



Project Document Cover Sheet

Project Information			
Project Acronym	PREDICT		
Project Title	Promoting Realistic Engaging Discussions In Curriculum Teams		
Start Date	September 2008	End Date	August 2012
Lead Institution	City University London		
Project Director	Dr Susannah Quinsee		
Project Manager & contact details	Dr Pam Parker Associate Director Learning Development Centre 020 7040 3047 <a href="mailto:P.M.Parker@city.ac.uk">P.M.Parker@city.ac.uk</a>		
Partner Institutions	N/A		
Project Web URL	<a href="http://www.city.ac.uk/ldc/resources/jisc.html">http://www.city.ac.uk/ldc/resources/jisc.html</a>		
Programme Name (and number)	Institutional Approaches to Curriculum Design		
Programme Manager	Sarah Knight		

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Document History		
Version	Date	Comments
1	30/10/09	Final Version of progress report

## Institutional Approaches to Curriculum Design Programme

<b>Project Name</b>	PREDICT City University London
<b>Report compiled by</b>	Dr Pam Parker Project Manager
<b>With contributions from</b>	Dr Susannah Quinsee, Ms Susannah Marsden
<b>Reporting period</b>	Project start - October 2009

### **Section One: Summary**

The PREDICT project originally was focused on the redesign of the curriculum development process and the approval process with a specific focus on all the undergraduate programmes. Over the first year of the project some changes to this have been made in line with the strategic direction of the University. In addition the project is looking at Technology that can support the curriculum development process.

The main focus of the project now is the redesign of the curriculum development process and how technology can support this. The approval process is still to be reviewed and has links to this project but this has been separated from the project and is running as a parallel activity. This has required changes to be made to several areas of the project plan as a result of this and the actual title although PREDICT still represents the longer name. A summary of the key developments and changes is given below.

#### ***Key Developments***

There are a few key developments and these have led to a number of changes in areas of the plan which have all been agreed by the project board.

- PREDICT now has the longer title of Promoting Realistic Engaging Discussions In Curriculum Teams
- The project will focus on the curriculum development process but will share information between the work being undertaken on the approval process
- The approval process has City University London has two key milestone points at present and the first of these has been reviewed outside of the project as well as the process for Periodic Programme review
- There will be a pilot programme or module within each School during the academic year 2009/10 instead of the original plan of focusing on three of the seven Schools.

#### ***Deliverables/Outputs and Achievements until October 2009***

- A revised curriculum development and evaluation module was developed and run in April – June 2009 as part of the dissemination and stakeholder engagement plans for the MA Academic Practice programme that lecturing staff across the University undertake. There were 20 students on this first revised module
- Module and Programme specifications across the current undergraduate programmes in the University were reviewed and a summary report was produced to inform aspects of this project but also other projects within the University.
- A baseline data report was developed
- A poster and leaflet have been produced about the project to advertise it across the University and invite stakeholders to become involved
- A poster was presented about the project in Barcelona at the Blackboard Annual User Conference in April 2009

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- With other peers from the cluster group we presented a symposium entitled Herding cats? Engaging stakeholders in complex institutional change projects for the ALT-C 2009 16<sup>th</sup> International Conference in Manchester in early September 2009
- Two change management workshops were run here at City University for key staff in August and September 2009
- Some new Hardware has been purchased to add with the curriculum design process and the development of programme and module specifications so they can be developed with a greater user friendly focus in terms of look but also in terms of their use.

### **Section Two: Activities and Progress**

#### ***Activities to support project objectives***

During the first year of this project a lot of time has been spent in discussion with key stakeholders and other project managers about the planned activity for this project and how it might link with other projects to avoid duplication and to ensure the activities of all projects compliment each other. There have been discussions about lines of communication to ensure this is coherent and effective.

A lot of baseline data was collected and examined to produce a document which can be developed and updated over the life of the project. This document provided some information about the context of the organisation and the Schools within it. There is information about the range of undergraduate programmes within the University. There is also reference to a list of all stakeholders involved in curriculum design and/or approval across the institution as well as information about the current processes for curriculum design and approval. As part of this activity a summary report related to aspects of the current module and programme specifications in terms of content and quality was also developed.

