

# ENGAGE IN CURRICULUM REVIEW

## Indicative roles of various stakeholders

PARTICIPANT	INDICATIVE ROLE
HoS/HoD	<p>Actively champion the review</p> <p>Agree strategy and approach</p> <p>Maintain commitment and active involvement of staff throughout the process</p> <p>Address resource and workload issues</p> <p>Oversee implementation of changes to School-level policy to sustain change</p>
SDTL/DDTL	<p>Actively champion the review</p> <p>Lead School/Department wide review activities</p> <p>Identify and address overlaps in activities</p> <p>Ensure good practice is shared between programmes and schools</p> <p>Support CF Lead and Programme Directors</p>
CF Lead*	<p>Plan, lead and co-ordinate the review process on a day-to-day basis</p> <p>Identify and address overlaps in activities</p> <p>Set clear objectives and communicate with all stakeholders throughout</p> <p>Monitor progress</p> <p>Design and facilitate workshops/events to develop shared ownership of the review</p>
Programme Directors*	<p>Lead Programme level review activities</p> <p>Provide disciplinary expertise/ knowledge of current practice and issues</p> <p>Consider the practicality and implementation plan for proposed changes</p>
School staff with particular interest in aspects of T&L	<p>Innovative ideas for new T&amp;L practice in specific areas</p> <p>Lead, co-ordinate and/or support various strands of the work</p>
Other staff involved in T&L on the programme	<p>Contribute to analysis of and construction of shared vision for the programme</p> <p>Co-design implementation of changes to the programme</p>
Students (e.g. course representatives)	<p>Contribute to analysis of and construction of shared vision for the programme</p> <p>Co-design implementation of changes to the programme</p>
Centre for Quality Support and Development	<p>Ideas, advice and guidance on all aspects of teaching and learning (via one-to-one meetings or contributions to School-led workshops/events)</p> <p>Ask insightful questions about current and proposed new practice from an external perspective</p>

	Support for SDTLs/CF Lead/ Programme Directors in planning their approach to curriculum review Identify where new support/ resources would benefit multiple programmes
Careers team, Study Advice team, Liaison librarians	Ideas, advice and guidance for T & L practice in specific areas Ask insightful questions about current and proposed new practice from an external perspective Identify where new support /resources would benefit multiple programmes
Employers and alumni	Add credibility to the review Contribute to analysis of and construction of shared vision for the programme
Representatives from branch campuses where applicable	Contribute to analysis of and construction of shared vision for the programme Co-design implementation of changes to the programme Ensure changes are consistent with practice elsewhere
External Examiners/PSRB's	Add credibility to the review Advise on good practice identified within the University and beyond Comment on or contribute to the design of programmes

It would also be helpful to involve other Schools at an early stage, where relevant, with regards to the design and delivery of combined programmes or shared modules.

\* 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.