



## Project Document Cover Sheet

Project Information			
<b>Project Acronym</b>	PREDICT		
<b>Project Title</b>	Promoting Realistic Engaging Discussions In Curriculum Teams		
<b>Start Date</b>	September 2008	<b>End Date</b>	August 2012
<b>Lead Institution</b>	City University London		
<b>Project Director</b>	Professor Susannah Quinsee		
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<b>Partner Institutions</b>	N/A		
<b>Project Web URL</b>	<a href="http://www.city.ac.uk/ldc/projects/Predict.html">http://www.city.ac.uk/ldc/projects/Predict.html</a>		
<b>Programme Name (and number)</b>	Institutional Approaches to Curriculum Design		
<b>Programme Manager</b>	Sarah Knight		

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1	18/10/10	Draft version for circulation the board members
2	28/10/10	Final version with board members contributions

## Interim Reporting Template

### Project Name:

PREDICT City University London

### Report compiled by:

Dr Pam Parker

### With contributions from:

Dr Sally Bradley (External Advisor), Professor Susannah Quinsee, Susannah Marsden, John Gallagher, Helen Emerson, Lucy Clifford, Roberta Williams

### Reporting period:

May 2010 – end of October 2010

### Section One: Summary

The project is now at the end of two years and this report whilst focusing on the last six months has also provided an opportunity to reflect upon those two years and highlight (in this report) in section two particularly some of the aspects that are felt to be significant. We may have mentioned some of these previously but believe the rationale for these could be provided with further clarity and/or the impact of some of these is only now being realised. Taking this into account there has however been a fair amount of activity in this period despite this encompassing the summer period.

### Key Developments

- The Learning at City Conference in June focused on the theme of Curriculum Design and twenty two papers were given by staff on aspects of curriculum design and it was attended by 142 staff.
- The second curriculum development and evaluation module on the Masters programme completed in June with thirty three staff providing presentations on a range of curriculum design activities.
- We have seen an increase in staff contacting individual members of the team (School liaison links) when they are developing programmes for help in a range of areas from considering their learning, teaching and assessment approaches to advice in writing the documents for students
- Linked to the above - a key development for the Learning Development Centre has been to review how we support programme teams when they are developing new programmes/modules. Previously we were involved in commenting on their proposals and then provided support as requested. This has however been only partially successful for a range of reasons. This year we will be providing a mentor from the proposal stage so that support can more clearly provided.
- The PRISM users community have been engaged in providing stakeholder feedback on issues for them related to the database holding all information for programmes and modules
- A process for change management across the institution has been developed from experiences of this project and from other related projects

### ***Achievements and Outputs/deliverables***

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

- A paper on focused on the pitfalls, challenges and opportunities of implementing across institution projects and change was delivered at the AISHE International Conference on Curriculum Design and delivery in Dublin in August 2010 and the paper is being published with the conference proceedings.
- A poster for the cluster group was presented entitled “A rich and strange journey of involvement influence and change in five HEIs” at the ALT – C Conference in September 2010 at Nottingham
- A video about taking account of employability when designing the curriculum has been developed for the PREDICT website to assist lecturers when undertaking curricula design

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

As noted in section one we have used this opportunity to reflect across the two years to date as well.

One of the issues for us that we believed was significant in the year was the name of the project. This project was running in parallel with a range of other University priorities such as the review of undergraduate education across the University and the review of the Strategic Learning Environment (SLE). This meant that to try to prevent staff feeling they were overloaded with projects, the PREDICT project was publicised as supporting other initiatives rather as another project which has helped in being able to integrate the project work with other areas. However, when people did ask about the name the previous title of Process Re-engineering Design for an Interdisciplinary Curriculum with Technology appeared to lead staff to think this was “*another technology project*” and so people who were not thinking of any changes that involved technology seemed to think there was no link to this project. We discussed this in a project management board and therefore thought that changing the name to seem more engaging with curriculum design teams might prevent this view and improve engagement. The new title Promoting Realistic Engaging Discussions In Curriculum Teams does appear to have improved staff engagement although this could be due to other factors too such as raised awareness of the project through undertaking the Master module and through the conference.

