



## 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		

Document Name			
<b>Document Title</b>	Interim Progress Report		
<b>Reporting Period</b>	November 2010 – April 2011		
<b>Author(s) &amp; project role</b>	Dr Pam Parker Project Manager and Professor Susannah Quinsee Project Director		
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Document History		
Version	Date	Comments
1	08/04/11	First draft for comment
2	30/04/11	Final Draft

## 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, Roberta Williams

**Reporting period:**

November 2010 – April 2011

### **Section One: Summary**

The project is now concentrating on the analysis of data and the evaluation phase although if there are opportunities to continue with new developments we will do this. The evaluation is enabling the project team to analyse the impact the project has had in terms of raising awareness about curriculum as well as influencing any changes in the process of design, approval and review within the institution. Some of these are in the early stages of implementation but will have ongoing impact on curriculum design.

### **Key Developments**

- Inclusivity workshop at City University In November for 25 staff with five outside speakers
- An event was held in November for our Fellows on learning spaces by Dr Colin Beard.
- The third curriculum development and evaluation module on the Masters programme started in April with twenty staff commencing the module.
- The successful appointment of a part time research assistant who commenced in February 2011.
- A student intern has been appointed and started in April.
- Evaluation activities with both the project board and the learning development associates
- The revised periodic review process for programmes has been implemented
- A new module evaluation approach is being implemented across all undergraduate programmes
- A curriculum model for City University has been drafted based on principles and values but does need further testing with staff
- We have been contacted by others to share or discuss or work

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

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

- Parker P & Wilkinson N invited speakers to present a paper and run a workshop on Curriculum Re-Design: Don't Just Survive, Thrive! At the Associate Deans and Innovative Programs Conference 1<sup>st</sup> – 3<sup>rd</sup> November 2010 in St. Pete Beach, Florida USA
- Changes have been made to PRISM as a result of the User community on the University collaboration tools
- A curriculum model for City University has been drafted based on principles and values but does need testing with staff

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

As noted in the summary our activities in this last six months especially since the appointment of the research assistant has been on analysing the data we have collected over the last two years and the evaluation. We have created a chart that notes key areas of activity in the project to date including things still to do and possible writing activity and outputs for the design studio. This is below:

**Data collected and to be analysed for PREDICT and some possible articles**



The activities undertaken over the last six months are outlined below against the objectives we set for August 2011 and so some are only have only limited activity at present.

- *To evaluate the information within the student facing documents for modules and programmes to identify if these are more comprehensive and suit student needs*  
We plan to do another review of these documents towards the end of the summer/beginning of the new academic year to assess if the documents are clearer but

also to see if the principles and values that were identified as key for the undergraduate programmes are explicit within the programmes. In addition now the student intern has commenced we are starting to plan a one day event for students with the student union around curriculum design and the student facing documents.

- *To mentor all programme leaders who are designing new programmes during 2010-2011 and involve other stakeholders as appropriate*

We have started to mentor staff who are revising or redesigning their programmes this year and this is slowly becoming more than just advice about documents. This needs further evaluation and as part of some other work we are undertaking within the Learning Development Centre (LDC) to evaluate our impact we will be looking at the activities we get asked to be involved in and advise on over the next four months.

- *To review the stakeholder engagement map to see if changes are needed and where gaps may exist*
- *To examine how student stakeholder involvement can be achieved through work on a student project or placement*

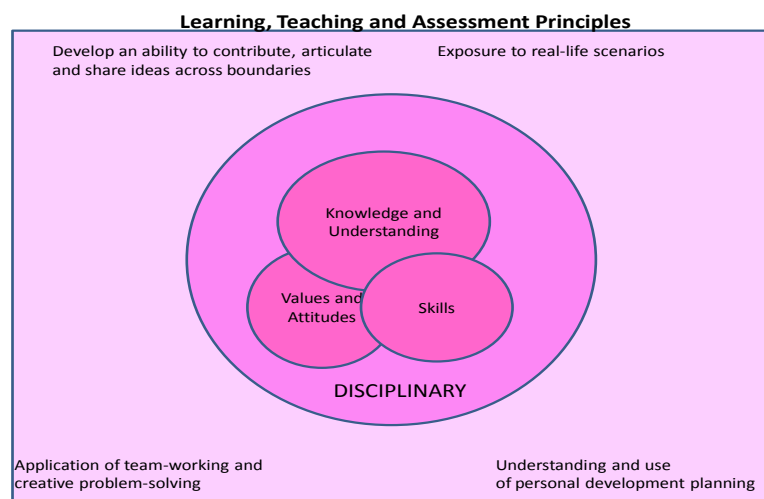
The stakeholder map we have is still current we know that for us the gap has been direct student involvement but we are now working on a plan for this as well as using existing data. We have however analysed the data from 2009 and 2010 student voice awards and have themes from this related to teaching, technology for teaching, assessment and personal tutoring and we are planning to use the data in the MA Academic practice programme to ensure the student voice is included in staff development for learning, teaching, assessment and curriculum design.

