

Refocusing undergraduate curriculum

Summary

Variety of PFA	Ensuring 2 summative assessments per module only as part of the new framework for the undergraduate curriculum.
Course	The refocusing of the whole undergraduate curriculum at Leeds Metropolitan University
Faculty and institution	Leeds Metropolitan University
Type/duration	3 year undergraduate full-time framework
Timing	This programme level assessment strategy will be implemented in September 2012 for the new Level 4 entry students Currently (2011-12), pan University staff in all faculties are reapproving their undergraduate courses (n=180) each with an emphasis on enhancing formative assessment and ensuring 2 summative assessment points per module

Overview

Leeds Met is revising and streamlining undergraduate structure to facilitate deeper learning with a structure that is more comprehensible to students (from 15 credits x 8 to 20 credits x 6).

We are reviewing our undergraduate courses to ensure all our courses are

- Focused on student and employer needs and demands
- Supported by consistently good teaching
- Designed to offer all students work related learning and participation in volunteering and or international exchange Integrated with technology
- Underpinned by effective resources, physical and virtual

We are simplifying courses structures, clarifying course content and ensuring summative assessment is balanced and timely.

Assessment is a major driver of student learning and designing an effective, well- aligned assessment strategy which supports a course's outcomes is key to a successful course design. This helps to underpin a coherent student learning experience. Part of this also involves ensuring there are only 2 summative assessment points per module and adopting a course level assessment strategy which means considering how all assessments across courses relate to one another and to the course and level outcomes.

Main objectives

- To reduce the number of summative assessments to two per module
- To raise staff awareness about the importance of formative assessment

- To embed a course level assessment strategy in every undergraduate course aiming for approval in 2011-12.

PFA format

- The course level assessment strategy guidelines, help and supporting research was incorporated into some course development principles guidance. The principles <http://www.leedsmet.ac.uk/alt/CourseDevelopmentPrinciples.pdf> were generated by a short life working group of colleagues from the Centre for learning and Teaching and a group of University Teacher Fellows.
- The principles were launched and discussed at a series of Development Days to all academic staff in September 2012.
- Follow up drop ins and staff development sessions were coordinated by the Centre for Learning and Teaching during the academic year 2011-12 to maximise ownership and take up of the principles and specifically the understanding of the course level assessment strategy.

Key assessment framework/regulations

The UG refocusing framework was approved by the University's Academic Board in Spring 2011 and approved by our accredited courses /professional bodies.

Main impact on staff

- Reduced marking
- Easier to plan and timetable

Main Impact on students

We are proposing to move semester 1 assessment pre Christmas to reduce student stress and reduce attrition

Students have only 2 summative assessment points so they are less overloaded and do not need to be so strategic in terms of their management of multiple assessments with low mark weighting.

The intention is that it will facilitate deeper learning. This will be evaluated one year in (Summer 2013) via the use of student focus groups

Further details

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Further information	<i>Link to Centre for Learning and Teaching http://www.leedsmet.ac.uk/alt/index.htm Link to course development team principles. Course level Assessment strategy is on page 15. http://www.leedsmet.ac.uk/alt/CourseDevelopmentPrinciples.pdf</i>