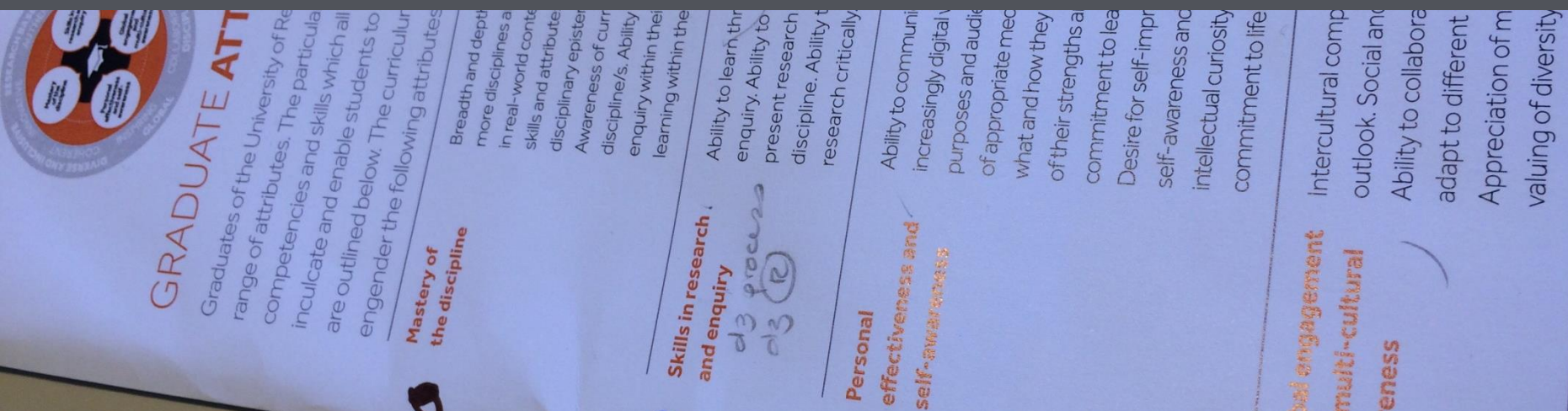# PGT Curriculum Review In Practice

Welcome & Introduction

Clare Furneaux (TLD- Student Experience)
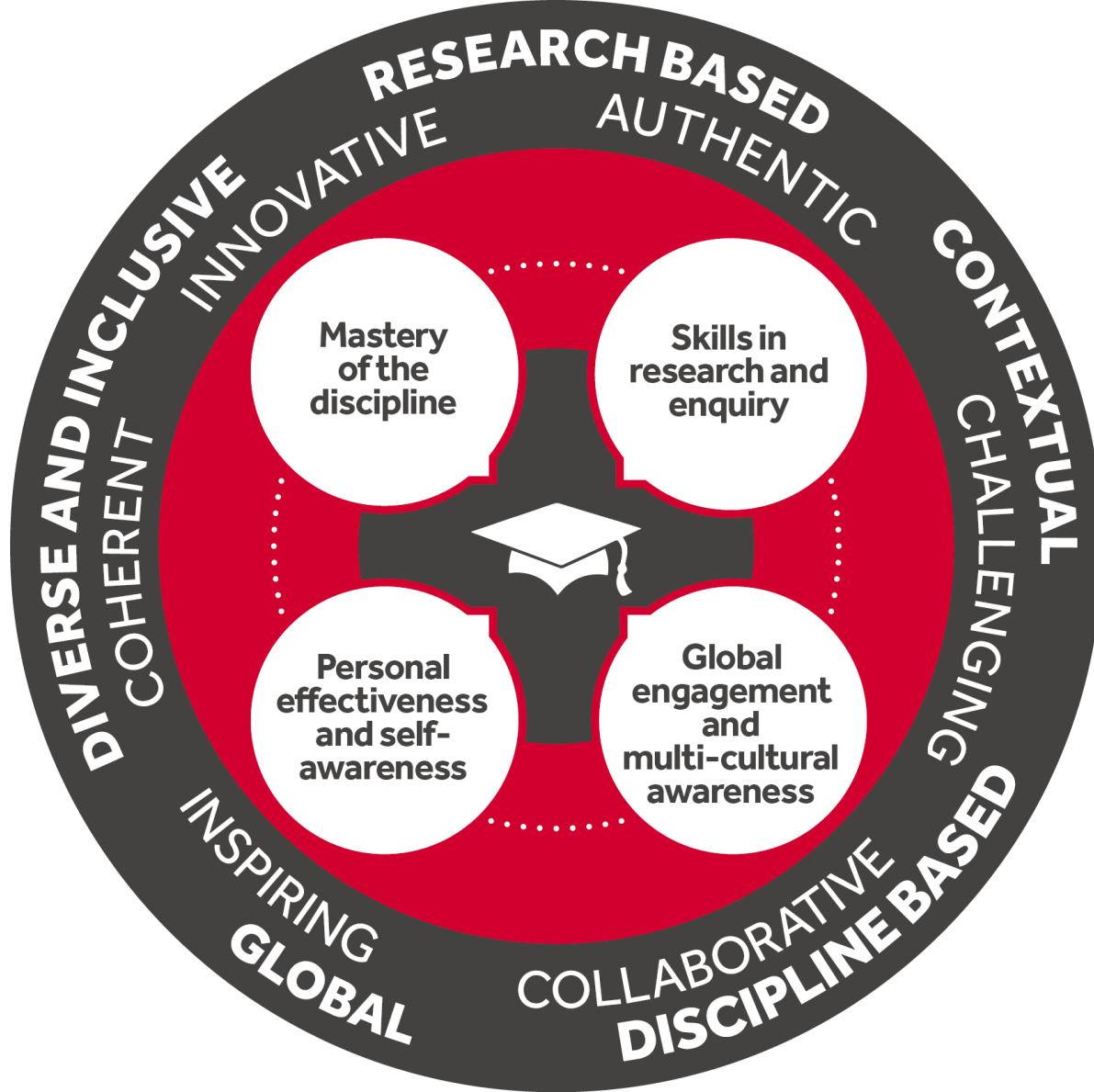
Nina Brooke (CQSD Lead- Curriculum Framework)

