



Programme Template – Level 9

Programme Code

Programme Title/Award

Programme Coordinator

Department

NFQ Level

Credits (ECTS)

Programme Duration

Programme Overview

PROGRAMME LEARNING OUTCOMES: Level 9

Guideline: Eight to twelve programme learning outcomes are recommended for each programme with a guideline of two programme learning outcomes for each of the strands (Knowledge, Know-How and Skill and Competence).

On successful completion of the programme, a graduate should be able to:

Knowledge

Knowledge sub-headings:

Breadth: A systematic understanding of knowledge at, or informed by, the forefront of a field of learning.

Kind: A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning.

Know-How and Skill

Know-how and Skill sub-headings:

Range: Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry

Selectivity: Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques.

Competence

Competence sub-headings:

Context: Act in a wide and often unpredictable variety of professional levels and ill-defined contexts.

Role: Take significant responsibility for the work of individuals and groups; lead and initiate activity.

Learning to Learn: Learn to self-evaluate and take responsibility for continuing academic/professional development.

Insight: Scrutinise and reflect on social norms and relationships and act to change them.

Programme Template – Level 10

22-23

Programme Code

Programme Title/Award

Programme Coordinator

Department

NFQ Level

Credits (ECTS)

Programme Duration

Programme Overview

PROGRAMME LEARNING OUTCOMES: Level 10

Guideline: Eight to twelve programme learning outcomes are recommended for each programme with a guideline of two programme learning outcomes for each of the strands (Knowledge, Know-How and Skill and Competence).

On successful completion of the programme, a graduate should be able to:

Knowledge

Knowledge sub-headings:

Breadth: A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning

Kind: The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers.

Know-How and Skill

Know-how and Skill sub-headings:

Range: Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials.

Selectivity: Respond to abstract problems that expand and redefine existing procedural knowledge.

Competence

Competence sub-headings:

Context: Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts..

Role: Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes.

Learning to Learn: Learn to critique the broader implications of applying knowledge to particular contexts.

Insight: Scrutinise and reflect on social norms and relationships and lead action to change them.



Module Template

Module Code

Module Name

Department

Credit Weighting (ECTS)

Semester

Module Coordinator

Available for international students?

Available outside chosen degree?

Module Overview

Further Module Information
(Professional Accreditation)

Module Content

Module Pre-requisites

Module Co-requisites

Learning Outcomes

On successful completion of the module, students should be able to:

Note: Four Learning Outcomes are recommended for a five credit module.

Learning Outcome 1

Learning Outcome 2

Learning Outcome 3

Learning Outcome 4

Learning Outcome 5

Learning Outcome 6

Learning Outcome 7

Learning Outcome 8

24-25

Teaching and Learning Methods

Teaching and Learning Methods

Lecture (Hours)

Labs/Practical (Hours)

Tutorial (Hours)

Planned Learning Activities (Hours)

Independent Student Activities (Hours)

Assessment

Continuous Assessment

Continuous Assessment %

University Scheduled Written Examination

University Scheduled Written Examination %

Other Assessment

Other Assessment %

Total Marks

Penalties

Pass Standard

Autumn Supplemental Examination

University Scheduled Examination (Autumn)

Autumn University Scheduled Examination duration (Hours)



APPENDIX 5- PROGRAMME TEMPLATE – BACHELOR LEVEL (DUBLIN DESCRIPTOR)

Programme Code	
Programme Title/Award	
Programme Coordinator/Degree Leader	
Faculty and Department	
NFQ Level/EHEA Level/Aligned to Dublin Descriptor X	
National Credits	
ECTS Credits	
Number of Modules	
Programme Duration	
Programme Overview	
Mode of Provision (E.g., Full and/or Part-time; face-to-face, low-residence, distance, online, blended, intensive summer-school, collaborative--- with employers, professional association, other HEI.)	
Number and Nature of Student Intake Categorise the number and type (e.g., FT /PT) of the projected student intake (and indicative income from fees) over the first five-year period.	

Programme Learning Outcomes: Level X

Guideline: Eight to twelve programme learning outcomes are recommended for each programme with a guideline of two programme learning outcomes for each of the strands (Knowledge, Know-How

and Skill and Competence).

On successful completion of the programme, a graduate should be able to:

- ✦ demonstrate **knowledge and understanding** in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- ✦ **apply their** knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and **have competences** typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- ✦ **gather and interpret** relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- ✦ **communicate** information, ideas, problems and solutions to **both specialist and non-specialist audiences**;
- ✦ have developed those learning skills that are necessary for them to continue to undertake further study with a **high degree of autonomy**.

