DLT Meeting 7 December

Curriculum Enhancement Project update
Project Rationale

• Enhancing disciplinary study
• A curriculum structured for a research intensive university
• Giving all students the opportunity to broaden their experience
• An opportunity to refresh assessment methods
• Encouraging independent learning
• HE landscape is changing
• At the heart of the University’s strategy
## Key activities

<table>
<thead>
<tr>
<th>Communications</th>
<th>Timing</th>
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<tbody>
<tr>
<td>Awareness raising and engagement</td>
<td>Oct 10-June 11</td>
</tr>
<tr>
<td>Consultation on threads, broadening, structure &amp; assessment</td>
<td>Dec 10-May 11</td>
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### Curriculum content

<table>
<thead>
<tr>
<th>Identification of the threads common to all programmes</th>
<th>Oct 10-Jan 11</th>
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<tbody>
<tr>
<td>Proposals on models for broadening</td>
<td>Oct 10-Jan 11</td>
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<tr>
<td>Framework for schools to demonstrate inclusion of core threads within programmes</td>
<td>Jan-May 11</td>
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<td>Proposals on a structure for broadening modules outside the discipline</td>
<td>Feb –April 11</td>
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<td>Framework for schools to identify broadening opportunities within and outside the programme</td>
<td>April-June 11</td>
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## Timescale

<table>
<thead>
<tr>
<th>Key activities</th>
<th>Timing</th>
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<tr>
<td><strong>Curriculum structure</strong></td>
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<tr>
<td>Models for changes to the structure of the academic year</td>
<td>Oct-Dec 10</td>
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<tr>
<td>Development of assessment options to support new curriculum</td>
<td>Jan-April 11</td>
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<td>Proposals on balance of compulsory, optional and breadth modules</td>
<td>Jan-April 11</td>
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<tr>
<td>Advice on implications for Rules for Award, timetabling, curricular regulations</td>
<td>March-June 11</td>
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<td><strong>Impact on key university functions</strong></td>
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<td>Understand implications for University systems, eg UPMC, Syllabus Plus</td>
<td>Jan–April 11</td>
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<tr>
<td>Understand impact on prospective student touch points</td>
<td>April – June 11</td>
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<tr>
<td><strong>Implementation</strong></td>
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<tr>
<td>Implementation of changes to curriculum</td>
<td>Sept 2011-August 2013</td>
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<tr>
<td>Introduction of new programmes</td>
<td>2013/14 onwards</td>
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All subgroups have met except administrative impact

Project Board met 6 December

Consultations with staff and students early December on the core threads; follow up with DLTs today

Outcomes to be shared at L&T conference 7 January

Broadening to be next theme for consultation
Opportunities for you to input to the project

• L&T conference 7 January
• L&T forum (date to be confirmed end January)
• Future DLT fora on 24 March/30 June
• Project Team invite to FLTC or school meeting
• Further workshops February/March to discuss modular and academic year structure and assessment
Core threads

• Research led teaching (RLT)
  • To be evidenced in all modules
  • Explicit benefits to the Leeds approach to RLT
  • Assessment methods to match our aims of RLT
  • Healey matrix
Curriculum design and the research-teaching nexus: Healey 2005

STUDENT-FOCUSED
STUDENTS AS PARTICIPANTS

Research-tutored
Curriculum emphasises learning focused on students writing and discussing papers or essays

Research-based
Curriculum emphasises students undertaking inquiry-based learning

Research-led
Curriculum is structured around teaching subject content

Research-oriented
Curriculum emphasises teaching processes of knowledge construction in the subject

EMPHASIS ON
RESEARCH
CONTENT

EMPHASIS ON
RESEARCH
PROCESSES
AND
PROBLEMS

TEACHER-FOCUSED
STUDENTS AS AUDIENCE
• Definition of a thread:
  • For all students, in all programmes, through all levels, with the aim of giving an element of commonality of experience through an awareness, in the context of their own discipline, of a small number of key topics

• Proposed core threads
  • Ethical and Social Responsibility
  • International and Cultural Awareness/Global Citizenship
  • Employability
• Rationale for broadening
  • To allow students to adapt the knowledge from their core discipline in different ways and contexts
  • To allow students to undertake subjects outside their main discipline
  • Employers are looking for a rounded capability, not just specialist knowledge of their subject area (Graduate Talent Conference 2010)
• Proposed model
  • Series of broadening strands offering a co-ordinated series of modules
  • Strands available to all students
  • Consultation to gauge the appetite amongst students, staff and external stakeholders for broadening; information required to support informed choices
- Initial thinking on potential changes to the academic year

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A: 11
B: 12
C: 13
Core threads:

• Is there a need for a fourth thread (ie a topic which all graduates of a world class university ought to have an awareness of) – if so, what might it be?

Student progression within threads:

• Is it desirable and practical that this should be ‘total progression’, ie through years 1, 2, and 3 (and 4, 5, etc) or are there better models?
Discussion: Broadening

• Why?
  • From the knowledge of students who have broadened their curriculum (through electives or otherwise) what are the key benefits that have been observed in students?

• How?
  • What are your views on the model for broadening that the Group has been developing?