Wednesday 23rd October 2019

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

Agenda

- Introduction to Curriculum Framework PGT Review
  - Why? What? When? (Clare)
  - How? Who? (Nina)
- PGT Review in Practice Case studies

UoR Curriculum Framework

Why PGT curriculum review?

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Rationale for PGT review

- "For too long postgraduate education has been the forgotten part of the sector"
  - Higher Education Commission (2012)
- 27% of current UoR students were PGT in 2017/18
- Curriculum is central the student experience
- T&L Strategy (2018-21) identifies delivering academic excellence through the Curriculum Framework as one of its two key strategic priorities
- The logical next step is to review PGT programmes

Future-proofing PGT?

- PG TEF?
  - "Our intention is to incorporate taught postgraduate level courses from year 4 at the earliest and for this to be informed by the experience of previous TEF years"
    - Higher education: success as a knowledge economy - white paper (2016) p.45
  - But no elaboration of these plans, however…
- OfS currently piloting a PG survey

Which programmes and when?

Scope and timeline

- All Level 7 programmes leading to a stand-alone qualification
  - PGCE
  - PGCert
  - PGDip
  - MA/MSc
  - MRes
  - MBA
  - LLM
  - Taught elements of MA/MSc by Research
  - Taught elements of Professional Doctorates
  - PGT Review phase commenced September 2019 for 2 years
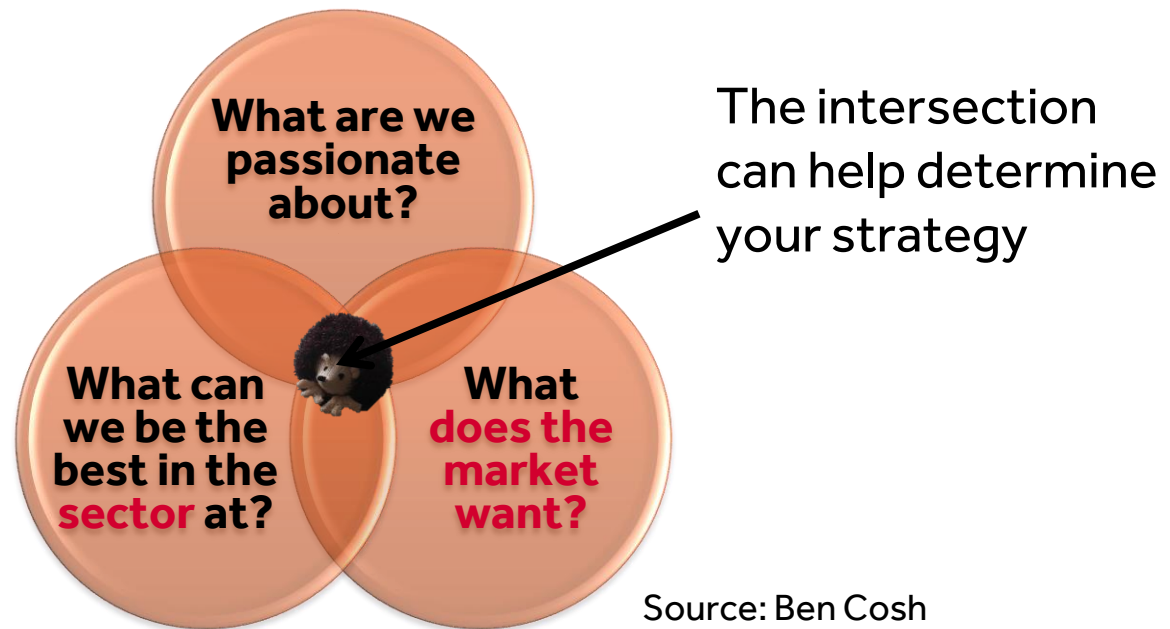
How? Where do I start?