There has also been a very specific focus over the last year on the National Student Survey and the results of this which has led to specific activities around assessment and feedback some of which has been part of this project such as the assessment criteria developments and grading criteria for all modules but also some work outside of this. However, there is further very specific activity about to be implemented that again raises the profile of the National Student Survey but also it is hoped will impact on curriculum design and review. There is to be a new module evaluation policy for all undergraduate programmes with questions that mirror the national student survey. This will commence over the summer so final plans are to be developed.

- *To explore the principles, values, model(s) outlined from the data collected during 2009/2010 with programme teams and identify if this matches their experiences and activities*

The principles, values and model issue has been developed further now from work across the project and we have drafted a curriculum model for City University at least from the undergraduate programme perspective. This builds on some work undertaken by Barnett in 1980's. We now want to check this model against the programme and module specifications but also with some staff who may be undertaking curriculum design over the next eight months.

Here is a first draft of the model



We have also analysed the presentations the students on the curriculum model in 2010 did as their assessment and identified key themes they focused on for these presentations. These were philosophy, content, models, performance, employability and stakeholders. We will looking to see how this fits with the model above.

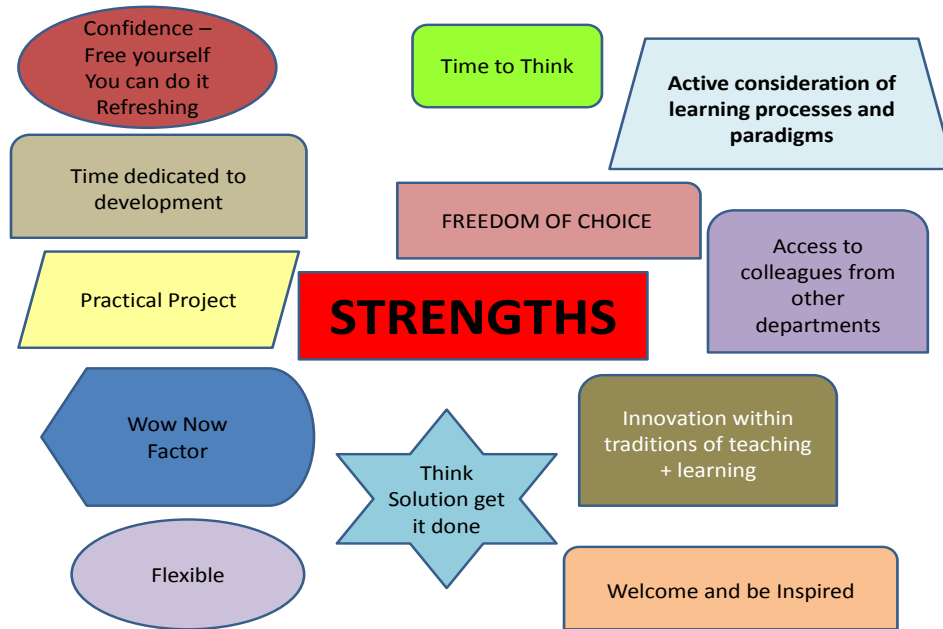
- *To develop case studies from the stakeholder experiences sharing good practice from the curriculum design process*

Case studies have been collected from SLE project of development and we will continue to ask others to write their experiences up into case studies.

Our Learning Development Associate scheme has encompassed a range of activities within schools but many of them have been involved in curriculum design activity. We undertook an evaluation with them in February using a tablecloth activity for a SWOT analysis and whilst there were some aspects that they said were weaknesses and threats they were positive overall. Here is a display of their comments around positive aspects and opportunities