For your Bachelor Programme, it may be useful to group your outcomes under Knowledge, Skill and Competence and indicate which Module/unit outcome it maps to:

Programme Learning Outcome	Type (Knowledge/Skill/Competence)	Aligned to which Module/unit(s) outcome
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		



Programme Template – Masters Level (Dublin Descriptor)

Programme Code	
Programme Title/Award	
Programme Coordinator/Degree Leader	
Faculty and Department	
NFQ Level/EHEA Level/Aligned to Dublin Descriptor X	
National Credits	
ECTS Credits	
Number of Modules	
Programme Duration	
Programme Overview	
Mode of Provision (E.g., Full and/or Part-time; face-to-face, low-residence, distance, online, blended, intensive summer-school, collaborative--- with employers, professional association, other HEI.)	
Number and Nature of Student Intake Categorise the number and type (e.g., FT /PT) of the projected student intake (and indicative income from fees) over the first five-year period.	

PROGRAMME LEARNING OUTCOMES: Level X

Guideline: Eight to twelve programme learning outcomes are recommended for each programme with a guideline of two programme learning outcomes for each of the strands (Knowledge, Know-How and Skill and Competence).

On successful completion of the programme, a graduate should be able to:

- ✦ have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor’s level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- ✦ can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- ✦ have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- ✦ can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- ✦ have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Learning Outcome Mapping

No	Module/Unit Name	Programme Intended Learning Outcomes							
		1	2	3	4	5	6	7	8
1	ILO 1 is mapped to the following Programme ILOs								
2	ILO 2 is mapped to the following Programme ILOs								
3	ILO 3 is mapped to the following Programme ILOs								
4	ILO 4 is mapped to the following Programme ILOs								

Module/Unit Descriptor Template

1.	Module/unit Code	
2.	Module/unit Title	
3.	Subject Field	
4.	Faculty/Department	
5.	Programme(s) to which the module/unit is attached	



6.	Pathway(s)	
7.	Level	
8.	National Credits	
9.	ECTS Credits	
10.	Core or Optional	
11.	Module/unit Dependencies (pre-requisites, co-requisites, incompatible modules)	
12.	Acceptable for	
13.	Excluded Combinations	
14.	Class Contact Time	Total Hours: Distribution of Hours:
15.	Guided Independent Study Time	Total Hours:
16.	Duration of the Module/unit	
17.	Campus Location	
18.	Module/unit Co-ordinator	
19.	Brief Description of Module/unit	
20.	Indicative Syllabus	
21.	Module/unit Learning Outcomes <i>On completion of the module/unit the learner will be able to:</i> 1. 2. 3. 4. 5.	<i>How assessed</i>
22.	Programme Learning Outcome to which this is mapped.	
23.	Teaching and Learning Activities	
24.	Assessment and Feedback <i>Formative Exercises and Tasks:</i>	
25.	Assessment and Feedback <i>Summative Assessments:</i> 1. 2. 3. 4. 5.	<i>Weighting %</i>

26.	<p>Learning Resources</p> <p><i>Key Texts:</i></p> <p><i>Key Web-based and Electronic Resources:</i></p>
27.	<p>Preparatory Work and Advice</p>

Guidance Notes to Module/Unit Template

Module/unit Descriptors provide a formal statement of the key features of an accredited unit of study within a programme. Although all modules must be approved by the HEI's Quality Management processes, module/unit descriptors are vital sources of information and advice for students before and during their studies. So, where appropriate, descriptors should be addressed to 'you', the students.

1. *Module/unit Code*

This is the unique identifier for the module/unit; giving information on subject field and level of study.

2. *Module/unit Title*

The full title of the module/unit.

3. *Subject Field*

This is the home field of study for the module/unit.

4. *Faculty/Department*

The Faculty and Department where the module/unit is owned. Include reference to departments where service teaching occurs.

5. *Programme(s) to which the module/unit is attached*

Identify the Programme(s) on which this module/unit is taught.

6. *Pathway(s)*

Note any requirements for named pathways.

7. *Level*

Where a Qualifications Framework is in place, each module/unit must be assigned a level. It does not have to be the same level as the Programme level. A programme must have all final year modules at the level of the programme, but earlier modules may be at lower levels.

8. *National Credits*

Describe any national system



9. ECTS: European Credit and Transfer System

Indicate any national mapping to the ECTS. 20-30 hours of student study time is normally regarded as equivalent to one ECTS credit.

10. Core or Optional

A core module/unit is mandatory for all students studying at that level on a particular programme. An optional module/unit (subject to availability) offers students the opportunity to take or not to take the module/unit according to their individual interests.

11. Module/unit Dependencies (pre-requisites, co-requisites, incompatible modules)

List modules that are pre-requisites, co-requisites, etc.

12. Acceptable for

List any other degrees/programmes that have approved the module/unit as acceptable for their students.

13. Excluded Combinations

List any modules within the programme that cannot be taken with this module/unit.

