



Project Document Cover Sheet

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Project Information			
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Interim Reporting Template

Project Name:

PREDICT City University London

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November 2009 – April 2010

Section One: Summary

Key Developments

This has been another busy period in terms of development and reflection on activity by the project team. There have been a number of key developments in a range of other projects which directly relate to this project.

The review of undergraduate education has led to a number of meetings this term which have identified some activity for the project in terms of workshops to be run during the summer term focused on revisions to the module and programme specifications, the development of assessment criteria and statements about assessment feedback. In addition there have been some pilots running in the Schools for implementing moodle and stories about these will be collected in the summer term.

The curriculum development and evaluation module which is part of the MA academic practice programme has commenced and provided an opportunity for staff to provide views on principles, values, processes and staff development related to curriculum design. There will also be the in house learning at City conference in June and the theme of this is curriculum.

There has also been reflection on the original project plan and areas such as objectives, the risk register, the evaluation plan and the workpackages have all been revised to take account of the change of direction of some aspects of the project.

Achievements

There have also been some significant achievements which include the development of the student facing module and programme specification reports and changes made to the database to accommodate this. The Learning Development Associate (LDA) scheme has been launched and recruited eight staff to undertake these roles. Over this period there has begun to be an increase in the number of staff who are aware of this project through the various activities being undertaken.

Outputs/deliverables

There are some deliverables/outputs from this reporting period which include:

- Workshop activities used for the curriculum development and evaluation module focusing on curriculum design were revised for use this year.
- Proposal for AISHE International Conference on Curriculum Design and delivery in Dublin in August 2010 focused on the pitfalls, challenges and opportunities of implementing across institution projects and change. Awaiting decision about acceptance due 7th May 2010.
- Proposal for ALT – C Conference in September 2010 with the other members of Cluster group B entitled A rich and strange journey of involvement influence and change in five HEIs. Awaiting decision about acceptance.
- A change management plan has been drafted for institutional projects this is being revised at present but should be available by the end of May.

- Workshops for Personal Tutors focused on the role, responsibilities, support available and managing boundaries have been delivered in a school based manner.

Section Two: Activities and Progress

Activities to support project objectives

The last six months has been a busy period in terms of the many developments taking place within the University. The two major developments that have been taking place alongside the PREDICT project are the Review of Undergraduate Education and the Strategic Learning Environment (SLE) Review project. Due to the amount of activity linked to these two projects the PREDICT team have been aware that anything seen as additional for staff would be adding further stress and be seen as additional work rather than complimentary. Therefore whilst work for the PREDICT project has been undertaken through the two initiatives this has been in the background to this work.

Activities related to the Review of Undergraduate Education that have taken place in this period include each programme team developing a plan that was presented in December 2009 for their activities against the recommendations agreed by Senate and providing progress on implementation of this plan during February 2010. This highlighted the scope of changes that might need to be made in their undergraduate programmes and when they would undertake these. The next stage to this work has been a series of meetings with each School Associate Dean for Education to identify the activity for the next few months and where the main focus of this work will be. The major focus for programme teams in the coming months is on the key areas of ensuring the assessment criteria for all assessment tasks are clear and are linked to the learning outcomes for the modules which for some may require a change to the assessment task, ensuring how feedback to students from assessments is outlined clearly and revising the module and programme specifications so that the language of these documents is compatible with the student facing versions that have been developed.

One of the most significant changes to be made as part of the review and an area the PREDICT project is heavily involved in has been the changes to the module and programme specifications. For sometime there has been concern about the documentation in terms of its user friendliness for students in particular, the lack of detail in some areas, and/or the language of the documentation. A review of these documents was carried out as part of the PREDICT project in the first year of the project and suggestions to improve these documents were made. Further work has been undertaken in conjunction with the Academic Development Unit to propose adjustments to the format of the specifications and these were approved in December 2009. The prime purpose of adjusting the format was to create a document that was student-facing and could therefore be used for multiple purposes (i.e. programme handbooks, programme approval process, publication on the University's Website). This has involved some changes to the database where all the module and programme information is held. The changes needed to the application included adding fields and simplifying other areas such as the learning outcome fields.