As noted above (section one) a master's level module on curriculum development and evaluation has been revised and run for 20 lecturing staff across the University to commence stakeholder engagement and collect additional baseline data about their views of curriculum development.

The data, report and recommendations from the Undergraduate review undertaken across the University has also been examined for areas that clearly link to the project and where support for curriculum design can be provided.

A stakeholder engagement map is being developed to ensure all stakeholders are included and the appropriate level and mode of engagement is undertaken.

#### ***Changes to the project plan***

As noted above in section one some changes have taken place in terms of focus of the project and the scope of the pilot phase. This has required some changes to be made to areas of the project plan however whilst these on one level been across several areas of the plan they are not substantive in terms of activity except the pilot phase will now include all Schools but they are necessary to ensure terminology and parameters of the project are clarified. These changes include:

- the aim some wording changed at the end
- the objectives for beyond August 2009 some are clarified and some have been added
- some aspects of the overall approach due to wording and clarification

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- the Project management group membership due to the appoint in October 2009 of one external member and one member of staff has left
- the evaluation plan to clarify wording and scope and include further measures
- the quality plan to add two areas
- the budget due to an under spend when there was no replacement the project manager and a change in some staff time for two of the Senior Suppliers
- the workpackages 2 and 3 to add and clarify some activities

### **Section Three: Outputs and Deliverables**

#### **Outputs and Deliverables**

The mapping tool has been used to specify these and this is provided with this report.

Whilst we expect there to be some technical outputs and possible system integration it is too early in the project to outline these in detail. It is expected that there will be some further development of the software used for programme and module specifications in order to provide more student focused documents. In addition it is expected that there will be some developments related to the actual curriculum design process and templates to support this.

#### **Output that have been achieved in this period**

- The master's level curriculum development and evaluation module
- The conference presentation by the cluster group about stakeholders and poster presentation
- A poster was presented about the project in Barcelona at the Blackboard Annual User Conference in April 2009
- A workshop giving an overall view of curriculum design (To be delivered to staff in the University from November)
- A conference proposal by the cluster group on the CAMEL approach and how this been developed by us for the SEDA spring 2010 conference
- Change management workshop at City
- Proposals for a Learning Development Associate Scheme so that Schools have some dedicated support with their curriculum design

### **Section Four: Outcomes and Lessons Learned**

There are a range of key challenges within our institution related to curriculum design. These include:

- having a focus on the educational development process and student experience rather than the paperwork that needs completing and "ticking boxes"
- developing a set of shared principles and values that all can buy into
- being able to outline how the process is undertaken in each School with variations permitted for specific discipline need
- ensuring the staff get appropriate support for their development
- developing a process that requires information only once and in a format that can be used for a range of audiences

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- Staff completing programme and module specifications in a format that can be used by all and seeing their value
- The undergraduate review recommendations have a lot of implications for curriculum design and redesign over the next year and the introduction of a new strategic learning environment

The PREDICT project will provide an opportunity for all to contribute to the development of the process and provide staff support for their activity in this area. The project will promote the Learning Development Centre staff as being those able to support them and being able to do this with an understanding of their issues and School needs. The project can provide additional support, development and resources for the curriculum design work that enables the undergraduate review recommendations to be met.

Data has been collected as part of the baseline data about some staff views on curriculum design, the quality of the documentation that is produced and the range of documentation across the institution.

The measures that will be used to assess the changes will include documentation provided as part of the process, the stakeholder views from those who are undertaking curriculum design through both questionnaires and interviews and the collection of lessons learnt in the different pilots and any good practice. This will be achieved through developing case studies.

There are some lessons that are emerging from the project.

### **The following are lessons that can be shared**

Ensure that all who have an active part in the project write their workpackages themselves and provide these to be integrated into the report rather than asking someone else to do this. This might promote earlier engagement and responsibility for the project.

Ensure that the proposed project has links with other institutional priorities and projects but is not dependent upon those to the extent that any delays then impact upon the project.