14. Class Contact Time

The total time (in hours) that each student can normally expect to be in direct contact with their teacher(s) during the module/unit. This should include all scheduled face-to-face teaching/learning sessions (e.g., lectures, seminars, workshops, directed laboratory/studio work, field/study trips, tutorials etc.) and, where appropriate, equivalent online/e-learning class-contact time (e.g., through webinars, individual Skype tutorials).

The distribution of the total contact hours should tell students how much time they will spend in the main kinds of teaching sessions. For example, 'Class Contact Time' for a 20 credit module/unit might be expressed as 40 hours; distributed as '5 in lectures, 20 in seminars, 6 on fieldtrip, 5 in webinars, 2 on tutor-led Skype, 2 in personal tutorials', or '16 in two-day residential learning activities, 20 in webinars, 4 in Google Hangout tutorials'.

15. Guided Independent Study Time

This is the time that students are expected to spend in studying outside their class contact hours: e.g., 160-260 hours for a 10 ECT (200-300 hours) module/unit that has 40 hours of class contact.

16. Duration of the Module/unit

Expressed as the time-span for provision of the module/unit: e.g., 30 weeks throughout terms 1, 2 and 3 (for PGT); or 15 weeks throughout semester 2 (for BA/BSc).

17. Campus Location

The main campus for attendance at scheduled classes.

18. Module/unit Co-ordinator

The member of academic staff who is formally designated with responsibility for the quality of the module/unit: its delivery, management, evaluation, and the marks awarded. In cases where the des-

ignated Co-ordinator is unable/unavailable to fulfil this role (e.g., due to research leave), a deputy Co-ordinator may be appointed subject to approval by the appropriate Head of School.

19. Description of the Module/unit

Provide an outline of the module/unit for students: e.g., how it relates to the overall goals of the programme; the main contexts, theories and ideas, themes and topics, controversies and issues, case studies and questions to be explored; the kind of learning activities students will experience, and the enduring academic, personal and professional value of the learning that will be achieved.

20. Indicative Syllabus

Brief overview of the curriculum

21. Teaching and Learning Activities

Introduce students to the range of scheduled teaching sessions in which they will be engaged (in workshops, seminars, tutorials, study-trips, webinars etc.) and how these relate to the work that they will do in their independent study time: e.g., in preparing for and reflecting on classes, presentations and projects; undertaking reading/studio/lab/group work, formative tasks and summative assessments, revision for examinations etc. Providing students with guidance on how best to use and distribute their independent study time will help them to work more efficiently and effectively, and thus enhance the quality of their learning outcomes.

22. Programme Learning Outcome to which this is mapped

Identify which Programme Learning Outcome the successful completion of this module/unit will fulfil.

23. Learning Outcomes

Learning Outcomes should be informed by the aims of the programme, and be articulated as a short list of the key learning that students will be able to demonstrate at this level of study. Students' attainment of learning outcomes must be tested through summative assessments. The 'How Assessed' column should therefore identify the summative assessment(s) that test attainment of each learning outcome: e.g., LO1: SA3. (The Learning Outcomes for all modules should be mapped against the Programme Aims in the Student Programme Handbook: showing how each module/unit is contributing to the attainment of one or more of the Programme Aims.)

24. Assessment and Feedback

a. Formative Exercises and Tasks:

Provide a short account for students of the kind of formative exercises and tasks in which they will be engaged. Formative exercises are designed to enable students to develop particular aspects of their learning, prior to summative assessments. As well as enabling students (individually and/or collectively) to chart their progress, formative exercises should be designed to help students use feedback and self-reflection to manage and develop their learning so that they can see how to improve their work. Feedback can be from tutors, peers, mentors or a wide range of external audiences. Formative exercises may take many forms, in and out of class, and they are not formally assessed. Tutors can use formative exercises to monitor the pace and progress of students' learning throughout the module/unit, and to adjust the pace and focus of teaching activities accordingly.



b. Summative Assessments:

Provide a brief description for students of the summative assessments for the module/unit, and their relative weighting : e.g. ' 30-minute group seminar presentation (20%); 3,000-word review of research topic (60%); one-hour, multiple-choice knowledge-test examination (20%). Summative Assessments are formally marked/graded pieces of work that must be designed (collectively) to test the standard of students' attainment of all of the learning outcomes for the module/unit. The marks/grades awarded will count towards each student's record of achievement at Assessment Boards. Summative assessments need to be valid, reliable, and fair to all students. The number, variety, nature, timing and sequencing of assessments, and the quality of feedback on them, will exercise a powerful influence on all aspects of students' learning.