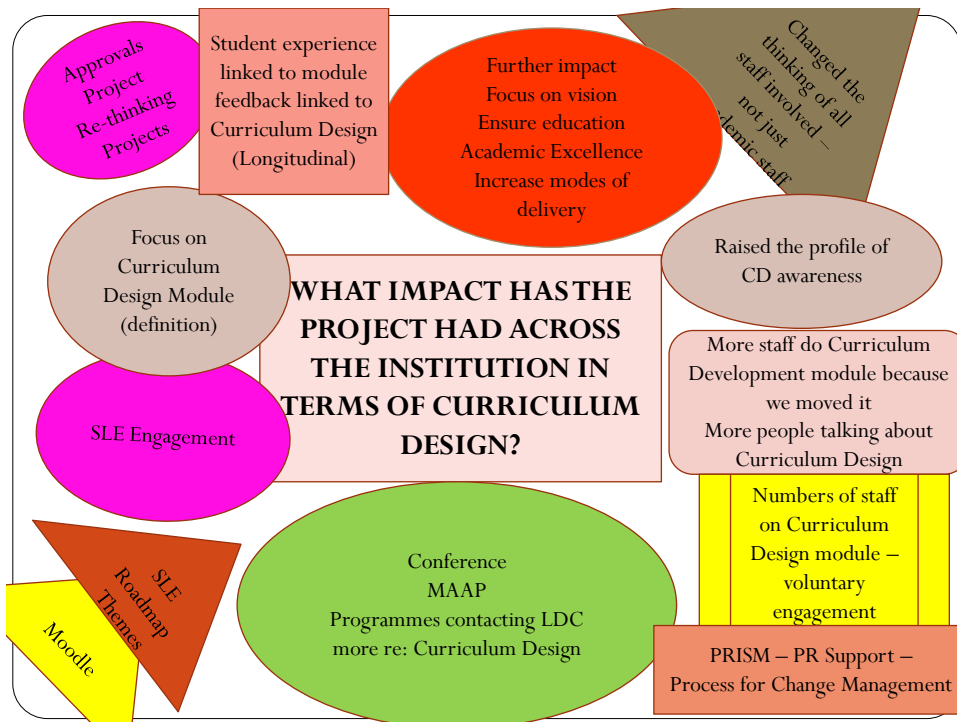


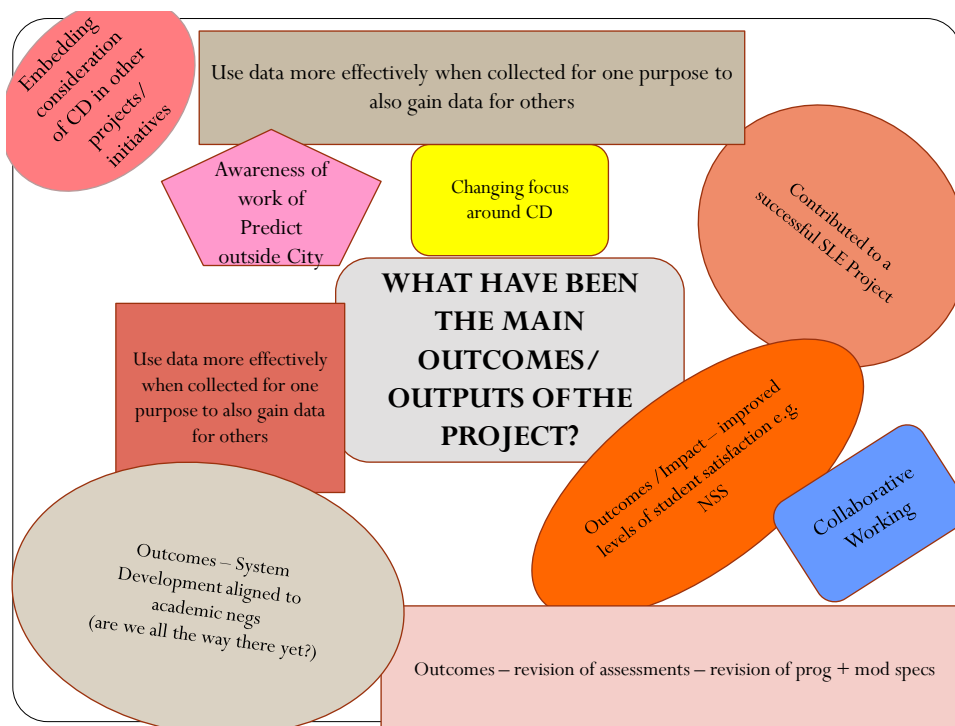
## Institutional Approaches to Curriculum Design Programme



- To discuss with the project management board members what impact they believe PREDICT has had upon curriculum design

At the March project board meeting we undertook an evaluation activity that included a focus on impact and outcomes from the project as well as other areas and we collected this data through post it notes on charts. Here's some of the feedback typed up into charts.





- *To prepare staff development activities to suit the needs identified by those involved in the project to date*

We have spoken to a range of staff and now have three groups that have undertaken the Masters level curriculum model. We have a range of guides they have asked for but have run a range of workshops on evaluation, identifying and including stakeholders in development and working as design and approval teams.