One size does not fit all

- Initial stage dependent on the context and people
- The extent to which curriculum review and enhancement is embedded into the culture of your School /Department may determine the scope of your review
- Ascertain where you are now and where you want to be

  - Light touch OR ambitious 'root and branch' review?

Find your 'why'

- Changing nature of the discipline
- Changing expectations of professional statutory and regulatory bodies
- Trends in recruitment
- To rationalise your offering, for example by avoiding duplicate provision or reducing the assessment burden for staff and students
- Trends in student satisfaction surveys (e.g. PTES)
- Increasing cohort size
- Shifting student demographics
- Trends in student retention, progression and achievement
- Outcomes of cyclical quality assurance processes
- Original aims and outcomes of the programme having been lost through 'module drift' over time

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The 'hedgehog' concept... adapted for UK HE

What are we passionate about?

What can we be the best in the **sector** at?

What **does the market want?**

The intersection can help determine your strategy

Source: Ben Cosh

Collins, J. (2001). *Good to great.* Random House Business.

'Graduateness' & Mapping

- What type of graduates are needed by the end of a programme?

- How do these map onto the Curriculum Framework Graduate Attributes?

- To what extent are these reflected in your programme learning outcomes?

- Curriculum mapping
  - Module learning outcomes to programme level outcomes
  - Assessment types across the modules making up a programme

Data-informed

- Analyse 'data' and come to a shared understanding of its meaning and significance and where you need to focus initially

- CF Strands

  - Assessment & Feedback

  - Research & Enquiry

  - Employability

  - Globalisation

  - Diversity & Inclusion

- Can act as 'portal' into CF

Who should be involved?

Programme Level approach

Focused at the **programme** (rather than the module) **level** in order to help ensure the design and delivery of **cohesive** programmes

Leadership is key

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Students as Partners

The curriculum is designed in **collaboration** with students and **other stakeholders**

Students are **actively**

involved in **shaping** the curriculum

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In summary: CF into practice

"It seems to boil down to collegiate, evidence-based, engaging and reflective enhancement, in dialogue with our own students"

El Hakim, Y. (2012)

El Hakim, Y. (2012) TESTA: Three years on and going strong [PowerPoint presentation]. PASS Conference: Assessment Strategies: The way forward, July 24-25, Bradford. Available online.

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Case Studies

- Kat Hall
    - Identifying priorities and approaches for curriculum enhancement in CIPPETs accredited workplace-based PG programmes

- Eamonn D'Arcy
    - Identifying priorities and engaging students in curriculum enhancement in MSc Real Estate

- Colette Fagan
    - 'Root and branch' curriculum review across MSc Programmes in Food and Nutritional Sciences

University of **Reading**

PGT Curriculum Review In Practice

Identifying priorities and approaches for curriculum enhancement in accredited workplace-based PGT programmes

Kat Hall, Director of CIPPET, October 2019

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**
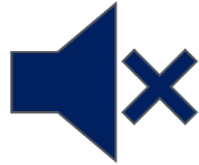
What do we offer?

Workplace-based programmes

Healthcare

Non-standard

Accredited

Weekend teaching

Academic & clinical supervisor

Our approach to CF

Opportunity for PGT
to have a voice

Light touch
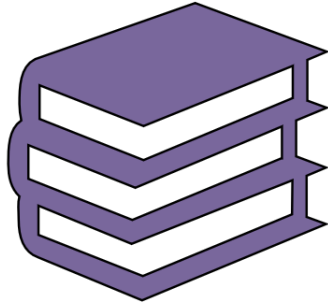*about enhancement*

Business as usual
not extra reporting

Stakeholder driven

22

What are we already doing?