One other area that we had not previously linked to the project or dissemination of the project was the issue of where in the Masters programme the curriculum development and evaluation module had been placed. Previously this module had been in the second year so part of the post graduate diploma year but not many staff at this time progressed to year 2 of the programme and those that did were small numbers of 6 -10 staff. The programme management team and the module leader (who is the PREDICT project manager) felt that this should be earlier in the programme as curriculum development and evaluation is an essential aspect of a lecturer’s role and so moved this to year 1 of the programme which led to greater numbers of staff undertaking this. In the first year of the project there twenty staff in the second there were thirty three staff and for the third year commencing in April 2011 there are already twenty eight staff enrolled. This change of where the module was placed coincided with the JISC project commencing and has enabled us to raise the profile of the project through this module. Student evaluations from the module cite this as one of the most useful modules to them for their role and future activities.

The review of undergraduate education has been a major initiative across the University for the last two years and PREDICT has been supporting design aspects of this review’s

recommendations. In June 2010 there was the publication of the one year on report which outlined the many developments in the last year but also where this was going for the next year. Some of the activities outlined below relate to this report and the ongoing areas the PREDICT Project can support.

### ***Activities and Progress since the last report***

Whilst there have been a range of activities across this reporting period this has been slightly reduced compared to the previous reporting period due to the summer months. The activities and progress that have taken place all relate to the project objectives and workpackages but will be discussed under each of the objectives.

- *To work with Staff to make changes to their module and programme documentation to meet the new student facing documentation outlines*

In the previous report there was mention of this area of activity but much of this was under development. During this period there have been around 60 workshops with staff across the University to make changes to the programme and module specifications so that the information presented within them is student facing. This has included existing programmes and modules and those being prepared as new. So that staff who could not attend and/or wanted to be able to refer to the information later we have developed guidance for both the module specification and programme specification in the form of a written document but also using screen shots from the PRISM database with voice over through adobe presenter. These are on the PRISM web page.

As a result of these workshops many programme and module leaders have identified that they need to be clearer in the documents about why they have used specific learning, teaching and assessment approaches. This has led in many cases to a clearer philosophy about the programme being outlined.

These workshops will continue over much of this year as well whilst staff continue to develop their documents and develop new modules and programmes.

The personal tutor workshops for all schools were also completed in this period and these are linked to both the programme specification changes but also design of programmes. Programme and module teams need to consider how this role is important in terms of supporting students through their programme and how this might impact on the design of personal development planning components of the programmes.

Also linked to this work are the workshops that have commenced this year and will continue next year on the development of assessment criteria for all assessments and their use in a range of approaches to giving feedback. This is another area that has been seen as a priority both from the review of Undergraduate education but also through the National Student Survey results.

- *To collect data from module and programme teams related to their activities when designing and redesigning modules and programmes.*
- *To analyse the data of activities undertaken when designing curricula and outline principles, values, model(s) used and staff development sought across the University.*
- *To develop case studies from the stakeholder experiences sharing good practice from the curriculum design process*

There is a range of data that has been collected during this period related to these objectives.

The thirty three staff who undertook the curriculum development and evaluation module provided data about their experiences during the module as well as providing presentations on completion about their own design activities.

In addition to this there have been twelve staff who have undertaken another of our Masters modules that of technology enabled academic practice which we did not originally link to the project in terms of being a data source however this module does have a focus on curriculum design and the staff have to produce a project at the end which has tended to focus on some redesign of a module or programme so that data is available from the staff reports as well.

There have been some interviews with programme leaders who have either developed a programme over the last year or who are developing a programme for the next year about their experiences. Some of these have tended to focus on very practical issues related to the design and getting the documentation completed however one or two have been starting from the more philosophical stance about what the programme aims to produce in their graduate and what approach might be best. One particular programme leader has just started this development and has included all the current and alumni students in this development. Over the next six months the project leader has agreed to meet the programme leader and team to gather information about their process of development and their thoughts. It is hoped other such programmes will also be gained this year.