25. Learning Resources

a. Key Texts:

These are the works that all students would normally be expected to study or consult during the module/unit. (Full 'Reading Lists' should be included in the Module/unit Handbook, available on Minerva.) Wherever possible, key texts should be freely or readily available online. Texts should be cited in the style common for the HEI.

b. Key Web-based and Electronic Resources:

List the titles of (and links to) recommended websites, software, videos and other electronic resources that will support student learning on the module/unit.

26. Preparatory Work

Prospective and continuing students often like to know how best to prepare for their studies, before their modules start. Please provide some advice on one or two things that students might like to read or do on their own inpreparation for the programme.

Module Learning Outcomes Criteria

While the process of writing learning outcomes can seem quite straightforward there are challenges associated with it. Some of these are:

- including too many learning outcomes
- using too many verbs in one learning outcome
- overusing the same verb and using vague terms
- devising learning outcomes that are not assessable or not realistic in terms of resources/time/assessment approach
- incoherence –where the module learning outcomes bear no relation to the programme outcomes
- using an inappropriate cognitive level

These challenges may be overcome by considering the following module learning outcomes criteria checklist when reviewing learning outcomes.

Active: Do they describe what students will be able to do?

Attractive: Will the student want to achieve them?

Comprehensible: Will students/employers understand them?

Appropriate: Are the verbs appropriate to the level of learning and domain for the stage of learning?

Attainable/Realistic: Will most students meet them with reasonable effort?

Assessable: Can you observe whether the learning outcomes have been achieved?

Aligned: Are they aligned to teaching, learning and assessment activities?

Visible: Are they available to students?

(Adapted from Baume, 2009)

Module Constructive Alignment Template

Intended Learning Outcomes	Assessment	Teaching and Learning Activities
On successful completion of the module, student should be able to:	Continuous Assessment? % Final Examination-Format? %	What will the students do to learn?
L01		
L02		
L03		
L04		
L05		
L06		
L07		
L08		



APPENDIX 6- ACADEMIC PROGRAMME DOCUMENT (Package)

CONTENTS

INTRODUCTION

ACADEMIC PROGRAMME DESCRIPTION (for Bachelor's and Master's degrees separately)

- goal
- objectives
- qualification
- mode of learning
- duration

ADMISSION

- requirements
- assessment
- criteria

MODES AND METHODS OF TEACHING AND LEARNING

LEARNING OUTCOMES

- knowledge
- competence
- skill

KNOWLEDGE ASSESSMENT METHODS

- assessment methods
- assessment scale

CURRICULUM

(for Bachelor's or Master's)

COURSE INPUT SCALE IN ACHIEVING LEARNING OUTCOMES SPECILIZATION ISSUES TEACHING STAFF

APPENDIX 7- FORMS AND METHODS OF TEACHING AND LEARNING

Forms of Teaching

The basic forms of teaching are lectures, seminars, laboratory training and practical (hands-on) training; field study; course paper/project; Bachelor's, Master's, and Doctoral Theses; consultation, among others.

The lecture is a process that involves both the teacher and the students to help the latter to comprehend the major notions of the subject taught. It requires creative and active perception of the material while paying attention to basic concepts, definitions, designations, and assumptions to provide for scientific and logically consistent cognition of basic concepts. Visual aids should help explain the idea conveyed by the lecture.

The material studied at the lecture makes for the formation of a whole system of knowledge by means of students' **independent work**. The students should be stimulated to study independently which is the basis for independent thinking, analyzing and conclusion-making.

To help students internalize the theoretical material delivered at the lecture and the information collected in self-study seminars, laboratory training and practical (hands-on) training are valuable forms of teaching.

The aim of the **seminar** is to enable students to deepen their knowledge of the themes studied at the lecture and/or independently, to find and perceive additional information, prepare presentations, write essays, and so on. At the seminar reports are presented and discussed, conclusions are made. The supervisor of the seminar coordinates these processes.

The laboratory training is more demonstrable and helps students to better perceive processes and phenomena while conducting experiments. During the laboratory training a student learns how to handle, regulate and fix the laboratory equipment. The skills acquired at experimental-training laboratories help to better comprehend the theoretical material studied at the lecture and independently.

The aim of **practical training** is the gradual learning of the theoretical material by solving concrete problems; this is the basis for developing skills for independent use. The teacher should pay special attention to problem-solving methods, making drafts, sketches and schemes, using appropriate techniques for calculations.

Field study helps students to deepen and consolidate the acquired knowledge. It develops the skills of implementing their theoretical knowledge in practice, using the methods characteristic of the subject in question for problem-solving.

Working on a course **paper/project** is a creative process. It comprises both theory and practice. The projects are, in fact, the first results of students' independent work though they are performed under the teacher's supervision. While **designing and later presenting a project** a student applies the knowledge and skills he has acquired for solving a problem. This form of teaching increases students' motivation and responsibility. Working on a project involves the stages of planning, research, practical activity and presenting the results according to the chosen issue. The project is considered to be completed if its results are presented clearly, convincingly, and correctly. Projects are valuable since they can be carried out individually, in pairs or in groups; also, within the framework of one or several subjects (integration of subjects) and they are presented to a large audience upon completion.

