

# WHAT DOES THE CURRICULUM FRAMEWORK MEAN FOR YOU?

## Implementation of the Framework:

**Each School will review its undergraduate programmes in light of the Curriculum Framework over a 3 year period from 2016-17 to 2018-19. The framework will also be used to inform the development of any undergraduate and postgraduate programmes in new areas.**

## Heads of School & School Directors of Teaching and Learning:

HoS/HoD and SDTLs/DDTLs as academic leaders in Schools and departments are currently faced with many drivers for change many of which potentially have an impact on what and how we teach. Examples of these might include: student demographics; cohort sizes; retention, progression and attainment (including between different demographic groups); student satisfaction; recruitment; graduate destinations and the needs of graduate employers; the requirements of professional, statutory and regulatory bodies (PSRBs); the necessity to ensure a more diverse and inclusive curriculum; student feedback; and the markets for programmes. The Curriculum Framework offers a way in which those imperatives most pertinent to your School can be addressed by your staff in your curriculum in a structured and well supported way. As academic leaders you have a critical role to play in leading and sponsoring the review.

## Curriculum Framework Leads and Programme Directors:

The Curriculum Framework is very much focused at the programme level in order to transcend the compartmentalised nature of modular teaching, learning and assessment to better enable students to make meaningful connections between modules, and demonstrate progress towards achievement of the programme outcomes. In some Schools programmes are intertwined at the module level to the extent that any review will necessarily need to encompass a range of programmes. This will require some oversight and leadership in the form of a **Curriculum Framework Lead** - however this fits best with the T&L organisation in your School/Department. In other Schools the programme offering is more discrete and review can be undertaken on a programme by programme basis. Either way as a **Programme Director** you can expect to have a significant involvement in the process of curriculum review and redevelopment as you lead your programme team and provide your programme and disciplinary expertise to the review.

## Module Convenors and all those teaching on a Programme:

As a Module Convenor you will play a role in giving consideration to what and how your module contributes to the programme outcomes and in the co-design and implementation of changes to the programme. Curriculum review will involve **all those teaching**

**on a programme** and there will be opportunities to lead, coordinate and/or support strands of work and to contribute to the vision for the programme as well as the need to implement the revised programme.

## Students:

Students will be involved in the process of reviewing and enhancing the curriculum. This moves beyond seeking feedback from students to actively involving them as partners in shaping the curriculum.

## Other Stakeholders:

All those who support T&L, for example **CQSD** and **Student Support Services** will have expertise that will contribute to the process. The process will also draw on all stakeholders of programmes. These will be dependent on the local context of your programme but might include seeking the expertise of **employers** and **alumni** and/or **PSRBs** and representatives from **branch campuses**.