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Programme

Module	Module	Module	Module

LOs | Assessments | LOs | Assessments | LOs | Assessments | LOs | Assessments

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**
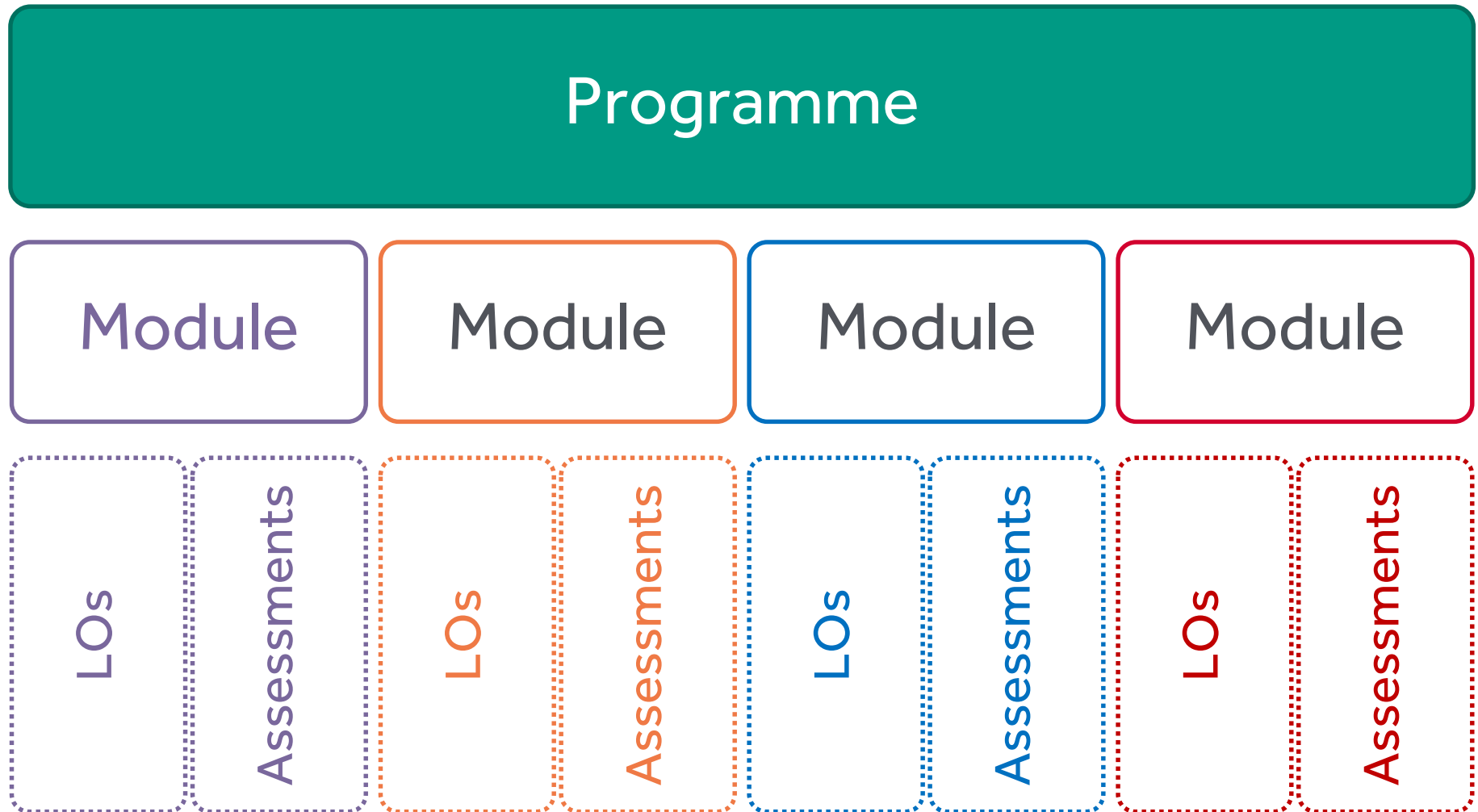
How are we evidencing it?

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Reporting

- Annual programme reports
- Annual accreditation reports
- Full accreditation review
- Workplace-based learning accreditation and monitoring visits

Engagement

- Staff experience
- Student experience
- Patient experience
- Workplace experience
- Stakeholders engagement
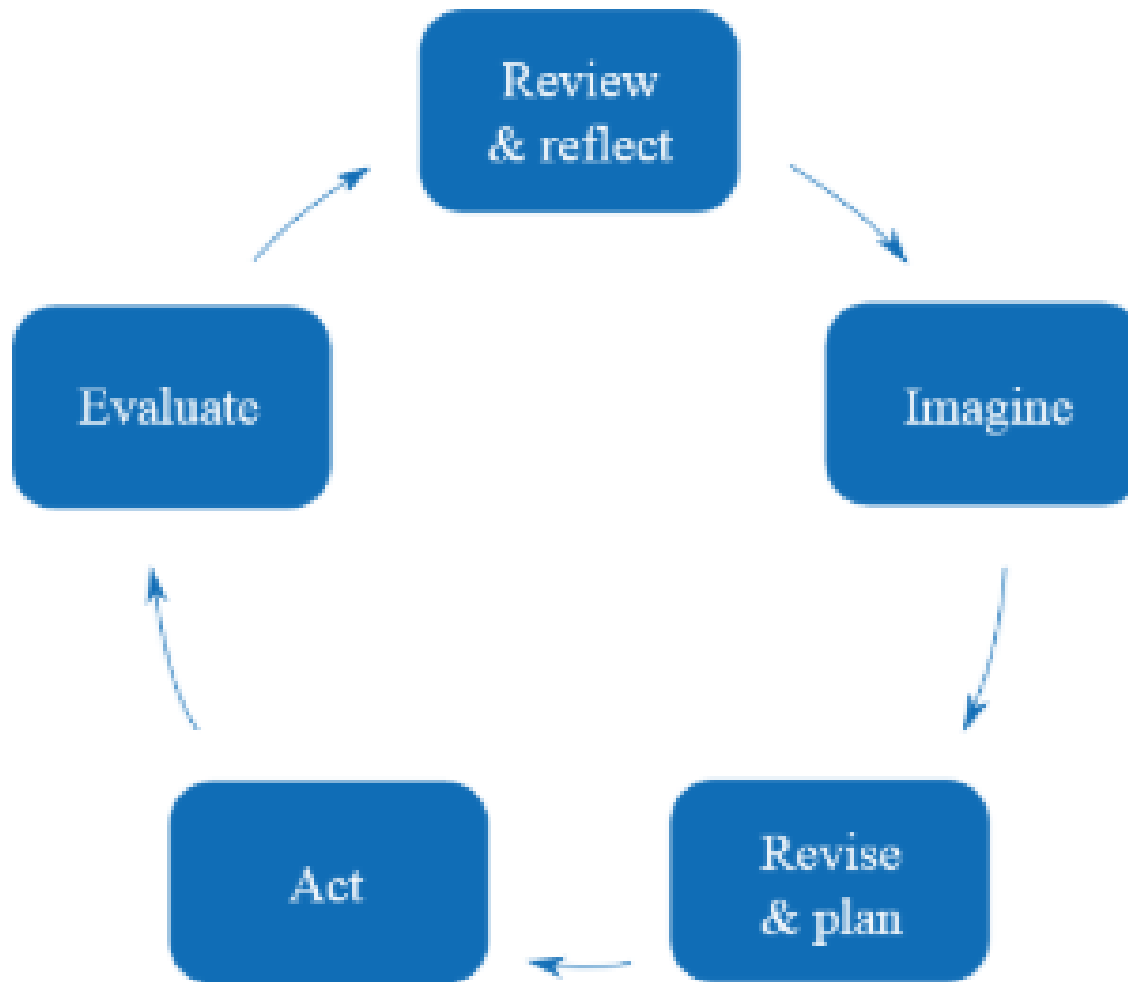- Student engagement