A further piece of work is now underway for programme teams to review the content of their specifications to ensure that the curriculum design and associated language is clear. This is one of the areas of development activity that the PREDICT project will be taking forward. Workshops have been developed and are commencing in May within each School to support staff with the revision of their existing information within these documents. This will be done on a bespoke basis with programme teams so that as the revisions are made there can be discussion about how the learning outcomes need to be written and how these link to the assessment. In addition to programme and module specification changes there was some work undertaken at the end of the last academic year about the need for all modules and programmes to publish their assessment criteria and assessment feedback policy. This is also being included in the revision to the documents and so including development for ensuring the assessment criteria are compatible with the learning outcomes is also included in the workshops. Lastly whilst the documents are being revised there is a need to be much clearer within these documents for students about why specific approaches to learning and teaching

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are being used. This is a significant development activity that will be undertaken as part of the PREDICT project and in some cases will lead to staff reconsidering their design and philosophy underpinning their programme. In addition to the workshops there has been a guidance booklet produced, some word template versions of the student facing documents so that staff developing new modules and programmes can use these from the beginning of their development and, a power point presentation is being developed via a video with voice over so staff who cannot attend the workshop can use this.

The second area of significant activity has arisen from the SLE review Project. A decision was made in the autumn of 2009 that the new strategic learning environment would use Moodle. This has been implemented with small pilots in some of the schools so that data could be collected on how implementing this might impact on programme design, staff and students. The SLE review project has undertaken a survey of staff involved in these pilots and is to commence collecting stories from each of the pilots to enable analysis of the issues and a report to be drafted on the main areas of the implementation both positive and areas to continue to develop. These stories will provide valuable insights for future use of Moodle within all modules and programmes. This data will be available for analysis from the end of May onwards and reference to some of this will be included in the October report.

In order to ensure that data could be used and disseminated beyond the institution and that all staff providing materials would do this through informed consent and be aware of what we would do with any data formal ethics approval was sought for the PREDICT project which incorporated collecting data from the other two areas of activity namely the Review of Undergraduate Education and the SLE review project. This application was discussed and approved by the University Senate Ethics Committee. There were a range of questions included in the application that focused on the philosophy of the modules and programmes, the design, rationale for design and development activities that teams would value.

One further area of activity that has been undertaken in this period is that a Learning Development Associate Scheme (LDA) was initiated and advertising and interviews were undertaken during March. There were eight posts appointed. This scheme enables each School to have a member of staff appointed for 0.2WTE for one year to focus on helping the Associate Dean Education take forward some aspects of the Learning and Teaching agenda including curriculum design issues. These will vary from School to School but may focus on getting key skills into the curriculum, developing interactive learning tools or looking at employability. The actual focus of each individual LDA will be confirmed by the end of May and data from the activities they will be undertaking will be collected and collated as part of the PREDICT project. A community for communication with all the LDAs has been set up in the collaboration tools so that all we can keep in touch and share practice during the period of these posts. One of the LDA's was appointed for the PREDICT project and is going to look at employability issues for curriculum design firstly in his School which is Law and then look at issues across the university.

Project Objectives

There were a range of project objectives set for the period until August 2010 and here is a review of achievement of these outcomes to date, some of the outcomes will not have had much progress to date as they rely upon other stages of the project that will take place over the next few months. The workpackages have not been reviewed separately in this report because they reflect the objectives outlined in this section of the report.

To identify the project management boards expectations of the project and any activities boards members are involved in

This was discussed at a project board meeting in September 2009 and the general agreement from members of the project team was that gaining a sense of the values and principles underpinning curriculum design at City was one of the most important areas to gain information. In addition work to support programme teams working on the recommendations of the review of undergraduate education and the implementation of the new SLE were both seen as high priority.