The Learning Development Associates who commenced their 0.2fte posts in each school by the end of the summer have been contributing data about their activities. Some of these are linked to curriculum design such as looking at key skills that should be integrated into an undergraduate programme. Over the last six months we have set up a collaborative community for the LDA's to provide updates in however this has not been very successful and so we agreed at a meeting in September we would circulate a two monthly newsletter about what we were all doing in our projects. To date there has been one of these but all contributed to this.

Each year there are awards for Learning Development Projects (LDPS) for each school. The holders of these undertake a project in learning and teaching over the period of one year some of which require redesign of modules or programmes. The 2009/10 projects completed in the summer and these project holders are submitting their final reports at present. These reports will in some cases provide data about redesign of modules and programmes. Also the 2010/11 projects started their one year projects in September and there are a further group of projects that will start in around January 2011. These projects again in some cases will be focused on design issues and they are also going to participate to the LDA newsletter. We are mentoring all these projects through staff from the Learning Development Centre and so data about design issues can be collected as the project progress.

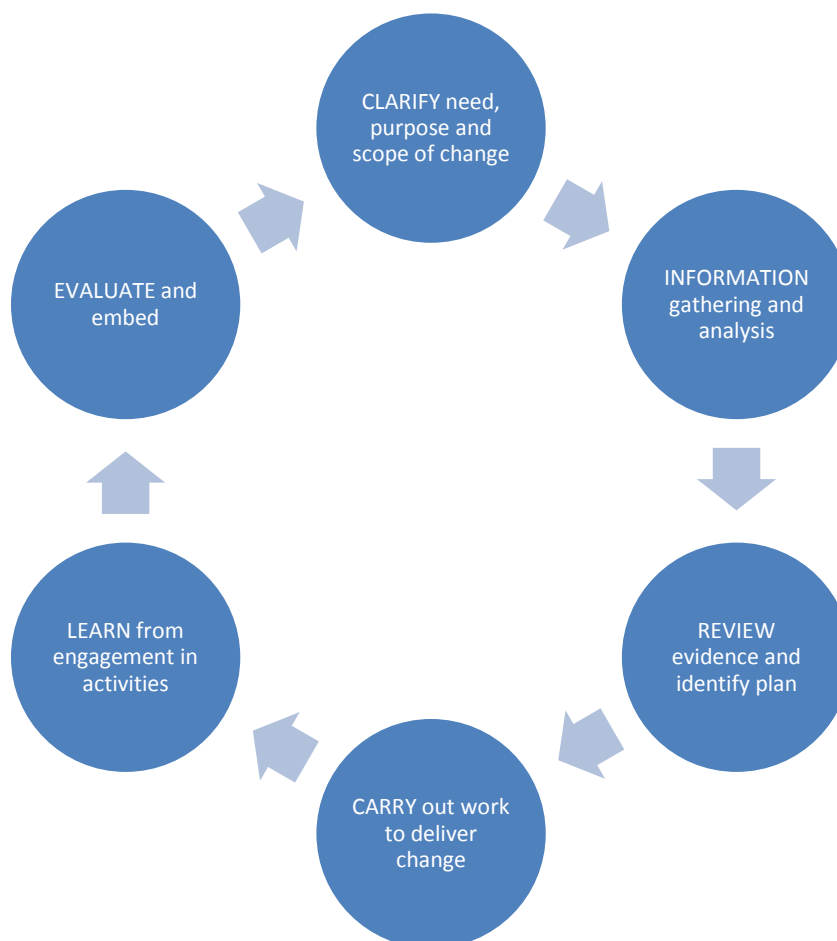
Staff who developed or revised modules for the new strategic learning environment have been providing data about their experiences as well as staff supporting them. The focus has been on redesign for delivery, rather than migration from one VLE to another. There have been some case studies collected which use a range of media approaches to share these. The development of modules and programmes for the new strategic learning environment will continue this year and so more data may be collected though this.

