Thinking outside the module box

Workshop session 2, session H
Ensuring progression in key skills and knowledge within degree programmes

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Abstract:
The development of key skills and knowledge within degree programmes is essential to ensure that our graduates are well-placed to take on jobs or further academic study for which they have become qualified. Auditing across modules allows us to make sure that students are obtaining training in key skills and are being introduced to important knowledge during their studies, but this does not ensure effective progression. To achieve this, a more proactive approach at the programme design (or redesign) stage is needed. It is essential that students and those involved in designing programmes and the modules within them have a clear understanding of the expected progression in skills and knowledge. There are many challenges associated with ensuring progression with a degree programme including:

- defining the expected progression;
- developing a framework to map the progression;
- ensuring that teaching promotes the progression;
- ensuring that assessment and feedback takes into account the expected progression.

In this session we will present two initiatives from the University of York’s Environment Department and the York Management School which have begun to address some of these issues and identified associated challenges with mapping skills development and ensuring progression through a programme.

These presentations will be followed by an open discussion on the best ways to define, ensure and maintain progression within degree programmes.