

## Annex 1 - Curriculum Enrichment Project (CEP): Revised Design Guidelines

*Proposed changes are indicated in italics*

### PROPOSED UPDATES 2017/18

#### **Academic Year**

Normally 2 semesters across 30 weeks (each semester will deliver 60 credits of learning), recognising there are some exceptions: *PGT programmes, Two Year Degrees, Education, Nursing, Medicine & Dentistry, Healthcare Sciences*. Induction week is equivalent to week 0. Teaching weeks will be 1-13 and 16-28 inclusive. May include off campus learning opportunities, reading weeks, placements, field work & appropriate class based assessment activities.

*Weeks 14-15 and 29-30 to be used for revision activities, personal development or tutorials only. Assessments or assessment deadlines can only be scheduled in these two examination weeks if there are no examinations to avoid clashes. The examinations office will timetable terminal examinations in weeks 14 and 15, and 29 and 30. The Extra-curricular offer runs throughout the year and does not have to be campus based.*

#### **Programme Structure**

*Modules will normally be delivered in a minimum of 20 credit blocks in one semester. Up to 40 credits (i.e. one 40 or two 20 credit modules) can exceptionally be delivered spanning both semesters at Levels 4 and 5 if a rationale (for example, work-based learning or employability foci) is provided and agreed by the DVC Education & Student Experience or nominee. Year-long modules should not be assessed by terminal examinations.*

### ORIGINAL VERSION 2015/16

#### **Academic Year**

Normally 2 semesters across 30 weeks (each semester will deliver 60 credits of learning), recognising there are some exceptions: Two Year Degrees, Education, Nursing, Medicine & Dentistry, Healthcare Sciences. Induction week is equivalent to week 0. Teaching weeks will be 1-13 and 16-28 inclusive. May include off campus learning opportunities, reading weeks, placements, field work & appropriate class based assessment activities.

Weeks 14-15 and 29-30 to be used for assessments and personal development/tutorials. The examinations office will timetable terminal examinations in weeks 14 and 15, and 29 and 30. The Co-curricula offer runs throughout the year and does not have to be campus based.

#### **Programme Structure**

Modules delivered in minimum 20 credit blocks in one semester. Modules to be completed in a semester (some exceptions recognised - for example professional body requirements and languages).

**Level 4, Semester 1:** All programmes or set of cognate programmes (whether single honours, joint, or major/minor) must articulate an immersive introductory module not assessed by examination. The objectives of this experience are: to support the students' transition to the university's learning and teaching culture, to orient the students to their programme and subject in a holistic manner, and to build the cohort interactions. This could be in the form of an intensive four week module, or integrated in an appropriate manner into the programme during Semester 1.

**Level 4, Semester 2:** The weeks 16-19 "Plymouth Plus" intensive module is optional, both in terms of content and the 4 week slot. Where the Plymouth Plus module is running, the mode of delivery should comply with the original Plymouth Plus guidelines .

**NB** In the absence of "Plymouth Plus" all programmes need to articulate and evidence how they integrate interdisciplinary content and learning as part of their programme design, but there is no requirement to do so in a four week intensive timeframe. (see Programme Principles section below)

**Level 5:** 60 credits per semester taught in sequence or parallel.

**Level 6:** Minimum 40 credits completed per semester, with option of 40 credit project/dissertation module running across both semesters.

**Level 7:** Normally taught in minimum 20 credit modules and structured in semesters.

**Level 4, Semester 1:** Weeks 1-4 An immersive introductory programme (whether single honours, joint, or major/minor) module, not assessed by examination. The other 40 credits run in sequence or in parallel Weeks 5-13.

**Level 4, Semester 2:** Weeks 16-19 Plymouth Plus intensive module. The other 40 credits run in sequence or in parallel Weeks 20-28.

**Level 5:** 60 credits per semester taught in sequence or parallel.

**Level 6:** Minimum 40 credits completed per semester, with option of 40 credit project/dissertation module running across both semesters.