The thesis (**Bachelor's, Master's, and Doctoral**) is the final stage of the teaching process at a higher educational institution. Its aim is to systematize the theoretical and practical knowledge which students



have received as well as to reach the substantiated solution of concrete scientific, technical, economic or industrial problems. The thesis should reveal the level of mastering research methods and conducting experiments in relation to the research questions posed as well as the student's readiness to work independently in the sphere of their future profession. An experienced teacher supervises the fulfilment of the project.

During **consultations** a teacher should help the students to acquire independent working skills, to learn how to use research resources properly and to solve the problems that arise during their independent work.

Teaching and Learning Methods

In their role as facilitators of student-centred education and student learning, teachers use combinations of different methods that often supplement one other to attain the concrete objective.

The most widely spread teaching and learning methods as well as their definitions are given below. However, the list does not pretend to be exhaustive.

- **Discussion/debates.** This is the most widely spread method of interactive teaching that greatly increases the quality of students' involvement and their activity. A discussion may turn into an argument, developing the students' skills of reasoning and substantiating their own ideas.
- **Cooperative teaching** is a teaching strategy in the process of which each member of a group not only has to learn the subject himself, but also to help his fellow-student to learn it better. Each member of the group works at the problem until all of them master the issue.
- **Collaborative work** implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group with probable reassignment of tasks and functions. This strategy ensures the students' maximum involvement in the learning process.
- **Problem-based learning (PBL)** is a method which uses a concrete problem as the initial stage both for acquiring new knowledge and integration process.
- **Heuristic method** is based on the step-by-step solving of a given problem. It is realized by means of independent fixing of the facts in the teaching process and determining the ties among them.
- **Case study** – the teacher discusses concrete cases together with the students and they study the issue thoroughly. For example, in the sphere of engineering safety it can be a discussion of a concrete accident or catastrophe, or in political science it can be a study of a concrete conflict situation - the Karabakh problem (Armenian-Azeri conflict), a clinical case with real or hypothetical patient.
- **Brain storming** – this method implies forming and presenting as many radically different ideas and opinions on a given topic as possible thus creating conditions for developing a creative approach towards a problem. This method is effective in a large group of students where students define a problem/issue, listing students' ideas on the problem (mainly on the blackboard) without any criticism. When all the initial ideas are proposed, the evaluation criteria for stating the correspondence of the idea to the aim of the research are determined and the most relevant ideas are selected by applying the method of exclusion in order to reveal the best idea for solving the given problem.
- **Role-playing games and simulations.** Games played according to a previously prepared scenario enable students to estimate the problem from different standpoints. They help students to

form alternative points of view. Such games as well as discussions help students to develop skills of independently expressing their own ideas and participating in discussions.

- The **demonstration method** implies presenting information with the help of visual aids to reach the required result. It is frequently advisable to present the material simultaneously through audio and visual means by both a teacher and a student. This method visually shows the essence of an issue/problem.
- The **inductive method** determines such a form of conveying any kind of knowledge when in the process of learning the train of thought is oriented from facts towards generalization, i.e. while presenting the material the process goes from concrete to general.
- **Deductive method** determines such a form of conveying any kind of knowledge which presents a logical process of discovering new knowledge on the basis of general knowledge, i.e. the process goes from general to concrete.
- **Analytical method** helps to divide the whole teaching material into constituent parts. In this way the detailed interpretation of separate issues within the given complex problem is simplified.
- **Synthetic method** implies forming one issue from several separate ones. This method helps students to develop the ability of seeing the problem as a whole.
- **Verbal or oral method** comprises a lecture, narration, conversation, and so on. During the process the teacher explains the material verbally, and students perceive and learn it by comprehending and memorizing.
- **Written method** implies the following forms of activity: copying, taking notes, composing theses, writing essays and so on.
- **Explanatory method** is based on concrete examples provided by the teacher the detailed analysis of which is made in the framework of the given topic.
- **Activity-oriented teaching** implies teachers' and students' active involvement in the teaching process, when practical interpretation of the theoretical material takes place.
- **E-learning** implies using the Internet and multi-media means in the process of teaching. It comprises all the components of the teaching process (aims, content, methods, means, etc.); the realization of these components takes place through specific means. There are three types of e-learning:
 - o Full-time tuition; when the teaching process takes place during teachers' and students' contact hours, and conveying the teaching material occurs through an e-course;
 - o Distant learning implies conducting the teaching process in the absence of a professor. The teaching course is conducted distantly; in the e-format.
 - o Hybrid (full-time/distant) – teaching is mainly conducted distantly but a certain part of it is conducted during contact hours.



