Title: **Implementing a principled, strategic and enhancement-led institutional approach to programme curriculum development**

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Session Learning Outcomes

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

- Evaluate this innovative approach to programme curriculum enhancement
- Explore the outcomes and lessons learned from the curriculum enhancement process, including key issues around developing principles for curriculum design, programme peer and self-review, as well as design, delivery and evaluation of programme enhancement workshops.
- Consider and analyse the challenges around programme enhancement as they apply to their educational development context

Session Outline

The University of Salford's single strategic priority is the development of new ways for students, staff and industry partners to co-create, experiment and learn together within "Industry Collaboration Zones" or ICZs (University of Salford, 2016). The University is committed to transforming its taught curriculum to ensure that every programme is "ICZ ready", where every programme can describe how it incorporates all of these ten principles.
1. The programme is inclusive.
2. The curriculum and delivery are co-created.
3. Learning is active and collaborative.
4. Learning is real-world and experiential.
5. The programme is digitally fluent.
6. Learners are autonomous.
7. Assessment is authentic.
8. Education is for ethical behaviour.
9. The curriculum is research-informed.
10. There is a clear path to professional. (University of Salford, 2017)
This session evaluates the year-long process, led by academic developers within the Quality and Enhancement Office, during which the ten principles were developed and agreed, each programme was benchmarked against these principles within the academic school, and curriculum storyboarding and peer review workshops were designed and facilitated by academic developers to all programme teams across the institution.

Throughout, it was important that the "ICZ ready" curriculum development process must be:

- committed to curriculum enhancement based on sound pedagogic practice going beyond meeting standard QA requirements.
- owned by the programme teams within academic schools
- informed by judgements within each subject discipline
- integrated within existing administrative processes
- deliverable within the timeframe using existing resources

(Adams and Brown, 2006; Moon, 2002; Toohey, 1999).

The session will provide a critical evaluation of this process, celebrating success as well as learning from experience, providing opportunities for participants to share their reflections and views, and apply the lessons learned to their own context, whether as educational developers, or programme team members.

Session Activities and Approximate Timings

1. Setting the context and developing the ten principles for curriculum design (5 minutes)
2. Developing the programme review process – evaluation, principles and lessons learned (10 minutes)
3. Discussion (10 minutes)
   - How can a programme review process be initiated which engages the programme leader and their team, and places the focus on programme enhancement?
   - What is the role for educational developers within this?
4. Designing, delivering and evaluating curriculum development workshops – a critical view (10 minutes)
5. Discussion (10 minutes)
   - How can bespoke, relevant and useful workshops be provided for programme teams across the institution?
   - How can these be managed in a practical way, taking into account the limited resources of the programme team, as well as central educational development units?

References

Adams, M. and Brown, S. (2006) *Towards Inclusive Learning in Higher Education: Improving Classroom Practice and Developing Inclusive Curricula*. London: Routledge.

Moon, J. (2002) *The Module and Programme Development Handbook*. London: Routledge.

Quality and Enhancement Office, University of Salford (2017) *ICZ Readiness Guide*. Available online at http://www.salford.ac.uk/__data/assets/word_doc/0018/1043226/ICZ-Curriculum-Design-Guide-V4.docx (last accessed 15th May 2018)

Toohey, S. (1999) *Designing Courses for Higher Education*. Buckingham: SRHE/Open University Press.

University of Salford (2016) *The ICZ Programme*. Available online at http://staff.salford.ac.uk/cms/resources/uploads/files/ICZ%20programme_v5(2).pdf (last accessed 15th May 2018)