Student Co-Creation in Curriculum Development

Introduction:

When the University develops new curriculum we invite students to be part of the process of co-creation in order to embed the student perspective within the process. Co-creation is more than consultation and we invite you as a student to engage actively with academic staff, external advisors and alumni and employers in creating new curriculum. We aim to create an equal dynamic between all parties, which allows everyone to input their views. We recognise that teaching and learning is not a one-way process flowing from academic staff to student. As a student, you are not expected to be an expert on all aspects of the programme, but you are the expert in your own learning and experience.

Benchline expectations:

- Students should be involved in the curriculum design process at the start and at the end as members of the programme design team; it is up to schools and students to decide the appropriate level of involvement in the 'middle' part of the programme design process;
- a minimum of two students should normally be involved in the process who are either Student Representatives or drawn from the wider student body (usually on similar programmes);
- Students should receive full documentation and invitations to relevant meetings.

FAQs:

Q: How much time will it take?
A: This will vary but it will normally involve a briefing meeting of one hour and at least two design meetings of two hours each. You'll also be invited to read through the programme document and other relevant documents which may take a further few hours. In general, we'd expect the entire process to take at least two days of your time, probably split up into half day chunks over a period of two months or so.

Q: Who will I be co-creating with?
A: You will be working as part of a programme design team which includes the proposer (who will normally be a senior lecturer or programme leader), an external advisor and a member of the Academic Governance and Policy team.

Q: How should I prepare for this?
A: The Academic Governance and Policy Team will normally organise a briefing session prior to the first programme design meeting. The programme proposer will also share some introductory information which may include the Subject Benchmark Statement.

Q: Should I consult with other students?
A: Yes, it is helpful for you to consult with fellow students so that you can sense-check your ideas with them and represent their views as far as possible.

Q: What do I do if no-one agrees with my suggestions?
A: The programme proposer will consider all suggestions from you and from other co-creators (such as the External Advisor) and will need to ensure that the final programme structure complies with a number of internal and external frameworks and policies. So – you can feel confident that your ideas will be considered and included wherever possible; at the same time, it is likely that the final programme will reflect a wide range of influences. If you feel at any time that your views are not being fully considered, it may be useful to have an informal conversation with the proposer outside of the meeting in order to raise any concerns you have.

Glossary:

FHEQ: the Framework for Higher Education Qualifications in England, Wales and Northern Ireland presents the key reference point against which Higher Education providers are expected to align the academic standard of their degrees.

QAA: the Quality Assurance Agency is an independent body which monitors and advises on standards and quality in UK higher education.

Subject Benchmark Statement: this describes the nature of study and the academic standards expected of graduates in a specific subject area. The Statement (which is published by the QAA) shows what graduates might reasonably be expected to know, do and understand at the end of their studies.

Framework: Academic Frameworks aim to facilitate your academic progression and transition through the various levels of study by providing a generic structure of degree programmes. For example, this allows for semesterised delivery through the Undergraduate Academic Framework. There are a number of other Frameworks including the Postgraduate Taught Framework.

Formative assessment is intended to monitor your learning and provide ongoing feedback to staff and students. If designed appropriately, it helps you to identify your strengths and weaknesses. Formative assessment can be tutor led, peer or self-assessment. Formative assessments usually carry no grade.

Summative assessment is intended to evaluate student learning at the end of a module by comparing it against some standard or benchmark. Summative assessments are usually graded and can contribute to your overall degree

classification. However, feedback from summative assessments can be used to guide your efforts and activities in subsequent modules.

Programme aims: these are the broad intentions of a programme and are stated in terms of the opportunities that the programme will offer students.

Intended Learning Outcomes (ILOs): ILOs describe what a student should be able to demonstrate by the end of the programme. These should reflect the key skills and knowledge that students on the programme should develop as these will form the basis of assessment. There are programme-level ILOs (which are quite broad) and module ILO (which are more specific). Module ILOs are mapped to the programme ILOs to show how they contribute to the overall programme.

Definitive Programme Documents

Definitive Programme Document (DPD): this outlines what you can expect from your programme. The key components of a DPD include:

Programme Overview: brief overview of the programme.

Programme aims: see above

Programme intended learning outcomes: all students must achieve these to be awarded the degree. For undergraduate degrees these are outlined for each level of study which also helps to see how a student progresses through a programme.

Programme content: this outlines all of the modules that make up the course and their status (i.e. if a student must take the module or if there are module choices).

Graduate Attributes: the University sets eight attributes which will relate to all programmes. The DPD table outlines how they are met in the specific programme and are a key component of programme design.

Programme structure: this sets out the structure of the programme and enables programme design teams to look at the balance of modules between semesters or trimesters and of optional modules. It is also useful to see the order of modules and how students will progress through a programme.

Map of Intended Learning Outcomes: this helps programme design teams to map the modules to the programme ILOs. As students need to have met all of the ILOs at each level, this is a useful check to see where any missing components can be built into modules.

Map of Summative Assessment Tasks by Module: this outlines the different types of coursework, practical and written examinations for all modules and helps the programme design teams to see the range and progress of assessment across modules.

Module descriptors: these set out more details of specific modules including contact hours (there are central guides for this) the outline syllabus, teaching and

learning activities, module ILOs, and formative and summative assessments, reading lists and preparatory work.