APPENDIX 8- ASSESSMENT METHODS AND DESCRIPTIONS

Assessment methods and descriptions

Assessment types for learning, as learning, and of learning



References

QAA (2009) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Gloucester: Quality Assurance Agency for Higher Education

Brown, S., Ruit, C., Gibbs, G. (1994) Strategies for Diversifying Assessment Oxford Centre for Staff Development, UK.

Assessment methods and descriptors

Assessment for learning, as learning, and of learning

Coursework	General description of assessed work capable of transmission or reproduction. Primarily associated with the printed word--mirroring prevailing conventions in the wider professional environment--, more graphic and videographic media are becoming more common in coursework assessment. Coursework is generally longitudinal and developed in directed study time for ongoing formative feedback and final submission for summative assessment purposes.		
Specification Report	Descriptor Review of given subject with due regard to secondary literature and contextual exploration of a given topic.	Advantages Good for assessing development of arguments, reflection, information literacy, judgement and expression.	Considerations Potential for surface level learning of knowledge and facts, risk of plagiarism and tendency for development of assessed work to become isolating or an overtly individualised experience.
Book/research paper review	Review of prescribed academic text requiring analysis and evaluation of concepts, ideas, research methods, and cohesion of research arguments.	Facilitates deep level of engagement with secondary research. Focused and standardised format supports consistency of assessment outcomes.	Potential for 'copy-and-paste' editing approach to assessment preparation and for isolation of assessment development process.
Essay	Assigned task that requires the student to demonstrate their involvement and production of a 'tangible' coherent written outcome in their own words.	Personalisable and flexible with potential for provision of standardised or optional title selection. Focused context for practice of academic referencing techniques.	Difficult to connect directly with identifiable vocational parallels. Potentially overtly academic in format and difficult to engage effective learning.
Dissertation	Extended text documenting defined primary and secondary research. Subject definition often a significant component of the prescribed task. Primarily associated with later stages of undergraduate and postgraduate study.	Closely aligned with academic conventions and professional research environment. Open opportunity for personalised learning and for innovation.	Traditionally very text-based with the potential for research and enquiry to be subsumed within a process of writing and text editing.
Mock newspaper article	More journalistic approach to the review of information and the identification of key data.	Accessible and personalisable format. Potential for collation of group work into peer reviewable outcomes.	Potential for informality and lack of criticality.
Mock news broadcast	On camera presentation of research material requiring scripting, verbal dexterity and clarity of expression.	Dynamic format with potential for sharing of outcomes more widely. Engaging and exciting format. Provides formative opportunity for development of scholarly writing	Potentially technically complex with resource implications.
Journal article	Mapped to specific editorial and formatting guidelines, journal articles are a useful		Potentially overtly prescriptive format.
Literature review	Abbreviated text review summaries of set reading. Formal component of secondary research projects. Primarily mapped to specific topics rather than set texts.	Flexible and personalisable.	Potentially somewhat text centred with emphasis on writing and editing rather than synthesis and understanding.
Research poster	Development of single page poster communicating complex research data in accessible form.	Opportunity for visualisation of ideas and for interaction with knowledge and information in different domains. Outcomes shareable.	Potential for supplementary design, visual literacy, specialist software knowledge and skills development.
Blog or wiki	Online coursework assessments developed incrementally and/or collaboratively. Generally less formal in tone than more traditional academic writing assignments.	Wikis can be developed collaboratively and can encourage group work. Openness of blogs and scope for comment and response encourages focused effort.	Openness of student work can be emotionally challenging for learners.
Mock research funding bid	Mapped to specific funding guidelines, learners pitch their research ideas through a given evaluation framework.	Encourages comprehension by learners and can help measure students innovation or evaluation.	Potentially overtly simulated learning experience.
Lab report	Documented report of lab-based research activity.	Encourages critical reflection and evaluation, and formalises planning and research methods adaptation.	Potential for lab report development to become a distraction in the experimentation process.
Devised encyclopedia entry	Development of succinct definitions and explanations of complex concepts, ideas or theories.	Encourages development of language skills, text editing and brevity of expression. Enforces focus on key points.	Potentially overtly focused on text rather than concepts and ideas.
Critical review	Literature review with specific emphasis on challenging concepts, ideas and theory.	Encourages debate and criticism of concepts and ideas. Can sponsor development of confidence and critical thinking.	Can be difficult to promote criticism effectively without identifiable sources open to criticism.
Problem solution	Open opportunity to consider specified problem and to develop meaningful responses to problem resolution.	Can encourage lateral thinking and innovation. Adaptable according to subject context.	Can be difficult to promote lateral thinking and innovation.
Personal development plan	Preparation of a structured plan for development of given knowledge and skills.	Can encourage more focused planning and consequent perception of progress and achievement.	Potential for planning to become more abstract and idealised.
Reflective diary	Potentially developed in the form of a blog, reflective accounts of development of given area of study.	Good context through which to develop more reflective approach to study.	Potential for overt informality and lack of criticality.