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Different members of the project board are involved in different activities from very hands on work with meetings about developments within Schools to ensuring the project continues to meet the objectives. It will be useful to consider interviewing all members of the Project board towards the end of year 2 to see what they believe the project has achieved and what they would like to see the project achieve in the next two years.

To develop a plan for the ongoing evaluation of the project throughout its progress and the process of change

An evaluation plan was developed but this has been reviewed over the last next month to ensure the focus is correct and there is some feeling that the original plan was too detailed which does not facilitate focusing on emerging issues and strategic objectives. The revised plan is included in the revised project plan document.

A change management plan and process have also been developed for projects which require across institution change. This is being revised and will be available at the end of May.

To develop a stakeholder map that outlines the levels of engagement they have with the project and the appropriate forms of providing information to these stakeholders.

The stakeholder map has been developed however, there is some concern that stakeholders may not feel engaged with the PREDICT project due to the need to reduce the profile of the project with all other initiatives happening. Stakeholder engagement in the review of undergraduate education and the SLE project is high so it is felt that this is not an issue.

To identify which programmes and Schools will be involved in the pilots for this year from the undergraduate review recommendation implementation plan, the Strategic Learning Environment pilot plans and the Enhancing Learning Projects

And

To collect data from stakeholders involved in the pilots about their view of curriculum design, their principles and values underpinning this and their development and support needs

Pilots have not been identified in the manner which the project team first thought would happen, however, this fits with the nature of having a project running over four years in an institution where change is fairly constant due to a range of factors. This requires the project to take a more dynamic approach to the objectives and plans originally set.

Collecting data from the range of stakeholders about curriculum design has therefore involved using activities already taking place such as teaching on the masters module for curriculum development and evaluation of the MA Academic practice programme, learning and teaching projects and awards, programme teams working on amendments to module and programmes and where opportunities arise new module and programme developments. This is not seen to be a problem by the project team as data is still being collected about their view of curriculum design, their principles and values underpinning this and their development and support needs. Some of this is being collected through those working on projects, literals related to reasons for awards being given, workshops on the curriculum module, the stories mentioned above, the LDA's as they commence their roles and a questionnaire that has been designed which will be placed on the Institutions PREDICT project website. There have also been a few items in the newsletter which the Learning Development Centre produces for across the institution about activities being undertaken by the centre.

The Review of Undergraduate Education contained approved recommendations to consider the potential development of institutional breadth modules to broaden the curriculum for undergraduate students. Three proposals were put forward in the Review that would be appropriate to the strategy of the University; these were Languages, Business and Professional Skills, and Global Citizenship. There has been discussion with Programme Teams about the design of these potential modules, their fit with core curriculum, and interest and feasibility in the electives being available to students. At this stage, Languages will run as a breadth module from September 2010. Following discussion at a number of Senates this year, it is envisaged that further consideration will be given to the status of the other two areas and whether in fact the principles within those modules would be better embedded within the curriculum as opposed to being positioned as an addition. The development of this matter will be an interesting area on which to focus during the next stages of the PREDICT project.

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One of the recommendations of the review of undergraduate education is that Personal Tutoring which student value should be given higher value and that some workshops were needed to promote this process across the University and remind personal tutors of services available to support them and their students but also what their role was and how they could support students through difficult situations. Workshops were devised that suited each School and the first batch of these delivered for each School will complete in May.

Another area of interest to the project is another institutional initiative that has been undertaken examining the issue of sustainability. A project team was set up to explore this in terms of what the University can and should be doing in this area and what programme teams and Schools were doing. A project team developed a report about this activity and implications for education across the university and following this they developed a mini on line module that could be used within programmes. The report is being examined for implications for the PREDICT project but the mini module has been included as part of the MA curriculum development module. An interview with one of the project leads has been undertaken about the development of this module.

