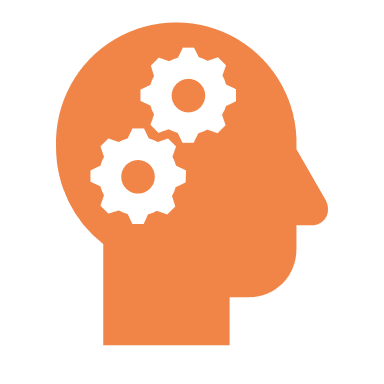
# PG Vertical and Horizontal Integration of Learning (Behavioural Engagement)

**This means that a course should be considered as a whole rather, than just a series of separate modular components. It means ensuring that there are opportunities for themes and modules within the postgraduate level (Level 7) to be thematically connected (horizontal integration). This helps underpin a cohesive postgraduate student learning experience.**

A course is most effective when it has been holistically designed with the student’s learning journey in mind. A student’s understanding of their learning is deepened through a holistic approach making horizontal connections that interconnect modules within a level of learning (for example, across Level 7). Ways to enhance horizontal connections might include mapping themes of learning, explicit verbal connections about module activity nd content and the design of synoptic assessments. These can be implemented across modules within a level (see also [*Course Level Assessment Strategy*](#Course_Level_Assessment_Strategy)). Module learning outcomes and assessments should therefore be written with clear consideration for other modules at the same level.

Horizontal mapping must be considered as part of good course design and development and should be clearly documented so it is meaningful for staff and students.

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| **Course teams could ask:**   * How might the design we choose or the pedagogical approaches we adopt enhance **integration of knowledge and thinking** for student learning? For example, flipped approaches ([Jenkins et al, 2017](https://www.researchgate.net/publication/315921558_Enhancing_the_Design_and_Analysis_of_Flipped_Learning_Strategies)) can vary the levels of teacher presence to enhance student autonomy and problem based ([Yew & Goh, 2016](https://www.sciencedirect.com/science/article/pii/S2452301116300062)) design can enhance critical thinking, holistic thinking and inquiry. * ”Learning is the process whereby knowledge is created through the transformation of experience” ([Kolb, 1984](https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development)), and can enhance the **synthesis and application of knowledge**. How is experiential learning threaded through your module design and learning activities? * If applicable, how have your **professional body requirements** and **subject benchmarks** informed the development of the course and how has this informed curriculum design? * What opportunities do course teams have to ensure that the curriculum delivery is **effective and appropriate** for the needs of the student and avoids unnecessary duplication of learning activities and assessments? Is this delivery impacted by changes such as online teaching and assessment? * Has the development and design of the course been **informed** by the [taxonomy of assessment domains](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/assessment/#taxonomy-of-assessment) for this level? * What **strategies** do staff use to explain integration to students? What are the best ways of doing this? What if the M level programme includes some Level 6 credit? - how do you make coherent links? * Does the way you give [feedback](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/feedback/) to students on their assessments give them the opportunity to **make links to content and ideas** addressed in other modules? Is the feedback phrased in a way that is [developmental](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/feedback/) and encourages the student to think and improve? * Have you devised and planned **learning themes** which entwine through the course and can help with the application and integration of knowledge? * Do the online and/or [flipped activities](https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/teaching-delivery/learn-about-different-teaching-delivery-methods/flipped-learning/) you provide **complement and seamlessly link** with the activities you might provide in a face to face environment? |

**References**

References and further reading for this section can be found in the [Vertical and Horizontal Integration of Learning](https://rl.talis.com/3/beckett/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html?lang=en-US&login=1#AAF5B19D-EC2B-368E-35C9-504000613CEC) section of the [Course Development Principles reading list](https://beckett.rl.talis.com/lists/086BF37E-85D6-9E4A-D3A6-B7EA51D08C98.html) Talis Aspire.