Project	Open, often learner designated context of study with longitudinal development and realisation. Outcomes may include text, practical artefacts, presentations etc.	Can assess students creative and innovative ideas, transforming their understanding of one subject to solve an alternative problem.	Potential for development of assessed work to become isolating if developed individually and for group dynamics to compromise team-based project work.
Practical assessments	General description of non text-based assessed work involving more physical processes or leading to event-based or artefact-based outcomes.		
Specification	Descriptor	Advantages	Considerations
Individual presentation	Individual presentation using material aids to demonstrate knowledge, understanding and insight.	Emotionally challenging format requiring and encouraging deep learning and development of transferable skills.	Can be significantly challenging and lead to severe anxiety in some learners.
Group presentation	Presentation of project outcomes or research work prepared in teams/groups.	More dynamic and interactive and can encourage shared learning.	Can be useful means of reducing individual anxiety in presentation contexts.
Design pitch	Vocationally orientated pitch of given concept within the context of a defined brief.	Vocationally relevant and opportunity for development of transferable skills. Potential for involvement by industrial partners.	Can be logistically challenging to develop 'real-world' context of assessment.
Fieldwork	Assessed work centred on dynamic, external field-work.	Physically dynamic and involving learning in different contexts and spaces.	Logistically complex organisation issues.
Observation report	Relevant to forms of ethnographic study, observational reports document reflection of specific research activities.	Can promote deeper levels of engagement with observed research events and activities.	Documentation during observation sessions can prove distracting.
Role play simulation	Simulation of given learning scenario and opportunity for projection of ideas.	Highly dynamic. Encourages deep learning.	Simulation, improvisation and more theatrical formats can prove difficult for some learners. May be more appropriate for some disciplines.
Exhibition or demonstration	Often associated with arts-based disciplines but with relevance to many other subjects, practical outcomes are presented or exhibited for wider appraisal.	Excellent context for sharing of outcomes and opportunity for wider critique.	Can be logistically challenging but technology does provide opportunity for more virtual approaches.
Creative portfolio	Primarily associated with arts-based disciplines, portfolio work draws together a body of work developed within a defined brief.	Highly personalised and transferable outcomes. Highly adaptable and flexible format.	Potential for highly variable outcomes making summative assessment complex.
Performance	Associated primarily with arts-based disciplines, performance events test learners' ability to realise stipulated technical abilities under pressure of an audience and formal assessment.	Directly relevant to vocational context and highly focused source of learning motivation.	Can prove challenging if not accompanied by necessary development of coping mechanisms and preparatory techniques.
Vocational placement	Formal, mentored and observed placement in a given vocational context.	Excellent opportunity for development of work experience and to improve employability.	Difficult to organise for large cohorts and management of learning can prove logistically challenging.
Mock interview	Organisation of a mock interview related to a specific job, industrial role, or other opportunity.	Excellent context for development of transferable skills.	Simulation can produce superficial engagement.
Examination	General description of time-constrained, individual assessment with short time-frames. Whilst traditional written exam papers and multiple choice tests remain valuable for efficiency of marking and consistency of outcomes, there are many other forms of examination assessment.		
Specification	Descriptor	Advantages	Considerations
Closed book	Traditional examination method requiring recall of facts and information plus some synthesis of knowledge.	Equity of assessment and consistency of cohort assessment outcomes. Efficiency of assessment processing.	Can be alienating for some learners and can encourage narrow range of skills development and surface learning.
Revealed question exam	Formal examination with exam question published with time for preparation and research.	More reflective of real-world application of knowledge and can reduce anxiety and abstract approaches to exam preparation.	Can exacerbate surface learning problems.
Open book	Exam allowing use of research sources.	Encourages development of scholarly approaches and more sophisticated information literacy.	Can compromise ownership and lead to surface learning.
Essay-based	Time-constrained development of discursive text in response to set question.	Personalisable and flexible.	Inefficient in assessment processing but can promote deeper learning in research preparation.
Multiple choice	Exam with selection of answers from a given range.	Efficient processing and completion. Potential for use of technology to automate marking processes.	Potential for surface learning and inaccurate results as a consequence of guesswork.