To research what other institutions are doing in relation to curriculum design including interdisciplinary design and tools to support curriculum design

And

To research other models of curriculum design that are available in the literature and assess their potential for us

There is ongoing research undertaken about what other institutions are using for curriculum design models and tools as well as some of the literature in this area and a report is being drafted.

To develop a new curriculum design process that can be used across the institution with some adaptation from the stakeholder data collected

Stakeholder data is being collected from a range of approaches outlined above and this is ongoing so the curriculum design process will be an evolving development rather than one model that can then be piloted.

To review the approval process and the links with stages of the curriculum design process

Work has been undertaken to review the University's Programme Approval policy and process to ensure clarity and function of each stage within it. Since the last report was submitted, the University's Academic Practice Programmes and Standards Committee of Senate has approved a revised policy. Additional guidance will be developed to accompany the policy which will focus on matters that programme teams may consider when developing initial ideas through to completion of the proposal. Equally important to this formal process is the face-to-face support that programme teams receive from the Academic Development Unit and Learning Development Centre in considering their approach to programme development. Such support continues to evolve and draws upon strategic work within the University, for example, the Review of Undergraduate Education, in addition to encouraging reflection on practice externally.

To explore the current content and format of the module and programme specifications to meet future needs of stakeholders

As noted above some work has been undertaken in this area and new student focused documents have been prepared. The database that holds all this information has had changes made to support production of these documents but it also has the potential to provide a range of services. In order to develop this further to meet users needs some individual interviews need to be undertaken with key staff. These are planned to take place over the summer term.

To link data and actions from the implementation of the undergraduate review recommendations to the curriculum design process

As noted above this is being done as the programme teams implement the recommendations of the review of undergraduate education.

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To evaluate the pilots through workshops with all stakeholders and outline positive aspects and areas that might need reviewing

As noted in the previous discussion about pilot activity this is happening in rather more diverse manner and so how the curriculum design process will be developed, shared and evaluated needs to be considered again.

There is however an opportunity to start to share some of the principles of curriculum design used by programme teams through the annual Learning at City Conference in June. This conference is run by the Learning Development Centre and this year's conference theme is curriculum development.

To examine any feedback from the new periodic review process that might impact on the curriculum design process and share any data that may be collected related to the actual approval process with the Academic Development Unit

The new periodic review process is being piloted in one discipline, drawing upon a significant volume of work that is required in response to the Review of Undergraduate Education and broader reviews of the discipline. The next report will be able to report on progress with the revised PPR process and plans for its further implementation.

To disseminate lessons learnt and good practice to our stakeholders, the JISC community and beyond

As noted above some data will be shared in the Learning at City Conference. There are also some plans for some workshops for the autumn term but these can be discussed in the October report. It is planned that some publishing work will commence around some of the stories with stakeholders as appropriate from the autumn term. Lastly the institutions from cluster group B are presenting at the SEDA Spring conference at Leeds in May with a focus on some of our shared activities across projects.

Project Team

In terms of the project management team as noted in the previous interim report we were seeking an external member for our team and Ms Sally Bradley from Sheffield has been appointed. Sally is a senior lecturer in curriculum and professional development at Sheffield Hallam University. Sally was able to attend the project board that took place on 19th April where the focus of the meeting was upon the progress of the project and the draft of this report.

At the end of the first year (July 09) one member of the project team who was responsible for the project assurance left. There was some discussion about adding a new member to the team which was not resolved in the last report however, following discussions with the other members of the project team the project assurance role has been taken on by the Project Director. This has been reflected in the revised project team outline and this is submitted with this report in the revised project plan document.

Section Three: Risks, Issues and Opportunities

Risk and Issues

In terms of the original risk analysis a senior member of the management team leaving was included. This did happen towards the end of the first year with the Vice Chancellor leaving however this did not impact on the project as the remaining key senior staff were committed to the project. A new Vice Chancellor has been now been appointed to commence in the next academic year 2010/2011. This is not expected to impact on the project as it enters its third year and work will continue in relation to curriculum design models and, the project supports the University's implementation of the recommendations for the review of undergraduate education.

