



Transforming learning through Scholarship

Session Abstract

In praise of zero credit modules: An opportunity to design a lean and agile module that provides added relational value, real-time developmental feedback and undergraduate ownership of learning and assessment process

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The aim of this session was to examine how a zero credit module offers different learning opportunities from those provided by conventional graded academic modules. A zero credit point module offers a simple pass/fail assessment which alters the opportunities for educational design in respect of delivery and assessment. The principles of lean and agile design were adopted to ensure that the teaching and learning resources were configured to deliver added value at the right time for the undergraduates, at every stage of the learning process. The aim of this session was to explore how this was achieved on the Personal and Professional Development (PPD) module for the BA Business Management (in-company). The PPD module is the key driver of the Personalisation project in the Business School and this specific project was nested within the overall project. The same learning outcomes were achieved as other Business School undergraduates taking the standard level 1 PPD module, but to meet the very specific learning needs of this degree programme the learning journey was altered. The BA Business Management (BABM) is a very demanding fast cycle degree where graduates achieve a degree and up to two years work experience in two years and nine months. The initial level 1 is delivered in nine months and the undergraduates experience all the normal academic and social pressures associated with the transition into university with the added requirement to gain a placement. This situation demands that the learning journey of these undergraduates is 'personalised' to meet their very specific educational requirements.

This session explored how these demands were met by reconfiguring learning resources to increase the amount of one-to-one contact and thereby enhance the relationship between academic mentor and undergraduates to support engagement. It will also consider how increased face-to-face contact led to enhanced real-time feedback that supported personal and professional development.

Finally, the redesign of the assessment process was explored to discuss how simple pass/fail modules can be used to promote undergraduate ownership of the learning and assessment process. The session evaluated the educational impact from the perspective of the academic mentor and the undergraduates who experienced this specific approach to teaching and learning. In the true spirit of the degree and this module's ethos; the session was co-delivered by Jane Scivier and a BABM level 1 undergraduate.

Jane Scivier is currently an academic mentor; part of the Personalisation team, working with the BA Business Management (in-company). She also works with this degree in her capacity as an independent HE educational design and training consultant. Her work primarily focuses on sustainable graduate employability (adopting behavioural perspective) and digital capabilities and leadership.