Computer-based	General term for integrated use of software to develop more dynamic examination formats. Can lead to incorporate of more dynamic graphical, videographic, audio-based, and media-based examination content.	More flexible and dynamic examination.	Development of computer-based assessment can be time-consuming and logistically challenging in organisation.
Time-constrained practical	Relevant to a wide range of subjects, time-constrained practical challenges are realised related to specific technical knowledge and skills.	Vocationally relevant and dynamic assessment.	Can be logistically complex and require significant resourcing.
Oral examination	Assesses student ability to present complex ideas in a structured logical way.	Flexible and personalisable.	Can be time consuming to manage with large cohorts.
In class quiz	Quick self-evaluation assessment useful for development of ongoing learning.	Quick feedback through self evaluation. Potential for more dynamic approaches through modelling of broadcast quiz formats.	Can be difficult to organise quickly.
Student generated quiz	Quiz developed by learners through collaborative submission of individual questions.	Dynamic, inclusive and fun assessment format.	Can be complex to organise and may not cover full range of necessary topics.
Debate	Formal socratic process exploring given topics and subjects.	Can encourage critical thinking, rhetorical skills and evaluation of different perspectives.	Time consuming and potential to favour the verbally fluent.
Viva voce	Formal discussion-based assessment normally associated with dissertation-based assessment.	Positive way to assess command of knowledge, ownership of a separate documentary submission, and real-time synthesis of knowledge and ideas.	Logistically challenging to organise for large cohorts.

Types of undergraduate assessment

FORMATIVE	Contributes to learning through feedback and guidance of learning progress. Formative assessment supports ongoing learning progress and does not contribute to final grades.
SUMMATIVE	Summative assessment contributes to final marks and grades and ultimately final degree classifications.
DIAGNOSTIC ASSESSMENT	Forms of assessment designed to assess learning achievements and to identify areas for improvement in knowledge, skills, understanding or ability. Diagnostic assessment is usually associated with profiling at the start of learning processes.
DYNAMIC ASSESSMENT	Assesses learning potential through exposure to unfamiliar challenges and subject matter. Dynamic assessment is useful in a diagnostic sense for assessing learning ability in different contexts.
SYNOPTIC ASSESSMENT	Related to assessment of the synthesis of knowledge, skills and abilities developed through wider programmes of study. Often a component of other forms of assessment, synoptic assessment is often associated with project work in the later stages of undergraduate study. Synoptic assessment explores the combination of learning from different areas of study.
CRITERION REFERENCED ASSESSMENT	Learners' achievements are measured against a defined criteria and outcomes mapped to predetermined benchmarks. Individual learner performance is measured against the criterion and not related to relative performance within a group of learners.
OBJECTIVE ASSESSMENT	Assessment mapped to objectively measurable outcomes such as dates, terminology or titles in exam questions.
NORMATIVE ASSESSMENT	Assessment focused on determining the position of a learner with respect to a wider peer group. Performance is measurable against a wider cohort rather than a predetermined attainment scale.
IPSATIVE ASSESSMENT	Ipsative assessment is focused on measuring individual learning development mapped to previous attainment levels. This can be effective in encouraging and focusing learning effort and setting individual learning objectives.

GENERAL REFERENCES	QAA (2006) Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Gloucester: Quality Assurance Agency for Higher Education.
	Brown, S., Rust, C., Gibbs, G. (1994) Strategies for Diversifying Assessment Oxford Centre for Staff Development, UK.



APPENDIX 9-PROGRAMME LEARNING OUTCOMES & TLA (TEACHING, LEARNING AND ASSESSMENT)

Framework Descriptor	Programme Learning Outcomes On successful completion of the programme the student will be able to:	Suggested Teaching Strategies	Possible Assessment Strategies	Module/Unit(s)
<p>Knowledge-Breadth An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning</p>	<ul style="list-style-type: none"> • Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction) • Recognise the reciprocal relationship between theory and empirical evidence. 	<ul style="list-style-type: none"> • Lectures/tutorials about research in psychology including referencing • Observational studies • Experiential learning through using technology • Lectures about the main areas of interest to psychologists. • Seminars - staff and student led • Reading research 	<ul style="list-style-type: none"> • Psychological lab reports on observational studies • Essays on appropriate topics • Development and presentation of practical technology use e.g. blog, wiki, poster, presentation 	All modules
<p>Knowledge-Kind Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)</p>	<ul style="list-style-type: none"> • Demonstrate an in-depth knowledge and critical understanding of psychology and its applications, (especially human-computer interaction) • Recognise the reciprocal relationship between theory and empirical evidence • Distinguish between quantitative and qualitative methods 	<ul style="list-style-type: none"> • Seminars - staff and student led • Problem-solving questions of Internet use • Observational studies of technology use • Reading research <ul style="list-style-type: none"> • Tasks in technology labs 	<ul style="list-style-type: none"> • Essays on appropriate topics • Reports, policy preparation for a specific brief • Development and presentation of scenarios of future technology use • Critiques of research literature 	All modules