9th -14th August **(Unit I)** | discuss the meaning and definition of curriculum; | * Brain storming * Discussion * Individual work | * Discussion * CCE (Connect-Challenge-Extend Reflection Activity) * VLE discussion | * PPT slide * Reading materials |
| identify the integration of goals, values and skills across programme and module; |
| 16th-21st August **(Unit II)** | *critically analyse the role of social, economic, political, and cultural foundations in the development of curriculum within a higher education context;* | * Group Discussion * Reading | * Presentation | * Reading material |
| discuss the dominant educational philosophies that influence the higher education curriculum planning; | * Reading | * VLE Discussion | * Reading Material |
| 23rd August-3rd September (**Unit III)** | examine the various curriculum models that are applicable for developing a module in their subject of specialisation; | * Inquiry * Brainstorming * Discussion | * Group assessment | * Reading materials |
| 6th -10th September (**Unit IV)** | reflect on various policies that exist around curriculum, pedagogy and assessment within a higher education context; | * Reflection * Discussion * Group work | * Presentation | * Wheel of Academic Law |
| 13th -17th September  **Unit IV** | *frame appropriate module aims and learning outcomes aligning to the subject of specialisations they teach in their parent colleges;* | * Group Discussion * Group Task * Practice-based Teaching Learning | * Group Assessment * Feedback | * Ppt. slide * Modules descriptors * Programme Documents |
| distinguish the curriculum dimensions of design; |
| 20th September-19th November  **Unit IV** | *apply the dimensions and ten alignment steps in critiquing an existing module;* | * Brain storming * Group discussion * Reviewing alignment components (Ten Align Steps) and Conducting a Need Analysis * Curriculum Auditing * Heat Map | * Group work * Completed, Underway, or Not yet started Activity * Presentation | * PPT Slide * Modules descriptors * Programme Documents |
| develop a module based on their subject of specialisation considering the elements of a curriculum model fitting to a higher education context; |
| *apply the curriculum design process in developing a higher education programme with reference to the Wheel of Academic Law (WAL).* |
| 25th -29th October  **Unit V** | evaluate the nature and purpose of curriculum evaluation in the context of higher education in Bhutan. | * Brainstorming * Discussion * Active learning | Group work  Presentation | * PPT Slide * External Examiners Reports * Student consultative feedback * Semester end student feedback * Module tutor’s report * APM report * Periodic programme report |