There are two additional areas which were not included in the original analysis but which the team are aware of and have put in plans to manage where possible. These are the financial cutbacks being implemented in Higher Education and trying to engage staff in several high level projects simultaneously. These have been added to the risk register which has been updated and is included in the revised project plan.

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The financial cut backs at present are being managed with cuts to non staffing budgets however the team recognise this might not continue to be the case but with the amount of activity going on over this year and the next related to design of programme it is not expected to impact on the data being collected. However the team are aware that key programme staff may be affected by these issues and we need to be empathetic when engaging with staff.

The second area is that of having several projects that are high profile running at the same time which staff could perceive as increasing their workload. This has been managed by using the review of undergraduate education and the SLE project as the major drivers for the curriculum design work and collecting data for PREDICT through these rather than staff feeling a third initiative is being undertaken that they have to engage with. This has worked well as curriculum design has been central to these other two projects.

Achievement of some of the targets has been impacted upon in terms of collecting some of the curriculum design data and this has been discussed above with an outline of current plans. This is not expected to impact on the overall outcome of the project.

One additional issue that has arisen is in terms of engaging with and collecting data from students as stakeholders. Students have been concerned about the amount of questionnaires and other forms of data they have been asked to provide for a range of areas and they raised this at the University student affairs committee. This has led the project to considering how the already available data that has been collected could be used so we do not exacerbate this situation at present. There is a range of student data that does provide information which is useful to this project. The project team as a result of this have been considering other ways for the remainder of the project to involve students and these include changing some of the current learning and teaching project award to include students and having some form of student placement within the Learning Development Centre. Further details of the approach agreed will be available in the October report.

Opportunities

The Learning Development Associate scheme has provided a great opportunity to explore curriculum design issues through another approach and this scheme although considered at the time of the last report was not confirmed. Now they have been appointed at the end of March it is hoped from the summer onwards to gain clarification from them all about their focus and to then be able to collect data from their work.

The inclusion of data from across the range of projects has provided broader opportunities to expand some areas of the data and engagement.

Section Four: Outputs and Deliverables

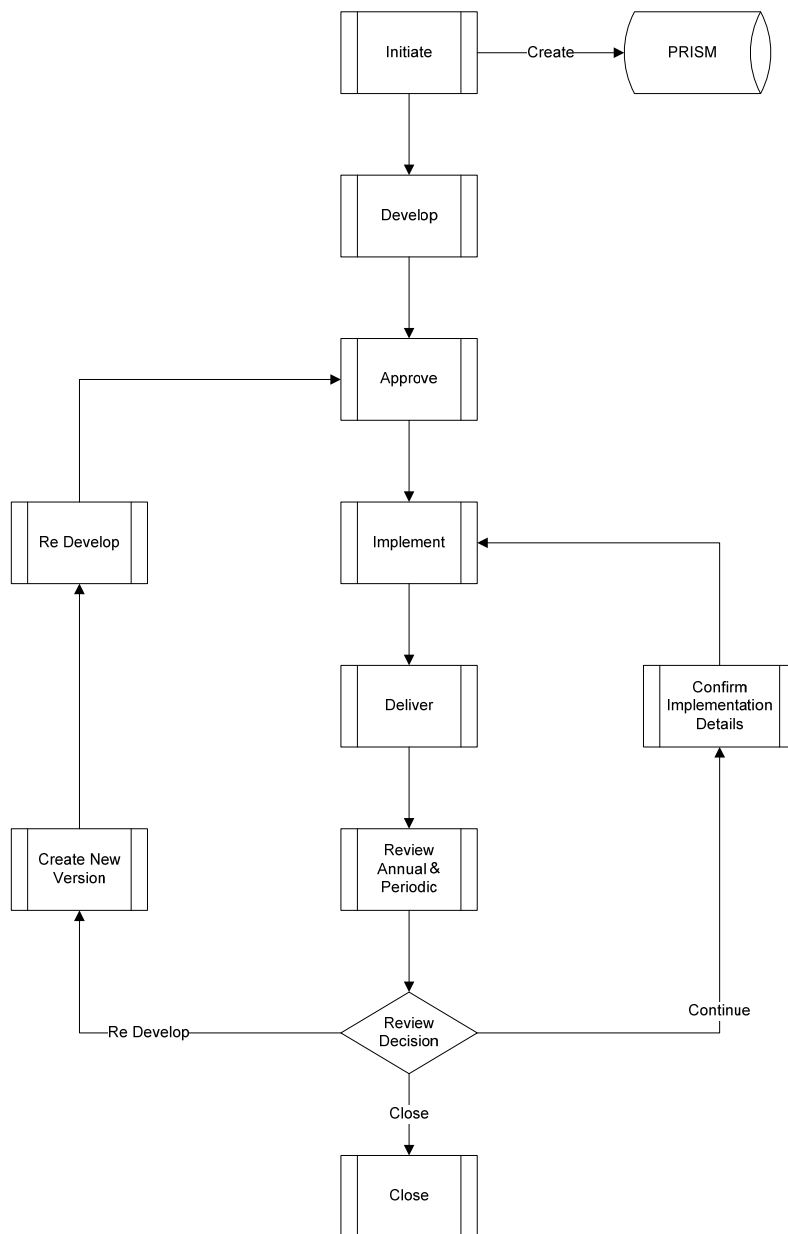
The list of outputs has not changed from the previous list submitted however some of these were quite broad and there will now be some specific outputs that could be shared with others once they have been further developed following initial use.