Lastly, as noted above we do now have an increase of staff coming to the Learning Development Centre staff for support with their curriculum development. Two factors may be responsible for this and include the ongoing development of the School liaison link role so staff are more aware of members of the team and how we can help but also because we will from this year be proactive in providing mentorship for those developing programmes from

their initial proposal. This will enable broader stakeholder engagement with PREDICT as staff support new modules and programmes and redesigns from the beginning of the process.

- *To develop a change management plan and process for this project*

A change management process has been developed using the experiences of PREDICT and the Strategic Learning Environment project. There is a diagrammatic representation of this is below.



There is a table that goes with this that outlines more detail of this process which includes the activity, the when, by whom and the outcome but this process will be further explored against other projects which require actual change to check it is transferable and change management literature will be used to support the process theoretically.

- *To explore with key stakeholders the database used for module and programme information and identify what additional functions should be developed*

The database that holds all the module and programme information “PRISM” has been in use for a few years but users have provided a range of requests for development of this as well as providing data about issues with using this. This appeared to have a significant impact not just on the design stage of curriculum but also when operationalising aspects of the programme. It was therefore felt appropriate under this project to examine this in more detail.

A "PRISM Users" community was created on our collaboration portal to be a place where everyone who works with PRISM can discuss issues and find useful information. The community includes discussion forums, wikis and a file store. The 'files' area allows us to upload shared files such as training guides and instructions. The wiki provides a place to add information such as FAQs. Most usefully, the discussion area provides a forum where users can communicate with each other and with the support team to discuss problems and ideas or ask for help and advice. We recently used the community very successfully to ask PRISM users what changes and enhancements they would like to be added to PRISM. The community allows us to engage users in the enhancement process and has produced a range of ideas, many of which we will incorporate into our next PRISM upgrade. We can also feedback to the community which developments are being considered, which ones will not be included at this time (and why) and give regular updates on progress.

The kinds of enhancements requested by the PRISM user group can be broadly grouped into 4 categories: improvements to the user interface; new data requirements; integration with other systems in the University and fixing bugs and problems. User interface enhancements include adding a search box to screens where there are multiple pages of data to scroll through or a hierarchical navigation structure. This should make finding individual modules or programmes easier and quicker. New data requirements include the ability to identify the final assessment, which is required for HESA reporting. Further integration between PRISM and our student record system, SITS, are being developed, with integration to the VLE being considered for the future. We will also fix annoying bugs such as missing data on reports and display issues.

There has been some additional work undertaken to support the above and other aspects of curriculum design. This has included over the last few months further modelling of the lifecycle of a module/course so that there may be further automation of key activities. One of the key issues we have faced is to ensure that instances of running modules in our student record system, SITS, are mirrored in our virtual learning environment, Moodle. As part of our work over the summer in integrating Moodle with SITS for student creation and enrolments, we have included the automatic creation of Moodle courses when an instance of a module is made available for a given term in SITS. We are now looking to extend this work by ensuring that when a module is approved in PRISM, the appropriate records and assessment patterns are automatically generated in SITS. By then reusing these services, we hope to provide a web front end to confirm that modules run in this academic year are running in the following year. This would trigger the creation of the appropriate records in both SITS and therefore Moodle. We are also looking to investigate the feasibility of automating the creation of assessments and sub-assessments in Moodle based on the definitions in PRISM.

### **Summary**

As can be seen from the range of activities undertaken there are some that have completed but provide data that now needs evaluating and will be discussed under section five evaluation and there are some that have just started and will be ongoing this year.

## **Section Three: Risks, Issues and Opportunities**

### ***Risk and Issues***

City University London now has the third Vice Chancellor for the life of this project and whilst it is felt that this may not significantly impact on the actual project plans as they are at present there may be a knock effect from any shift in institutional priorities. It is known that there will be a greater focus on student feedback and module evaluations which clearly is important however this work might lead to some of the Learning development Project holders and the Learning Development Associates having to shift the focus of their work and reduce the possibility of curriculum design issues being explored.