Why are we evidencing it?

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Every programme change needs approval from the regulator

Need a good working relationship with our workplace-based partners

What do we do with it?
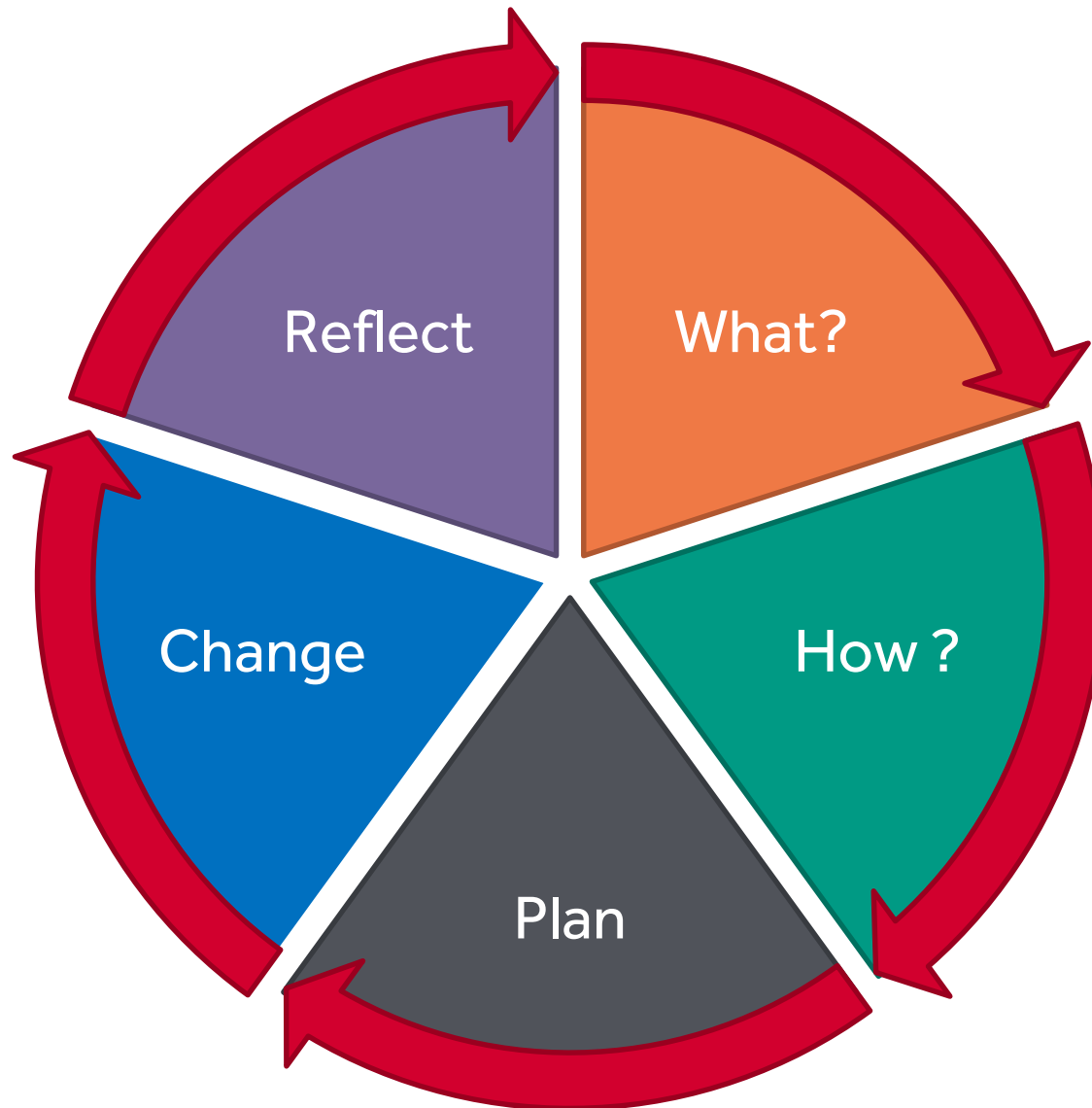
How does this compare to CF?