Ensure the staff who need to be freed up for periods of time are able to be freed up by having more than one option to do this and it happens early in the project lifespan.

### **New opportunities**

As a result of changes that have been made to the project because of the impact of other institutional activities a pilot will now be run in all seven schools rather than just three which will enable much richer data to be collected as part of the pilots.

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The development of the cluster group has been a great opportunity to share practice, problems, lessons, advise and be able to be open with peers in supportive environment.

The introduction of a new strategies leaning environment also provides more opportunities for embedding curriculum design with a focus on technology as an integrated component of design.

### Section Five: Communications and Dissemination Activities

There was an article in the City News which goes to all staff across the University when the project was first launched.

There was an in house conference in June 2009 where the project was promoted with posters and leaflets.

The masters level curriculum development and evaluation module was a good opportunity to share with staff the project and ho as stakeholders they could be engaged.

From November onwards when pilots have been identified there will be a range of materials developed and communication activities to ensure all stakeholders for the pilots have involvement in and contribute to the project.

### Section Six: Evaluation

#### Activities to date

The development of the evaluation plan has been a useful exercise including the cluster group meeting held 21<sup>st</sup> and 22<sup>nd</sup> October which required us to focus on measurements we might use. It has highlighted that whilst an evaluation plan has been developed it should be reviewed periodically as the project progresses and changes might occur but also there is a need to define more clearly measurements that could be used.

The development of the baseline document and some of the work towards developing this has been very useful. Analysing aspects such as the current curriculum design process, the content of module and programme specifications and exploring the range of stakeholders and their actual role in curriculum design has been useful.

Whilst there have been changes to the original plan including the evaluation plan this has enabled more discussion of issues to take place and a more developmental and enhancement approach to curriculum design to be the focus of the project.

Changes that have been made at present are to the focus of the project, which is now clearly a development curriculum design project and the links to other projects whilst still existing is less dependent. At present this has not led to significant changes to the evaluation plan but this will take place during the next six months.

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### Key Evaluation activities for the next six months

1. The evaluation plan will be revised to be further focused and have clear indicators for measurement included to enhance the type of data collected and the value of the evaluation. The stakeholders from the pilots will be involved as well as the project board so all can confirm if the measurements proposed are realistic and if anything has been omitted. This will be undertaken by sharing the current plan and asking what stakeholders would like evaluated for their project. This will also be checked against the aims of the project to ensure the evaluation will contribute to meeting these. This will be undertaken in face to face meetings over the next four months.
2. The stakeholder map developed by the project manager will be shared with all stakeholders to identify if they believe they have been represented accurately and the modes and type of communication with them suits their needs. This is essential to ensure they feel part of the project development and not subjects who are having activities imposed on them without consultation. This will be undertaken as soon as all pilots are identified so that changes to this can be made quickly and so this should be completed by Christmas. Face to face meetings will be used where possible and where this is not possible for example with employers or professional bodies we will liaise with appropriate staff within the Schools about how they would like us to approach this.
3. Stakeholders views, principles and values related to curriculum design will be collected and analysed. This is to gain further baseline data about current beliefs, identify good practice and areas stakeholders believe changes would improve. Face to face meetings will enable this data to be collected for most however as noted above this might also need undertaking via other approaches such as a questionnaire or telephone interview.
4. A comprehensive literature review of curriculum design models will be undertaken to identify models that might suit the project needs even with adaptation as well as a review of University websites about those in use. The purpose of this is to investigate what already exists and might be suitable as well as identify any gaps. This will be undertaken by the project manager and a research assistant over the next six months and a paper produced.
5. Identification and appointment of an appropriate person to either provide consultation or undertake some of the evaluation will take place. This is to enhance the evaluation and the robust nature of this and provide a view external to the project team. This will take place over the next four months so that they can contribute to planning evaluation of the pilots.

### Section Seven: Issues and Challenges

As noted in other sections of this report there have been two issues that have arisen which relate to engaging all members of the project board and the close link with other institutional projects. In addition there was a delay in finding a replacement for the project manager time on the project. The issues are now resolved.