Other staff who might have wished to explore curriculum design issues through engaging in one of the two proposed two day design workshops we are planning to hold through PREDICT might also have their priorities changed through having to engage in some of the evaluation activities. At present it is too early to see if there will be any reduction in staff engagement.

The current external funding situation will inevitably impact on the project whether this be through a possible reduction in JISC funding for the last year of the project or indeed the external funding to the University which will then lead to a review of funding in a range of areas. This is not expected to impact on the Institution match funding of this project but might impact in other ways. A reduction in funds across the University could lead to staff changes and may reduce staff capacity to engage with this project in terms of curriculum design because of their other activities and workload. As a project team we are mindful of these issues and the budget is carefully monitored to ensure that funds are spent on activity that will enhance the outputs of the project and ensure key staff can still give time to the activities for the project.

### **Opportunities**

The Learning Development Associate Scheme and Learning Development Project holders provide a good opportunity to explore aspects of curriculum development in a range of areas across all schools and it is hoped that by creating the newsletter to share their work with each other there will be an opportunity to link similar projects and perhaps explore these across a wider context. Despite having raised some issues above about staff capacity if priorities change it is hoped that we will be able to support them continuing with their projects.

A further opportunity for this year is linked to the change in the format of the annual programme review. The format has been changed this year to focus more on evaluating the support of student achievement and student satisfaction. There is a need to explore students' feedback in relation to specific issues that have been raised in both the National Student Survey and the review of undergraduate education. These areas include assessment feedback, on line assessment, student transition and personal tutor support all of which may lead to some curriculum design activity. This is felt to be an additional opportunity to engage with staff through the School liaison teams.

### **Section Four: Outputs and Deliverables**

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

- A paper on focused on the pitfalls, challenges and opportunities of implementing across institution projects and change was delivered at the AISHE International Conference on Curriculum Design and delivery in Dublin in August 2010 and the paper is being published with the conference proceedings.
- A poster for the cluster group was presented entitled "A rich and strange journey of involvement influence and change in five HEIs" at the ALT – C Conference in September 2010 at Nottingham
- A Video about taking account of employability when designing the curriculum has been developed for the PREDICT website to assist lecturers when undertaking curricula design
- Case Studies have been developed for the institution on each of the initial implementation modules from the SLE Project

At present we have not posted anything in the design studio however following a useful session at the programme design and delivery two day meeting we will look at what could be shared within the design studio over the next six months.

In addition the website we have needs further development to include a section on some of the conference presentations we have given but also the workshop activities we have used that could be developed with further guidance for individual teams and departments to use these within their own setting with a range of stakeholders. Whilst looking at what to make available to the design studio we will also develop the website.

### **Section Five: Evaluation**

The project is now two years on and so the evaluation which to date has been undertaken in an ongoing perhaps less structured manner needs to be pulled together into a series of reports and outputs as appropriate for questions we have developed that we believe encompasses all areas.

The key questions 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?
- What stakeholders have an interest in programme design?

Data has been collected from a range of areas which include the following:

- The original baseline report
- The original review of module ad programme specifications report
- The initial review of undergraduate education and the recommendations
- The initial stakeholder needs for the Strategic Learning Environment
- Two cohorts of the Masters module on curriculum development and evaluation staff views on design
- One cohort of Masters module on curriculum development and evaluation presentations for their assessment
- One cohort of the technology enabled academic practice module final project reports
- Various interviews with staff at different stages of designing their programmes/modules
- Data from the case studies from the pilots in Moodle
- Presentations at the curriculum conference in June 2010
- A range of student data from NSS literals, student voice award data and the first year experiences
- Some literature about curriculum design and some website information from other institutions
- PRISM Users feedback
- The one year on report for the review of undergraduate education

The plans for the next six months are to employ a part time research assistant which we did not do although previously discussed because we wanted to be clear about what they would need to do.

We will analyse data focused around the questions above but also given the student data we have we will add a question about *“what issues do students raise that could be taken into account when designing/redesigning programmes that could enhance their experience?”*

The additional activities that we will undertake will be to continue to collect data from staff developing programme and modules through mentoring so we can use this to answer some of the above questions.

