Title: **Mods and Mockers: curriculum flexibility and its consequences**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to: consider the arguments about the impact of modular curricula in UK universities.

Session Outline

Key issues to be addressed are:

This session will explore the apparent paradox of flexibility in modular systems. It is based on the view that early claims for modular curricula in universities, centred on notions of flexible curriculum development, credit standardisation etc, have led to more rigid and inflexible patterns of learning and teaching. The emphasis of modular systems is on standardised patterns within which learning and teaching is expected to operate. This raises issues around how does a rigid academic infrastructure condition teaching and learning practices. In light of this, the session will consider What modularity makes possible and what it constrains?

Debate and discussion will be framed around consideration of the origins of modularity, the claims of 'hyper-modularisers', the extent to which modularity is a medium or message, modularity and the student experience, modularity and the staff experience and the implications for programme integrity – whatever that might mean!

Session Activities and Approximate Timings

The focus of this session will be on discussion and debate. This will be facilitated by the presentation of a brief argument to stimulate debate.