Review & reflect

Imagine

Revise & plan

Act

Evaluate

Tweaking

Refining

Enhancing

→Business as usual…

Enhancing what we do – how?

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Common aim	• Describe programme *concisely* • What attracts applicants?
Good practice	• What do you think we do well? • Why?
Problems	• What are the perceived problems? • What are constructive options?

Good practice – brief example

Stakeholder engagement
Use of validated national competency frameworks

Real world context based around continual self-reflection in a lifelong CPD approach	
Mastery of the discipline	Personal effectiveness and self-awareness

Define knowledge, skills and behaviours to contextualise	
Discipline based	Contextual

Problem – brief example

Stakeholder engagement

'Real-life' research shows bias in diagnosis

Use the CF to support gap analysis

| Multi-cultural awareness | Diverse and inclusive |

Existing evidence – what do we do well?

| Staff and D&I | Diverse cases & context |

Where are our gaps? What can we enhance?
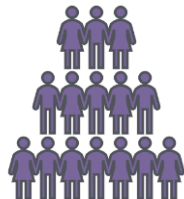
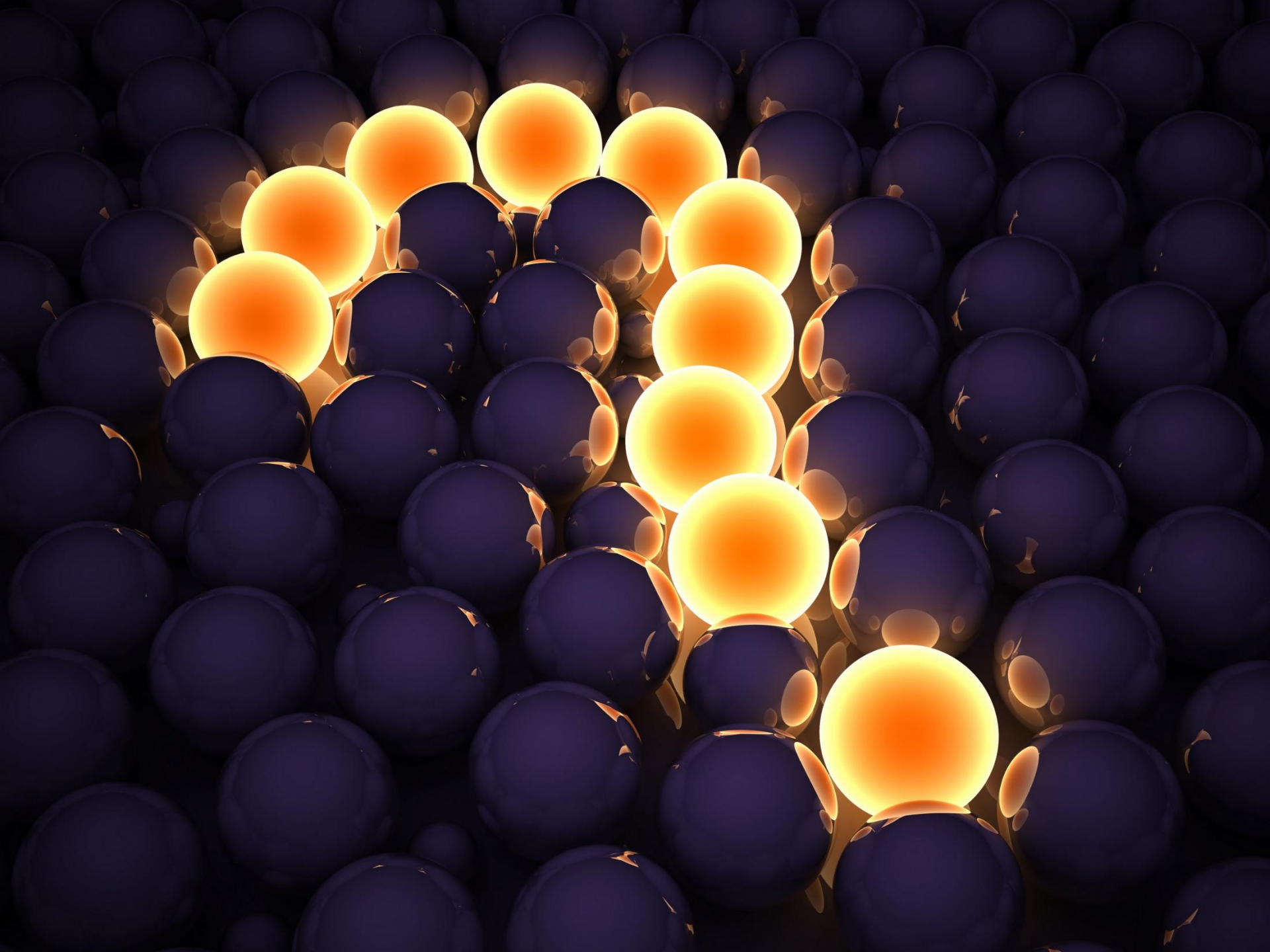| WPBL | Stat man? D&I | Induction & monitoring |

