**Title:**          **Breaking silos: unlocking the potential of programme design**

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## Session Learning Outcomes

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

- outline aspects of higher education teaching and learning which have been identified as propelling effective student learning, and the centrality of coherent programme design to effective student learning and progression;
- identify key stakeholders in enterprise-wide programme design initiatives and the benefits of integrating engagement between them;
- map the stages of developing a more effective culture of teamworking to support programme review and ongoing development;
- highlight the relevance and benefits - for students, academic staff and support staff - of shared understanding and clear communication relating to programme purpose, design and structure.

## Session Outline

We are two years into a strategic project to introduce a 'York Pedagogy' across all taught programmes. This developed from an extensive review of research evidence regarding effective ways to propel student learning. Our framework prioritises coherent design of programmes and student work, connecting planning, delivery and assessment to a concise set of learning outcomes. The intended benefits include:

a) improved applicant understanding of the opportunities offered by each programme;

b) improved staff and student understanding of programme coherence, and how contact time, independent study and assessment are designed to provide 'stretch' and optimise learning;

c) students and graduates more able to recognise and communicate the outcomes of their learning to employers;

d) staff experiencing more effective contact time and assessment, driving forward the enhancement of curricula.

Underpinning the initiative is a culture of enhanced team-working, breaking down traditional 'silos'. Research into distributed leadership in the sector has proposed that collaboration is

most effective when it includes academics, executive and professional staff (Bolman and Gallos 2011; Jones, Lefoe, Harvey and Ryland, 2012; Blackmore and Kandiko 2012; Buller 2014).  It is also suggested that increased collaboration and collegiality operates both as a by-product of, and a condition for, effective curriculum mapping and redesign (Uchiyama and Radin, 2008; Wang, 2015; Lam and Tsui, 2016).

The York Pedagogy emphasises strong programme leadership, supported by a new role description and a professional development course, to engage whole programme teams more effectively in curriculum design.  The institution-wide scale has also required a fresh approach to central support, building educational development capacity and embedding rich connections across different teams.

This workshop will reflect on the progress and challenges experienced to date, using case study examples.  Participants will be invited to share views on programme team-working and cross-Directorate educational development support in their own institutions.

**Session Activities and Approximate Timings**

Outline of the background, scope and ambition of the York Pedagogy (10 minutes)

Activity: in groups, participants identify and discuss possible blocks to coherent, innovative, enterprise-wide programme design in higher education environments (15 minutes, facilitated by presenters)

Outline of the structures put in place to support the Pedagogy project and rationale for each, including the central cross-Directorate team and the Programme Leaders course (10 minutes)

Activity: in groups, participants reflect and share their approaches to / views on building collaborative, cross-team educational development support and interaction with programme teams (15 minutes, facilitated by presenters)

Case study: overview of the experience of one department's journey (10 minutes)

Activity: World café – style round-table follow-up discussions of themes emerging from the workshop, drawing on participants' areas of interest (20 minutes, facilitated by presenters)

Closing summary (10 minutes)

**References**

Blackmore, Paul, and Camille Kandiko, 2012. Change: Processes and Resources. *Strategic Curriculum Change*, ed. Paul Blackmore and Camille Kandiko. Abingdon: Routledge, pp. 11-127.
Bolman, Lee G. and Gallos, Joan V., 2011. *Reframing Academic Leadership*. San Francisco: Jossey-Bass.
Buller, Jeffrey L., 2014. *Change Leadership in Higher Education: A Practical Guide to Academic Transformation*. San Francisco: Jossey-Bass.
Jones, S., Lefoe, G., Harvey, M. and Ryland, K., 2012. Distributed leadership: A collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy and Management*, 34(1), pp.67-78.