- Tips on producing student programme and modules specifications using appropriate language (This will be piloted through May and June and can be shared for the new academic year) This will be a leaflet for programmes team.
- Workshop activities used for the curriculum development and evaluation module focusing on curriculum design were revised for use this year.
- Stories will be being developed over the summer and it might be possible to share some early lessons learnt at the beginning of the next academic year. These will be stories about using moodle with modules.
- Conference presentation to be given at the SEDA May 2010 conference on using the CAMEL approach for institutional and across institutional projects. (This will be available mid May).
- Proposal for AISHE International Conference on Curriculum Design and delivery in Dublin in August 2010 focused on the pitfalls, challenges and opportunities of implementing across institution projects and change. Awaiting decision about acceptance due 7th May 2010.

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- Proposal for ALT – C Conference in September 2010 with the other members of Cluster group B entitled A rich and strange journey of involvement influence and change in five HEIs. Awaiting decision about acceptance.
- A change management plan has been drafted for institutional projects this is being revised but should be available for the new academic year.

In terms of the technical developments other than amendments to the application to enable the student focused documents a high level design on the core lifecycle of a programme and module specifications has been developed (outlined below) and this is currently being translated to a runnable BPEL process. This would allow us to start to develop more detail process definitions at the sub process activity such as programme approval, implementation or annual review. A sub committee of the project management team is being set up in May to manage this activity.



Section Five: Evaluation

As with some other aspects of the project plan the project board believe that the evaluation plan should be revised to be less specific in terms of detailed objectives thus allowing for emerging issues to be encompassed and issues from other linked projects to be included. This has been undertaken and a revised plan is included in the revised project plan.

One area that has been under consideration for sometime is that of getting an external evaluator in for the project. This has been given a lot of thought and because of the relationship with other projects it would be difficult to separate this project's activities from others especially as the other two main activities focus on curriculum development as well. It is felt that it would be better to use the finance to fund part of one of the existing Learning Development Centre's members of staff to undertake some research assistant type activities in terms of collecting data and then using members of the project team such as the project manager and project director to analyse this and draw out the significant findings so that lessons from individual projects and those shared across all projects can be extrapolated. The project board will oversee this.

