

# Curriculum Symposium 2022: Personalising the curriculum: Quality assurance in a world where one size doesn't fit all

## Parallel session 1, 11:00-11:40

### Workshop 1.1

#### Personalising learning through Rich Picture meetings

Eddie Carline and Claire Watson, University of Wolverhampton

The workshop will allow delegates to experience a rich picture triad meeting and then explore how this can be used to personalise learning journeys and curriculum provision.

### Workshop 1.2

#### ARC: Preparing students for their future careers through assessment and curriculum design

Daniel Wakefield, University of Lincoln

In light of the Auger report (2018), the HE sector is emphasising the importance of employment and graduate outputs. The University of Lincoln created the ARC (Assessments Related to Careers) tool, which focusses on good assessment design and identify key transferable skills, enables a co-created, curricular design approach. Resulting in the opportunity for a university shared output and shared responsibilities by working through a cross-boundary/departmental approach. This workshop will demonstrate the tool whilst discussing the applied framework and how the tool works in partnership with multiple departments at the University of Lincoln.

## Parallel session 2, 11:55-12:55

### Oral presentation 2.1a

#### The rocky road to micro-credentials: forging new routes through the institutional quality assurance landscape

Dr Nick Mount, Luis Cahnoto Neves, Marlies Gratton, Kirstie Coolin and Lina Erlandsson, University of Nottingham

Micro-credentials are promising a new, flexible learning landscape where learners can gain and stack university credit for learning completed outside of traditional programme structures. But the ways that learning is quality assured in universities are not yet able to accommodate such innovation. In this session we explore how to overcome the impasse - providing insights into the cultural and practical challenges that have framed the development of new routes of micro-credentialed learning at the University of Nottingham Online.

### Oral presentation 2.1c

#### Blended Provision: quality assurance when we step beyond the VLE

Professor David Webster, SOAS, University of London

The experiences of blended provision during the staggered 'return to normal' and new staff competence and confidence with technology, opens a world of options. On-campus courses may feature substantive remote elements, and the synchronous elements of a programme

may be split between on-campus lectures, remote interviews, hybrid seminar conversations and more. The interaction between these and VLE resources also presents myriad opportunities for new learning engagements. In a sense, this is the uncharted territory that was predicted for learning back when web2.0 was a thing. This presentation examines how the QA processes of HEIs might adapt to these new possibilities.

### **Oral presentation 2.2a**

#### **The relevance of undergraduate marketing curriculum: the tension between exacting academic standards vs developing work-ready graduates**

Hajni Handler, University of Hertfordshire

The presentation will focus on the currency of the undergraduate marketing curriculum and how it is shaped by the values and attitudes of academic cultures (tribes) and disciplinary knowledge (territories). It will also explore the influence of external and internal stakeholders, impacting the curriculum design while complying by quality assurance standards.

### **Oral presentation 2.2b**

#### **Addressing the workforce demand through partnership approach to curriculum design in forensic science**

Joanne Morrissey Forensic Capability Network and visiting Associate Professor at Anglia Ruskin University and Paula Mulroy, Forensic Capability Network

The Forensic Capability Network are working in partnership with academic institutions, employers and professional bodies to design a forensic curriculum to address workforce challenges now and for the future, improving student employability and workforce recruitment and retention.

### **Oral presentation 2.2c**

#### **Engaging stakeholders to personalise undergraduate legal education and embrace a deregulated environment: A case study of curriculum development in law**

Chris Umfreville, Aston University

This paper will share how Aston Law School embraced the opportunities presented by deregulation of legal education by the professional bodies. Working with a variety of stakeholders, we developed an innovative personalised curriculum, which supports students to embrace the extensive opportunities offered by studying law through a programme-level approach to learning, teaching, and assessment design. This includes supporting the transition to higher education, building a learning community, innovative and authentic assessment opportunities, increased connection with ALS academic personal tutors and empowering students through the development of key skills and ability to construct a personal pathway to graduation.