In addition the revised periodic review process for programmes started this year and as part of this programme teams and departments have a development day with staff from the LDC. The principle of this is help plan redesigns of programmes. Some of the development asked for so far has been focused on including technology in programmes, developing groups assessments and engaging students in class.

- *To evaluate with staff involved in curriculum design activities the increased functions of the database*

We made some changes during the beginning of this academic year which were mostly around bugs and making the database easier for staff to find things. We are still running the user community and anecdotally they appear happy however because we have ongoing plans we have not yet planned a formal evaluation.

We continue to enhance our PRISM application with an update due mid summer. The next key enhancements include better version control and aligning the module level with the new standard.

The integration with SITS is developed but will be tested and implemented as part of the next upgrade.

We have recently invested in a new exam scheduling and module feedback systems. This has highlighted the need to improve the information we hold centrally about timetabling. We are updating our end of year processes to ensure we capture better and more timely information about which modules, especially electives, are running in the

next academic year. We are also investigating the new version of our timetabling system and looking for options for better integration with SITS.

- *Evaluate the change management plan and process to identify if it would be appropriate for any institutional project*  
This has not been undertaken yet but will be analysed against projects already in progress for a match in terms of process.
- *To review the evaluation data and disseminate outcomes of the project including lessons learnt and good practice*  
As noted earlier we are now analysing our data and have identified what is done, what needs doing and where we have lessons and good practice.

### **Summary**

The above activities show the range of work still progressing as well as some of the analysis we are now undertaking. We have also revised the evaluation questions which will be outlined in section five.

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

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

The Vice Chancellor has now been in post since last summer and is supportive of this project and some of the new priorities do indeed support the project such as the module evaluations. However, some of the new priorities continue to pose a risk to the project.

There is as with other Higher Education Institutions a reduction in funding which is beginning to impact on a range of areas including staffing levels and support services. However there is also a new vision for the University for 2016 which has just been approved by council and following an open University meeting with the Vice Chancellor which will be held in May focusing on developing plans and strategy new opportunities may be realised.

The funding within the institution for the project remains committed to the project and we await confirmation from JISC about the last year of funding for the project. The project manager and director have however been careful to ensure there are funds to support the activity needed and that there is some continued under spend at present that can be used to cover next year if needed and if not this can be used for other activities such as embedding and further evaluation.

#### ***Opportunities***

We have discussed areas in the activities and progress where we feel opportunities have been provided. These are primarily at present the continued learning development associate scheme, the learning development projects and the revised periodic review process with the new annual programme evaluation (discussed in the October 2010 report) provide further documentation for analysis that focuses on curriculum design activity.

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

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

- Parker P & Wilkinson N invited speakers to present a paper and run a workshop on Curriculum Re-Design: Don't Just Survive, Thrive! At the Associate Deans and Innovative Programs Conference 1<sup>st</sup> – 3<sup>rd</sup> November 2010 in St. Pete Beach, Florida USA

- Changes have been made to PRISM as a result of the User community on the University collaboration tools
- A curriculum model for City University has been drafted based on principles and values but does need testing with staff

During this period the presentations from the cluster group were sent to Helen to post on the design studio. We have also now identified some key artefacts to share on the design studio and we are in the process of getting these ready to post over the next few months.

The website continues to be an issue for us. The website has been completely revised over the last few weeks and more work is to be done which makes updating and keeping our site current quite difficult. The LDC has however been successfully running a blog this year for our activities and professional development information and so having given this a great deal of thought and we are going to use a blog as an approach to providing staff development and project information. This has been set up and the link to this is ????? we will develop and add to this over the next few months. We will then use the design studio for tools and artefacts from the project and put a link to this in our blog at regular intervals.

### **Section Five: Evaluation**

We found the feedback from the October report valuable in reviewing our plans for evaluation. As noted earlier we have undertaken some evaluation of some aspects of our work to feed into the overall evaluation but we have also reviewed the questions and how we might undertake this. Below we have revised the questions but also provided a brief comment about our rationale for the questions. We welcome further feedback on these questions:

- Was the design of the project responsive to university priorities and needs?
- Do staff who have been involved in aspects of the project believe the project has provided valuable outcomes and impact?
- What enablers and barriers impacted on the progress of the project and the eventual success of the project in terms of the outcomes?
- Do staff believe the curriculum model, its values and principles are relevant to their programmes?
- How will the circle of change and the lessons learnt be used for other institutional projects?
- Has the project developed an emphasis on curriculum design, approval and review that is sustainable but also that will continue to be developed?