The impact of this has been a delay in taking forward some aspects of the project. These have been identifying the pilots and engaging some stakeholders within Schools as well as being able to gain some stakeholder base line views. Whilst this delay has occurred the plan has been revised to take account of this.

The actions taken to resolve the issues were varied and successful although time consuming. The replacement for the project manager was delayed in part due to some redundancy situations and having to interview staff at risk who did not have the experience to cover part of the project managers role and so then needing to go to national advert. This has now been resolved with an appointment of a lecturer who commenced in September 2009.

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The second issue related to the close link with an institutional project, which then led to delays in this project because the timing kept changing and there were delays in reporting on the other project. The close link created too great a reliance between the two and so prevented some activities on this project taking place earlier. This has now been resolved with the other project still having a link in terms of activities and reporting but the two being clearly separated and not dependent. This has made this project much more developmental.

One unexpected achievement was the project manager and director having attended a cluster group meeting where a good workshop on managing change was run brought this to the institution for two similar workshops with key staff. The staff who undertook this found this very useful in terms of reviewing how they engaged people in change and the strategies they used. This is useful for the future of this project where there is a focus on institutional change.

### Section Eight: Collaboration and Support

The programme manager has sent useful communications to us about a range of topics and has been excellent at responding to issues and questions we have had. It is of great help knowing that programme manager is there and can link to others for advice if needed.

The critical friend attached to our cluster group has sent out useful information and has attended all cluster groups meetings we have had which is three to date. The critical friend suggested that we use the CAMEL approach for our cluster group meetings which we did not all fully know about but were happy to try. He has been very helpful when we had some problems with our project due to some issues outlined in earlier sections and as a result of some of these did attend a project board meeting. He has been a good sounding board for our thoughts but has also provided good advice on options we might take.

We were placed into Cluster groups at the first set up meeting and this has proven to be an excellent formal/informal link. In terms of formal links we have been able to use the time for our cluster group meetings to hold workshops with other members of the support team so we can access workshops that suit all our needs and we have an opportunity to share our achievements and concerns. As a project that have had some issues this year this group has been excellent in terms of support, advice and listening. We have also used the meetings to share ideas about dissemination such as conferences and have been able to present as a group at one and have now been accepted to speak at a second conference about how we have used this approach to develop our projects. In addition we are now forming ideas about a book.

Informally I believe we have been very lucky that as a group we appear to work well together and are able to enjoy some social time together which enhances our ability to work together and support each other. The group is well balanced with everyone having an equal role and all being able to contribute fully.

Whilst we appreciate it is difficult to plan programme meetings which meet everyone needs it would be useful to provide sometime for cluster groups to meet to perhaps share some key areas they would like to feedback so each group could then share with other activities that have been undertaken so then we would know if someone was doing something similar or had undertaken