Evaluation activities that have taken place in this reporting period include:

- A documentary analysis of all the programme implementation plans for the recommendations of the review of undergraduate education to identify how the programmes are taking forward these and the amount of curriculum design activity that will occur as a result of this. This has been undertaken using thematic analysis.
- The workshop activities undertaken with forty staff on the masters level curriculum development and evaluation module focused on the principles and values for curriculum and the process of curriculum design they would like with an indication of the support they would like. This is being written up at present and will be added to following the Learning Development at City conference focused on curriculum.
- The qualitative student data from the NSS of 2009, the student voice award of 2009 and the "your voice" survey of 2009 is being analysed for themes relevant to curriculum design.
- The reflections of the project manager and director very much influence the content of this report in terms of what has worked, what needs to be changed and lesson learnt
- The website for the project and how to use this has also been reconsidered following changes to all websites across the University. The website can be found at <http://www.city.ac.uk/lcd/projects/Predict.html> and this has been redesigned so that different tabs can be used and data reports can added as well as material used for staff workshops or guidance. A blog has also been set up and will be used from May 2010 to share what is happening with the project and to gain input from others.

The evaluation activities that will be undertaken over the next six months include:

- Completing a summary report of information available on other higher education institution websites about curriculum design and models. The purpose of this is to explore if all institutions explicitly publish models and the range available and identify if any could be appropriate for use at City. This will be completed for the October report.
- An initial evaluation of the activities the LDA's are being asked to take forward to assess School priorities that link to curriculum development. This will be completed for the October report.
- An evaluation of a 25% sample of the revised module and programme specifications to examine if these are now more complete in terms of detail for students and whether there are clear links between learning outcomes and assessments and to see if the guidance facilitated the programme teams to do the revisions. This will be done by December but this evaluation will be further extended by using some student stakeholders to tell us if the information meets their needs. This will be completed by December and will draw upon students involved in projects or the LDC potential placement scheme.
- The stories collected from the pilots of the SLE project will be analysed for themes as well and this should be completed by the end of October.
- In June, the University's Senate and Executive Committee will receive a report that reflects on and evaluates the first year of the implementation of recommendations arising from the Review of Undergraduate Education, what has been achieved and the type of work that is

envisaged for 2010-11. Aspects that are relevant for this report will drawn out for the October report.

Section Six: Outcomes and Lessons Learned

There are a range of key lessons that have been learnt over the last six months that have probably been an issue since the project began but have been more obvious due to the continuous reflection on activity undertaken by the project manager and director. In addition the evaluation activities outlined have added to these.

The first is that having too many large key initiatives happening at the same time needs more consideration at the beginning in terms of ensuring these compliment each other rather than compete and how these are presented to staff is essential to their engagement. This is especially important for the staff within Schools whose workloads are already high. If they perceive there being too many projects that you want them to be involved this will lead to disengagement and a feeling of things being imposed however, if you make links between some of these and clarify how their involvement in one also contributes to another, this is less of an issue.

The second is in terms of the number of recommendations. The review of undergraduate education proposed a number of recommendations (thirty three) which despite being grouped has led staff trying to respond to a range of areas and having to prioritise making less innovative change than they might have originally planned due to time.

The second is to do with considering carefully just who the stakeholders should be for each project. At the beginning of this project everyone who could potentially have some involvement in any aspect of module and programme design and approval was listed as a stakeholder and was included in our stakeholder engagement map. This has meant that there has been communication to a range of people through a newsletter at the start of the project and that many of these have then not been involved at all to date. Through continual reflection on the project we have realised that this should be made more specific in terms of identifying those essential to commence the project and then as the project progresses more should be included in a snowballing approach however, a range of stakeholders are involved in the associated project. This has led us to having to revise the stakeholder engagement map which will be done over the summer.

The third lesson is that we thought those involved in developing modules and programmes would have views on principles and values related to curriculum design and that they would be able to discuss the models they use. In reality this does not happen for a range of reasons which include not being required as part of the process to consider these issues, the actual design activity is focused on completing the paperwork rather than the philosophy of what they are doing and, through focusing too closely on the paperwork the real issues of operationalising the design does not happen until after the approval event.