We will also continue to collect the data from the LDA's and LDP's through the newsletter again to gain data for the questions above.

There are some activities planned over the next six months such as two day curriculum design workshops and a one day workshop with external speakers on inclusivity in the curriculum which will also lead to further data collection opportunities as well as the use of other activities that might be useful to disseminate for the design studio but these can be reported in due course.

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

In this particular period the outcomes have been positive in terms of engagement with the project with a broader range of staff but this has been as a result of lessons we have learnt from the previous two years.

Whilst we have continued to keep the project in the background so that the two major reviews that of the undergraduate review and the strategic learning environment have been a focus for staff we have been able to use an opportunistic approach to getting people engaged. This has been through the Masters programme, the school liaison role, the pilots for the strategic learning environment, the Learning Development Associates and the Learning development project holders. This has meant that staff have engaged through other existing activities rather than new work and has probably on reflection led to greater engagement than we might have had with only three pilot programmes.

A lesson here is very much about the need to be responsive to the institutional priorities and changes and not try to gain engagement in a project that would be seen to be out of step with this. This does mean making the project appeal to a wide range of people and there is a need to make the benefits to them engaging clear. These may be different for a range of stakeholders and the project needs to have the flexibility to permit this to happen.

### **Section Seven: Communication and Dissemination Activities**

The website as noted above in section four needs further development but it is set up with some materials on it. This will be developed further and advertised in a range of ways this year.

There is a newsletter for the learning development centre and we have put articles about the project in this from time to time and will continue to do so which does raise some awareness across the institution.

We are also launching out first in house journal prior to Christmas and I am putting an article in this about curriculum design and the project and it will invite staff to contact me if they would like more information or support for their developments.

The Masters Programme provides a good opportunity to advertise the project and specifically with two modules this has a clear link.

We have a Learning Development Fellows scheme with forty eight staff now recognised as Fellows and we are holding an event with an external speaker in a November so again we can promote the project at this event.

Lastly the Learning development Associates and Project holders newsletter which is bi monthly also enables us to promote the work of the project and gain feedback from them.

It is felt that through this range of diverse activities we are likely to disseminate information to more staff than just using a one approach communication across the institution.

### **Section Eight: Collaboration and Support**

I believe there is good support and collaboration for our project from a range of sources.

The critical friend Dr Sally Bradley has now been to two project boards and asks some excellent questions in terms of where we are going but also in terms of how we will measure our impact. This has helped us think about evaluation. She has however also been very supportive in terms of reminding us how many people we have had engaged in curriculum design even if in some cases it is only listening and thinking through the conference. This is helpful as it is sometimes difficult to see how much engagement there has been.

The Cluster group and critical friend as always have been great for both collaboration and support. We all contributed to the poster that was shown at the ALT-C conference in September 2010. We have also had a cluster group two day event in September which was really useful in terms of looking at where we were two years on. We reviewed our individual and collective projects and produced a mindmap of all the areas that our five projects to date have covered which was really useful. Seeing the range of areas in a diagrammatic format helped us see just how much we had covered in this time. Other activities we undertook were to discuss student engagement and hear about the project at Birmingham City, we discussed the presentation being made at the learning and teaching experts group by members of this cluster and we discussed the proposal for the book which once we have an outline we will share with other clusters. We also planned our future cluster meeting dates for the next few occasions and some items for these meetings.

The cluster group meetings are great for sharing ideas, promoting new ideas and supporting each other with issues or difficulties. The group as always despite some members changing over time has remained lively, supportive and engaging. It is great to hear how other projects are working and managing things.

Lastly there has also been a programme meeting for the design and delivery projects during in October and this again provided an opportunity to meet with the wider community. It was useful to hear about the curriculum delivery projects just finishing and to discuss some of the other projects progress. Sessions about the quality assurance issues and the design studio were useful. As a cluster group we also had a useful discussion with another cluster about the possibility of getting together to share some ideas. The JISC team were all there and so any questions we had as always could be asked.

**Section Nine: Financial Statement**

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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)
- 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)

**\*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.