Curriculum review as a strategic driver

Developing awareness and transforming the student experience

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Curriculum review as a strategic driver: Developing awareness and transforming the student experience

The way to achieve success is first to have a definite, clear, practical ideal - a goal, an objective. Second, have the necessary means to achieve your ends - wisdom, money, materials, and methods. Third, adjust all your means to that end.
Look at the results

*However beautiful the strategy, you should occasionally look at the results.*

Winston Churchill
International Mission

- To develop students’ international opportunities and global perspectives, ensuring that an international, multi-cultural ethos pervades the university.
Internationalisation

"Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution."

Responsibilities

“...have a clear responsibility to prepare graduates with international perspectives, who can be active and critical participants in world society.”

Leask B. 2005 Competing rationales for and discourses of internationalisation: Implications for academic staff development University of South Australia, herdsa 2005
Responsibilities

“As educators we have a unique opportunity and a clear responsibility to help prepare our students to be responsible citizens of the future. The fate of our planet and all its life forms lie in their hands. The question, therefore, is how do we prepare the global citizen?”

Academic socio-culturalist

...all students, regardless of national or cultural background, as contributors to and beneficiaries of the internationalisation agenda...(who need) to develop international perspectives and will be able to assist others to do this in some way.
Pragmatic socio-culturalist

...internationalisation as a response to globalisation and in particular the globalisation of the economy and the workplace .. (requiring) the development of socio-cultural skills for survival and prosperity.
Supporting Initiatives

- Fair Trade status
- international staff exchange
- local volunteering in community-based projects,
- accredited international volunteering
- disadvantaged areas of the region

- School of Applied Global Ethics
- professors of Ethics
- student exchange programmes
- International Fellows
- international reflections
- international charities
Teacher Fellows

- Cross university network
- Innovators in learning, teaching and assessment
- Tips for CCC relating to a wide range of subject areas – now being incorporated into the CCC Guidelines
Internationalisation Strategy

1. Internationalising learning, teaching and research
2. Enhancing the international student experience
3. Enhancing the international experience of home students
4. Developing and fostering international partnerships and alliances
5. Developing staff capability for internationalisation
6. Effectively recruiting international students
Internationalisation

Internationalisation linked to ethos of ongoing work in Widening Participation and Diversity
ATL Strategy

- Annual review cycle
- New course approvals process
Corporate Plan 2004-08 Aim 5.2.1

An agreed percentage of courses in each faculty will be reviewed against ‘Guidelines on Cross-Cultural Capability’ in 2004-05 .....with all programmes having been reviewed by 2008.
Aristotle

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Programme Review as a Strategic Driver

- Core Business
- Ownership
- Contextualised
- Every student
- Evaluation & Scrutiny
Cross Cultural Capability

Graduate Attribute

- Intercultural Skills
- And X
- And Y
- And Z
Cross Cultural Capability

- **Intercultural skills** to communicate, live and work in and with unfamiliar cultural contexts;
- **Global Perspectives** – an awareness of the connections between local activity and global impacts, of sustainability, of responsibility and of the notion of ethical global citizenship;
- A particular awareness of how **one’s discipline and its application** relate to a multicultural and globalising world;
- **The ability to apply** all the above to perform more effectively as a student or as a member of staff, and subsequently as a graduate – both in a professional and a private capacity.
Review Process

Guidelines document
- Introduction on values, ethos, objectives
- Key questions relating to:
  - Knowledge
  - Experience on the course
  - Experience beyond the course
Review Process

- Agreed initial programme with HOS (23)
- Feedback for September 2005
- Full schedule to 2008
Sample Responses

- Faculty of Business and Law incorporated into full review of entire undergraduate scheme across four schools
Sample Responses

School of Cultural Studies
incorporated within pilot
introduction of Personal
development Planning
Sample Responses

- Health & Community Care incorporated into quality review for QAA & NHS visit
Sample Responses

- Applied Global Ethics incorporated into course development and approval documentation for all new provision.
Sample Responses

School of Education and Professional Training previews by course teams to prime formal reviews in 05/06
Examples

How does the course respond positively to, and encourage different learning cultures/needs?

- matrices of L&T methods and assessment methods.
- students identify their individual learning styles and needs.
Examples

Does the organisation and scheduling of assessment take into account diversity and difference?  

..the following issues are considered when scheduling assessments: religious observation, student cohort (e.g. part time, etc.)
Examples

How is a student from this course prepared to interact with/benefit from/contribute to diversity in the world beyond the University?

- students analyse their own values and ethics
- understanding those of others
- debate issues that arise effectively and peacefully.
Examples

How are students given the opportunity to study particular issues of diversity and equal opportunity within their mainstream study?

- Demonstrate an understanding of the interaction between religious beliefs and social change
- Be sensitive to the variety and diversity of world religious belief.
Examples

In what ways does the course enable students to confront hostile discrimination?

- a specific skill outcome....is to understand and offer rational and respectful challenges to culture and other systems...
Examples

How does the course seek to incorporate the knowledge & understanding brought to it by students from diverse backgrounds?

- within student-led seminars, students are encouraged to personalise their presentations
Examples

For example, the subject of ‘honour killings’ was presented by a group of female Asian students, enabling the wider student group to appreciate a documented issue from a perspective that otherwise would not have been available.
Strategic Driver

Programme reviews

Staff Development

curriculum reform and broader transformation of the student experience:

“global perspectives”
“international, multi-cultural ethos”
A Better Way

“There is always a better strategy than the one you have; you just haven’t thought of it yet.”

Sir Brian Pitman, former CEO of Lloyds TSB, Harvard Business Review, April 2003