Our approach to CF

Light touch/right touch

Business as usual

Stakeholder driven

PGT Curriculum Review in Practice: A Case Study of MSc Real Estate Programme

Jane Batchelor – Henley Careers

Professor Éamonn D'Arcy – Real Estate and Planning

Context

- Located in the Henley Business School the MSc Real Estate Programme is the largest full-time MSc Programme in the University of Reading

    - 2019-20 206 students

- A one year conversion type – pre-experience masters programme with professional accreditation (RICS)

- Attracts students from a very wide range of academic backgrounds intending to pursue a career in the real estate sector

- The majority of students are enrolling on the programme directly after completing a primary degree

- In an average year about 60% of the students are Home/EU and 40% Overseas

MSc Real Estate Curriculum Review

Two key areas of focus

1. The MSc as a personal and professional development journey

    – A key focus of post-experience PGT programmes such as an MBA but what about pre-experience MSc programmes?

    – What are the expectations and needs of MSc students in this regard?

    – A significant number of activities both curricular and extra curricular which contribute to personal and professional development are already embedded in the programme

        • But are they the right activities delivering relevant skills?

        • Are the delivery modes correct?

        • Do students fully capitalise on them?

        • Are they sufficiently explicit or do we need to sign post them better?

        • What is missing?

        • Outputs – A guide to personnel and professional development opportunities on the MSc?

2. The PGT learning and assessment environment

    – Is it too simplistic to assume that what works for UG will also work for PGT?

    – Are the requirements for effective learning and assessment environments different for PGT students?

Incorporating Student Voice

- As a starting point for understanding better the MSc as a personnel and professional development journey we surveyed (using Mentimeter) the incoming MSc cohort as a means of better understanding their needs and expectations.

- The survey had three broad areas of focus

  - Cohort Profile (including educational background; work experience; IT skills; use of social media)
  - Personal and Professional Skills (including level of confidence in specific skills; skills wish list)
  - Career Expectations

- Some very interesting and indeed thought provoking results from a sample of about 200 students.

What is next

- Incorporate the voice of former students – perceptions on what personal and professional skills were delivered by the programme but also what was missing (Qualtrics survey)

- Skills Mapping – Curricular and extra Curricular Activities

- Evaluating contributions – removing redundant activities – incorporating new activities targeted at perceived gaps in skill development

- End of programme student voice – perceptions of personal and professional skills delivered.

- A map (guide) to the students personal and professional development journey

- Focus 2 Mapping the PGT learning and assessment environment on the programme and again incorporating student voice on preference for learning and assessment environments.

PGT PROGRAMME REVIEW:
FOOD & NUTRITIONAL SCIENCES

Dr Colette Fagan

Department of Food & Nutritional Sciences

School of Chemistry, Food & Pharmacy

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

DEPARTMENT OF FOOD AND NUTRITIONAL SCIENCES (FNS)

- Five BSc Programmes

- Postgraduate Taught Programmes
  - MSc Food Science
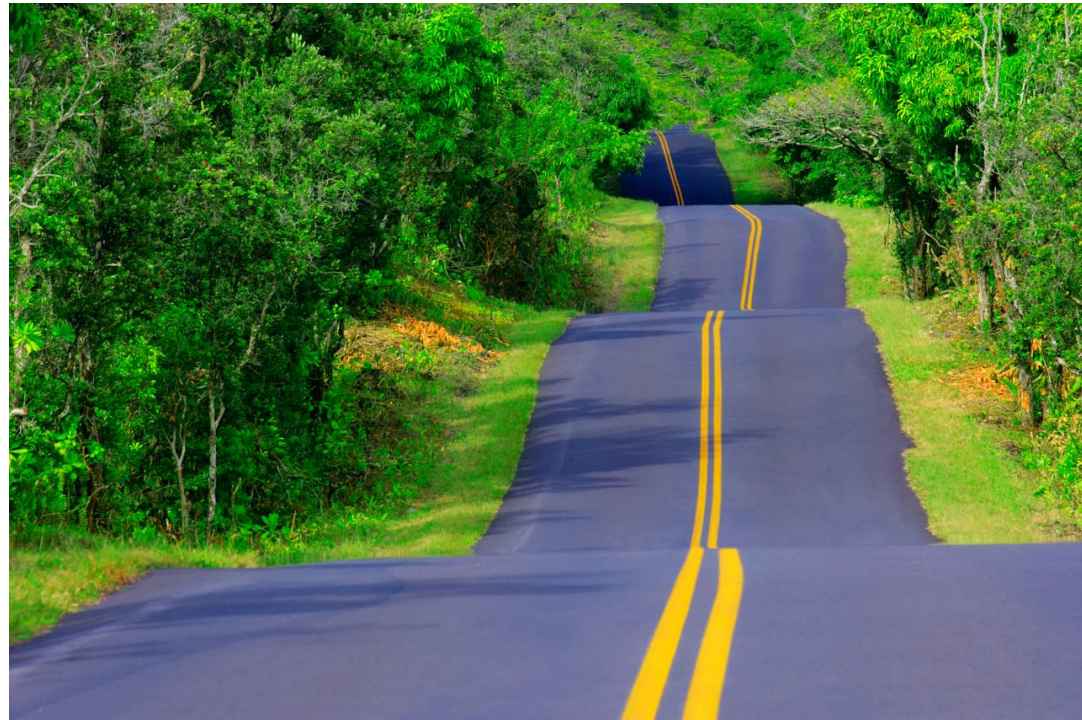 - MSc Food Technology: Quality Assurance
 - MSc Nutrition and Food Science