## **Parallel session 3, 13:40-14:40**

### **Oral presentation 3.1a**

Dr Melanie Leggate, Edinburgh Napier University

This session focuses on our approach to curriculum enhancement during a quality assurance review process for a taught postgraduate programme. I will address our collaborative efforts with various stakeholders (students, employers, professional bodies), whilst focussing on one of our Institution's curriculum enhancement framework themes - 'employability'. This work includes the creation of a work placement module and working in partnership with professional bodies to fill potential gaps in our students' 'toolkit' and lessons

learned along the way. As our learning environment continues to evolve, I will reflect on future approaches to curriculum development.

### **Oral presentation 3.1b**

#### **Engaging students in co-creating a curriculum framework**

Dr Marita Grimwood and Dr Christine Haddow, Edinburgh Napier University

This session reflects on the challenges of implementing a new curriculum framework during Covid 19, with a particular focus on student engagement. It asks what we have learned from experience and focus group data, as we begin to embed the framework, and how this is informing our future plans for ongoing engagement and co-creation with students.

### **Oral presentation 3.1c**

#### **Building student agency and self-efficacy through programmatic design: a case study on a Business, Economics, and Hospitality and Tourism Foundation Year at the University of Surrey**

Nick Edwards, Erivan White and Gerald Dampier, University of Surrey

The foundation year at the University of Surrey offers students the choice of 14 different progression routes within the schools of business, economics or hospitality and tourism. With this came the challenge to design innovative teaching and assessments to enable the learner to explore their existing knowledge and link it to the unfamiliar. To approach this, we believe we have produced an exciting, unconventional, and ambitious programme which seeks to offer our students the freedom of choice within their learning and assessments.

## **Parallel session 4, 15:40-16:20**

### **Oral presentation 4.1a**

#### **Co-creating an accredited CPD programme for teaching**

Dr Nathan Roberts, Cardiff University

What happens when you open up the design process for a teaching CPD programme to over 50 collaborators, and still hope for accreditation? We'll explore how a process of co-creation and student partnership, and use of some design-thinking methodologies, worked to fundamentally re-work teaching development at Cardiff University and how the approach, while time intensive and complex, can have long-lasting benefits.

### **Oral presentation 4.1b**

#### **Developing a new work-integrated learning curriculum model through partnership with students and employers**

Dr Bianca Fox, Nottingham Trent University

There isn't a single curriculum model that fits all situations and complexities of a course, particularly of a course as complex as the L7 Academic Professional Apprenticeship (APA). This presentation outlines the principles of a new work-integrated learning curriculum model developed through partnership with learners and employers.

### **Oral presentation 4.2a**

#### **The role of a democratic critical pedagogy in facilitating students' transformative learning experiences: implications for sustainability in higher education**

Dr Fengling Tang, University of Roehampton

Dr Fengling Tang is a Senior Lecturer in Early Childhood Studies, Centre for Learning, Teaching and Human Development, School of Education, University of Roehampton. Fengling's teaching and research have been inspired by the pioneering work of Friedrich

Froebel (1782-1852) and Paulo Freire (1921-1997). Froebel's democratic approach to children's holistic learning and emphasis on the value of childhood in its own right (Froebel 1887 & 1891; Bruce 1987) alongside Freire's work for social justice embedded within critical pedagogy (Freire 1972 & 1996) have nurtured Fengling's passion and professionalism in adapting a democratic critical pedagogy to facilitate students' transformative learning experience beyond the short-term employability to long-term contributions to the world we live in.

### **Oral presentation 4.2b**

#### **Exploring student experience using the Delphi method: engaging teacher education students as co-producers of practice**

Wendee White, University of Dundee

This research activates student voice to explore teacher education students' experiences of remote learning. A conventional Delphi Method was used for its effectiveness addressing four different conditions: 1) accessing geographically dispersed populations; 2) overcoming unequal power dynamics; 3) supporting structured communication between experts on a topic leading to consensus building and decision making; 4) engaging students as co-producers of practice to support positive wellbeing. Our findings inform curricular development, providing new insights into the multiplicity of factors that interact with student wellbeing to benefit, challenge, or threaten student experience and the coping resources teacher education students rely on to maintain their education trajectories.