Title: Empowering curriculum leaders to innovate: an overview and evaluation of an Integrated Curriculum Design Framework

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Access an institutional framework to guide programme design;
- Explore understandings of curriculum concepts and how they shape mind-sets;
- Recognise the importance of co-designing curriculum with learners, employers and other stakeholders;
- Reflect and discuss the opportunities and challenges in developing an interconnected curriculum.

Session Outline

Conceptions of curriculum can vary across an institution, disciplines, departments and within programme teams (Fraser and Bosanquet, 2006). In this context, there is also a need to design programmes that are innovative and facilitate the development of 21st Century skills. In response to this, an Integrated Curriculum Design Framework (ICDF) has been developed at Ulster University (Curran and Murphy, 2018) and encompasses the three dimensions of curriculum: Knowing, Doing and Being (Barnett and Coate, 2005). The framework is an enabler for teams to strive for academic excellence and to design for success for today's 21st century learner focusing on:

- What does the student need to know?
- What does the student need to be able to do?
- What does the student need to be and become?

The ICDF is an overarching framework that consists of a seven-stage approach to curriculum design. It is truly integrated as it involves academic staff, students, alumni, academic support service staff, employers and professional, statutory and regulatory bodies (PSRBs) co-designing and developing a holistic and innovative curriculum for our learners, industry and economy.

The framework has underpinned professional development activity over the last 18 months as part of Ulster's Postgraduate Certificate in Higher Education Practice and the

MEd and a robust evaluation has been carried out with participants on the usefulness of the ICDF in underpinning their redesigns at a modular and programme level. In addition, programme teams revalidating programmes have adopted the framework to support their curriculum design innovations.

This session will include a brief overview of the framework and toolkit. It will also involve exploration and reflection, based on feedback received to date, on how the framework empowers curriculum leaders to facilitate a change in mind-sets and the development of an integrated team-based interconnected curriculum.

Session Activities and Approximate Timings

10 mins: Short Introduction, Overview of the ICDF seven stages
10 mins: Discussion Question: What is your conception of curriculum? How might this enable and inhibit team-based curriculum design?
10 mins: Overview of Professional Development Toolkit for learning design & evaluation to date
10 mins: Discussion Question: What is the key learning from the shared evaluation? How can you support, guide and empower staff, students and stakeholders to develop an interconnected curriculum?
5 mins: Summary and Final Comments

References

Barnett R. and Coate K. (2005). *Engaging the Curriculum in Higher Education*. Berkshire: Society for research into Higher Education and Open University Press

Curran, R. and Murphy, C. (2018). Integrated Curriculum Design Framework, Ulster University. Available from: https://www.ulster.ac.uk/cherp/academic-development/icdf

Fraser, S.P. & Bosanquet, A.M. (2006) The curriculum? That's just a unit outline, isn't it? *Studies in Higher Education*. Doi.org/10.1080/03075070600680521