

Title: Curriculum Change as a Collaborative Endeavour

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Session Learning Outcomes

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

- Have received a brief introduction to the Curriculum 2016+ change programme at the University of Hull and its two conceptual frameworks (for design and for evaluation);
- Be able to identify key stakeholders/partners and stages in the curriculum change process;
- Recognise the importance of collaborative working within and across professional services, academic areas and the students' union in the process of curriculum change;
- Have had an opportunity to reflect with other delegates on the ways in which the approach to curriculum change and the frameworks for curriculum design and evaluation may be useful in their own settings when planning, implementing and evaluating curriculum change projects

Session Outline

The session will briefly introduce the 'agile' approach that was adopted at Hull as part of its Curriculum 2016+ change programme; an approach which was developed in anticipation of the need for the project to evolve and adapt to meet changing academic and business needs in the fast moving higher education landscape.

The session will additionally consider the two conceptual frameworks that have been developed and used in the design of the new curriculum and its early-stages of evaluation, and provide a brief overview of the evidence that has underpinned their development, including literature on: threshold concepts (Meyer and Land, 2003); disciplinary ways of thinking and practicing (Hounsell et al., 2005); signature pedagogies (Shulman, 2005); boundary spanning (Williams, 2010); third space professionals (Whitchurch, 2013); partnership working (Parkes et al. 2015) and approaches to the evaluation of change in different settings (for example: Munro and Hubbard, 2011; Raine et al. 2016; Salter and Kothari, 2014).

It will also focus on the enhancement culture that was actively built as part of the change process at Hull by connecting key aspects of university activity (e.g. research, teaching and learning, quality assurance, curriculum development, teaching and learning enhancement)

and actively fostered through collaborative working between academic teams, professional services staff and students.

Session participants will have opportunities to reflect on the approach taken and lessons learnt at Hull and to consider their usefulness for their own institution and current or potential curriculum development projects.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. **5 mins** – setting the scene: the background to curriculum change at Hull and our aims and objectives.
2. **15 mins** – introducing the Curriculum 2016+ change project and its conceptual frameworks for curriculum development and evaluation.
3. **20 mins** – facilitated discussions on tables (or as a whole group depending on the number of attendees) about current or planned curriculum change projects at participants' own institutions and how the approach used at Hull might inform this work. For those with no projects planned or underway, some scenario sheets based on our experience at Hull will be produced to facilitate discussion. Key discussion questions are likely to include:
 - Who are the key stakeholders in your curriculum change project?
 - What does success look like for these different stakeholders?
 - At what key points in the process will collaboration be key to success?
 - How might collaboration be facilitated?
 - If relevant, what worked and what didn't?
 - What role can and should educational and staff developers play in this process?
4. **5 mins** – plenary discussion to highlight one thing that you will be taking away from the session to consider in the context of your own institution/practice.

References

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