**Level 7:** Normally taught in minimum 20 credit modules and structured in semesters.

Schools to review major/minor and joint programmes for efficiency and cross School/Faculty programmes. Where a major-minor programme has a cohort of 25 or above the normal expectation is that there will be an induction module that integrates the two disciplines. Where numbers are

### **Module Design**

*It is a fundamental principle that the programme should be considered across a stage, and as a whole, and that modules are seen in this context, not as isolated units of learning and assessment.*

Teaching delivered where possible in minimum two-hour timetable blocks, and maximum four hour blocks (unless longer provision already established).

While learning will take place in each week, some weeks should involve student led/student determined activities, self-led study, submission preparation, and/or group preparation for group assignments.

For a 20 credit module the normal expectation is for a maximum of 50 University timetabled hours of learning, supported by students' personal learning activities.

### **Bridging Session**

Programmes will provide 'bridging sessions' at the end of Stages 1 and 2 to introduce material that will be taught in the following academic year, inviting Partner College and PUIC students as part of their university induction.

### **Plymouth Plus**

*Section deleted but see Programme Principles section below.*

24 or fewer, the appropriate programme leaders should discuss arrangements.

### **Module Design**

Teaching delivered wherever possible in minimum two-hour timetable blocks, and maximum four hour blocks (unless longer provision already established).

Typically modules should not involve more timetabled teaching contact than currently offered in 2013/14. Curriculum Enrichment Project (CEP): Design Guidelines 2015/16  
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While learning will take place in each week, some weeks should involve student led/student determined activities, self-led study, submission preparation, and/or group preparation for group assignments.

For a 20 credit module the normal expectation is for a maximum of 50 University timetabled hours of learning, supported by students' personal learning activities.

### **Bridging Session**

Programmes will provide 'bridging sessions' at the end of Stages 1 and 2 to introduce material that will be taught in the following academic year, inviting Partner College and PUIC students as part of their university induction.

### **Plymouth Plus**

Plymouth Plus modules must integrate students from at least two disciplines / subject areas, and not be assessed by test / examination.

Activities and assignments set that involve “students as researchers,” with students undertaking group research Problem-Based Learning activities with focus on big picture issues in the disciplines involved or in society.

Owned by Schools, which decide the breadth and extent of module enrolment. Module choices available to be determined by Programme Leaders.

Could be used as “consolidation” module for major/minor combinations where this is not possible in the introductory Stage 1 module.

Normally maximum four learning outcomes.

While group learning sessions are timetabled in each week, some sessions will involve student group led/student determined research activities.

The delivery of Plymouth Plus languages will occur in weekly sessions from Week 5 to the end of the academic year.

Plymouth Plus module titles, brief description, and breadth and extent of module enrolment details required from Schools by 04 July 2014. Details to be submitted to the Faculty co-ordinator in the Faculty that owns the module (S&E: John Eales, H&HS: Mel Joyner, FoB: Sue Kinsey, Arts: Colin Searls).

Ensure the Teach-Assess-Feedback/Feed Forward principle is maximised for all modules.

Formative learning activities with appropriate formative assessment.

Normally no more than 2 summative assessments per 20 credit module.

***Programme Principles***

*Ensure the Teach-Assess-Feedback/Feed Forward principle is maximised for all modules.*

*Programmes need to articulate and evidence how they integrate interdisciplinary content and learning, and a focus on 'big picture' issues in the disciplines involved or in society, as part of their programme design and delivery.*

*Programmes should include activities and assignments that involve "students as researchers," with students undertaking group research activities.*

*Formative learning activities with appropriate formative assessment.*

*Normally no more than 2 summative assessments per 20 credit module.*

*At Level 4 all Semester 1 modules should incorporate summative assessments from each module, and make summative feedback available from some modules, before Christmas.*

All Level 4 programmes should incorporate summative assessment from each module, and make feedback available, before Christmas. Curriculum Enrichment Project (CEP): Design Guidelines 2015/16

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The final deadline for assignments will normally be the penultimate week of the semester (14 / 29) for semester long modules, or the week after the end of module in all other cases.

Use of inclusive and variety of assessment methods wherever possible.

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**Quality**

Approval of all module and programme changes using normal PU processes.

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