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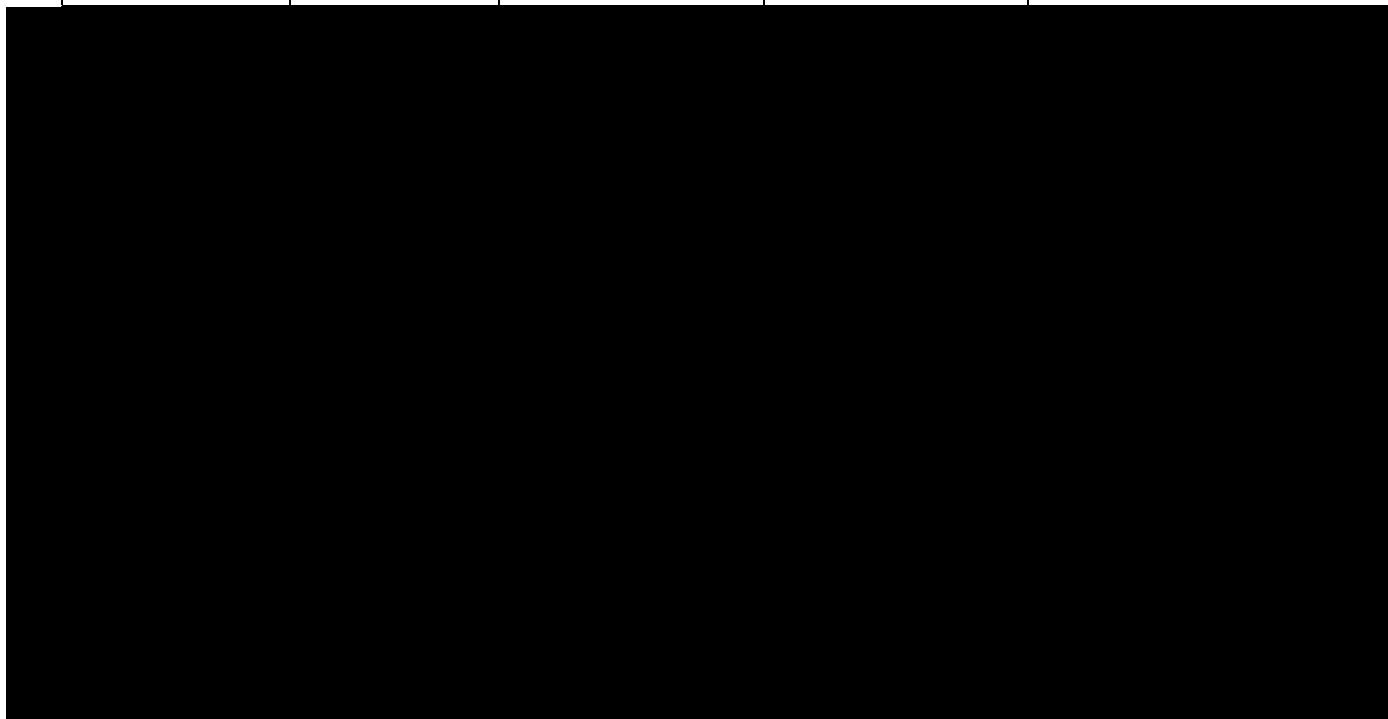
something we were about to and this would enable us to network with others more effectively. This might take time from the programme but perhaps we could arrive and undertake this activity first for one hour to keep us focused and then following introductions etc we could have this first. I think having small group work and presentations from experts works well. It would be useful however to provide time for cluster groups to get together particular because funding of meetings is limited for CAMEL events understandably and if this was planned into the programme meetings then less of these would be needed.

### Section Nine: Financial Statement

*In this section you should detail the expenditure of the project so far. Against the budget headings you should set out the expenditure for the reporting period, noting any significant over/under spend giving reasons for this. You should also state the total expenditure to date against each budget heading. The table below is designed to help this reporting process. Additional budget headings may be added to fit an individual project's budget. Projects may find it more appropriate to use a spreadsheet to report financial information.*

<b>Total Grant</b>	£400,000	<b>Duration of project</b>	4 Years
<b>Reporting Period</b>	First interim report September 2008 – October 2009 (I have reported on the first 13 months so figures are the same as those sent in a statement to JISC)		

<b>Budget Headings</b>	<b>Total budget allocated</b>	<b>Expenditure this reporting period</b>	<b>Total expenditure to date</b>	<b>Further information</b>
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Total	£400,000	£107,658.30	£107,658.30	
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### 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](http://www.jisc.ac.uk/curriculumdesign)

[Attached to the e-mail with this report is a revised page to replace text on the website](#)

- 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.

[I have attached the revised plan so it is up to date](#)

- Identify and name any areas within this report that you'd like removed before the report is made public (see below)

[I have indicated in sections 4, 6 & 7 areas in blue are confidential.](#)

**\*Please note** the interim reports will be made available on the JISC website and on the Circle site with the budgetary information removed. We recognise that projects may occasionally address very sensitive issues. We would like you to present as full a picture in this report as you can as the lessons you learn are valuable to us. We assure you that any issues you identify as confidential are removed before the report is made public. Where such issues do represent valuable lessons for the community we will involve you in further discussion as to how they could be passed on without identifying institutions or individuals.