The research assistant started in February and so now the data analysis has started and the impact of the project is becoming clearer.

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

In terms of outcomes and lessons from the project we noted the previous comment from the October 2010 report about the interdisciplinary aspect of our project.

Interdisciplinary curriculum activity was originally expected to be undertaken as part of the undergraduate review. There were some key areas that were originally intended to be across all undergraduate programmes where appropriate. These included languages, global citizenship and professional and business skills. Following the recommendations of the report however when individual programmes were asked which of these if any they were going to offer their students the uptake was very limited for a range of reasons often related to concern about loss of disciplinary content but also related to professional body requirements. There was only limited programmes that were using languages such as business and engineering. This was interesting in terms of the baseline review of all undergraduate programmes specifications that was undertaken at the beginning of the project and the fact that there were some key areas found. These were included as both learning outcomes and content and included: academic skills, professional skills, communication, personal development planning (PDP), research skills, IT skills and leadership and management. However at this time it was felt that perhaps it was not appropriate to make interdisciplinary modules compulsory. This therefore led to the project not being able to explore this.

The global citizenship area has however led to a learning development project exploring the needs of international students for their programme of study and so data will be available from this on completion of the project in the summer.

Interestingly Professor Paul Curran (VC) noticed that many programme had a duplication of modules such as research skills and methods and this is one area that over the next year is going to be reviewed in terms of a module or two across all programmes. This might therefore mean we can revisit this over the remainder of the project.

The project has been focused on undergraduate programmes intentionally to be clear about scope and prevent "scope creep" that happens with many projects. However coincidentally we have been discussing the MA Academic Practice programme and the fact that it provides development and enhancement of learning and teaching across the University as a common programme but the students are from a range of disciplines and perhaps examining this in more detail for the reasons it works would be a useful activity. In addition to this there is an MSc innovation, creativity and leadership that commenced in September 2010 and again the students are themselves interdisciplinary and the team have offered to discuss with us their development of the programme, their choice of content and some of the development activities with students. We are taking them up on this offer as an area of interest.

The other area of the project that has been noted as a change is that the focus is clearly on staff development rather than processes. This is true although not perhaps a conscious strategy at the beginning however because there was a need to develop a "ripple" effect with this project and progress through small engagement, staff development was an effective strategy for this. We wanted this project not to be seen as yet more work and so have developed small schemes and staff development opportunities that have led to much richer engagement and dissemination amongst staff through this. We have found people coming to us because their colleague has told them about their project or something they know about. It is believed that this will lead ultimately to real embedding and sustainability because staff see this as an important area and as part of the services offered by the LDC.

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

As noted in section four we are developing a blog as a more sustainable approach to keeping the materials and adding to these. We will launch this with leaflets at the 3<sup>rd</sup> Learning at City Conference in June which again has some papers on curriculum design and is focused on engaging students in learning.

We have continued to disseminate information to staff through newsletters, modules on the MA Academic Practice Programme and other professional development seminars.

We continue to present at conferences where appropriate and will be presenting at the Blended Learning Conference in Herts in June and have been working on the outline for the book with Stephen Brown our cluster group critical friend.

We have also found that we are now being contacted by others to come and find out about our approaches to curriculum design and engaging staff. The project manager was invited to speak in Florida USA in October 2010 in relation to some of our approaches and has been contacted by some colleagues from Sheffield Hallam University about coming for a visit. This is currently being arranged and will take in June when dates are finalised.

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

As noted previously our external member of the project board Dr Sally Bradley provides good feedback to us and took a very active part in the recent evaluation with the project board.

The cluster group continues to be a useful source of support and we had a CAMEL meeting at City in January with cluster C colleagues joining us for the second day. This has been useful in terms of liaising with Ulster to organise a workshop run by them at City and we are trying to organise dates for June now and in terms of the book. Following the one day programme meeting in May the two cluster groups are meeting for the next day to explore the book on more detail and see how each can contribute to this. The cluster group has another CAMEL planned for July in Cambridge.

We are looking forward to the programme meeting in June which appears to be focusing on some really useful areas for the projects at this stage when thinking about artefacts and embedding.

We note your comment on the October 2010 report about an illuminate session and will consider what might be useful to share in this session about our staff activities.

**Section Nine: Financial Statement**

<b>Total Grant</b>	£400,00	<b>Duration of project</b>	4 Years
<b>Reporting Period</b>	November 2010 – April 2011		

<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>
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](http://www.jisc.ac.uk/curriculumdesign)