Lastly, as the project manager of this project I have realised particularly over the last few months that it would have been useful to have provided some broader objectives and workpackages at the beginning and not to try to outline everything in detail. This would have enabled emerging issues to influence the activities and objectives needed.

The original aim of the project was “the development of a new curriculum design process that is efficient and flexible and utilizes responsive technology to accommodate our curriculum models and enhance learning opportunities”. This aim is still appropriate but the project needed to be considered more along the lines of a research project so that key questions could be investigated and answered. The key questions that are appropriate for this project are:

- What activities do programme teams undertake when designing new modules and programmes?
- What frameworks, models or approaches do programme teams use when designing modules and programmes
- What aspects of undertaking programme design do teams find easy, what do they consider hinders this process and what would they like changed?
- What support would programme teams like when designing modules and programmes?

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- What stakeholders have an interest in programme design?

The project team have used these questions to refocus the objectives, workpackages and evaluation for the next two years and a revised project plan with relevant sections is included with this report.

Section Seven: Communication and Dissemination Activities

The website for the project has not been used very much to date however over the last month the project team have also thought about how this could be used and have a plan for separate sections so materials can be found easily. In addition there is a blog that will go live from the beginning of May.

Communication about the project has been increased across the institution during the last two months in particular in meetings with the Associate Deans Education when identifying with them how they would like the workshops taken forward in their Schools for the development of the module and programme specifications. One Associate Dean Education following these meetings met with all the programme leaders in her School and advertised the workshops alongside the project. This is a good approach to disseminating the project as stakeholders as they need to become engaged and this will give the project meaning for them. We will encourage the programme teams to use the blog on the project website as they undertake the development of their module and programme specifications so they can share issues and thoughts and the project manager and director can provide feedback as well as collect data about their activities.

In addition to this the project has been outlined on the Masters curriculum module to all staff and some have asked about how they can gain support when they are undertaking design. This is another useful approach to gaining an emerging group of stakeholders.

Lastly the in house Learning at City conference in June has curriculum as its theme and this will be another chance to promote the project and identify any curriculum development activity the team is not aware of taking place.

Section Eight: Collaboration and Support

When we have had contact with the programme manager and support team either to ask questions or when attending JISC events support has always been forth coming and there appears to be an understanding of the fact that some aspects of these projects do not run smoothly and they are dynamic projects by the nature of the institutions we work within.

The support we receive from the others within our cluster group and our critical friend is excellent. We are able to be honest about situations and issues that have arisen and gain support and advice from our peers. In addition the time we spend together at our cluster CAMEL events enables us to refocus, identify successes that might not be so obvious and share activities that support that us. The last event was in March and at each event we somehow manage to identify evolving issues for us all to consider for our next event. We have been keen from the beginning to ensure that part of activities together includes a dissemination discussion. This has been great in terms of focusing on what we share from our projects and the lessons that are worth disseminating to the wider community. The success of this can be seen through the fact that we have already presented at one ALT-C conference together, we are presenting at SEDA together in May and we have submitted a proposal for the ALT-C conference this year. We are also working on draft plans for some writing activity. We all believe that starting the CAMEL events as early as possible in the projects time span has contributed to the success.

Section Nine: Financial Statement

Total Grant	██████████	Duration of project	4 Years
Reporting Period	November 2009 – April 2010		

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Staff	██████████	██████████	██████████	██████████
Travel & Subsistence	██████████	██████████	██████████	██████████
Equipment	██████████	█	██████████	██████████
Dissemination activities	██████████	██████████	██████████	██████████
Evaluation activities	██████████	██████████	██████████	██████████
Other (please specify) staff development	██████████	█	█	██████████
Total	██████████	██████████	██████████	

Checklist:

Before you return this report:

- ✓ Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from: www.jisc.ac.uk/curriculumdesign
- ✓ If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.
- ✓ Identify and name any areas within this report that you'd like removed before the report is made public (*see below)