OUR WHY…

OUR WHY...

- Are we offering an appropriate portfolio of MSc courses?

- Are the level of our courses correct?

- How do we maximise retention of our BSc cohorts?

OUR HOW...

- MSc Working Group
  - Chair
  - Exec Support
  - HoD
  - DDTL
  - Programme Directors x 2
  - Admissions Tutor
  - International Student Tutor
  - Exams Officer
  - Lecturer

Stakeholders

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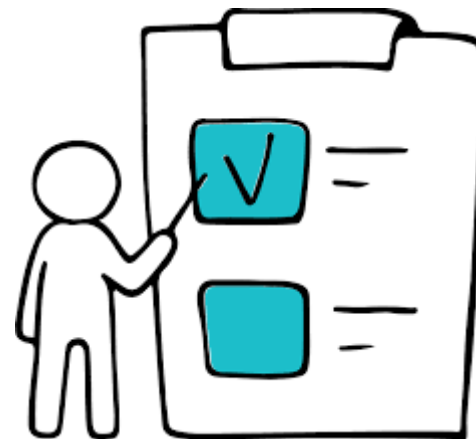
Focus groups
Feedback Sessions
Informal interviews
Skills Workshop

One to One Meetings
Invite to working group
Away days

Away Day
Curriculum Design Day
T&L Seminar
Training
MC Feedback Sessions

Industrial Advisory
Board
Skills Workshop

Students (Current & Alumni)

Prospective Students

University Functions & Support Services

Programme Review & Change

Academic Staff

Employers

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

OUR HOW...

- Jan - Apr 2018:   Where are we?
- May – Sept 2018:   What are we going to do?
- Oct – Dec 2018:   Approval
- Jan – July 2019:   Final curriculum design +++
- Aug – Sept 2019:   Handover – Business as usual

ISSUES

- A high degree of co-teaching of part 2 and 3 BSc students with MSc students which makes our PGT offering undesirable to our current BSc students

- A low number of FNS undergraduate students are retained for MSc programmes

- The number and timing of assessments indicate over-assessment

- A number of modules focus on acquisition type learning activities

- A number of modules which finish in Autumn term are predominantly assessed through exams in Summer term

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Develop a suite of MSc programmes that:

Meet the combined need of conversion MSc and our current UG

Innovative teaching & assessment approaches

Competitive Nationally & Internationally

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LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

PROGRAMME STRUCTURE

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Term							
Autumn **Oct - Dec**	20 Credits **Module 1**		20 Credits **Module 2**		20 Credits **Module 3**		**Core competencies**
Spring **Jan - Mar**	Exams / Assessment: 2 Weeks No Teaching						→ **4 week vacation**
	10 credits		**Module 4**		2 weeks		
		Multidisciplinary Project/Case Study Modules (Group & Individual Work) 7 weeks 40 Credits					**Application & Integration**
Summer **Apr - Sep**		Assessment Submission: 2 Weeks No Teaching					→ **3 week vacation**
	Industrial or Laboratory Research Project and Skills Development Modules **70 Credits**						

LIMITLESS **IMPACT**

WHO IS COMING WITH ME?

FNS

LIMITLESS **POTENTIAL** | LIMITLESS **OPPORTUNITIES** | LIMITLESS **IMPACT**

AWAY DAY SEPT 2018

FOOD SCIENCE

University of Reading

Autumn	20 Credits **Food Chemistry: Structure, Flavour and Colour FBMC20**	20 Credits **Microbes, Food Safety and Health FBMMSH**	20 Credits **Sustainable Food Manufacturing and Process Design FBMMPD**
Spring	Exams / Assessment: 2 Weeks No Teaching		
	10 credits **Sensory Science FBMSSC** 2 weeks		
	10 Credits Research Skills and Professional Development FBMRSD	20 credits **Food Product Reformulation FBMPRE**	10 credit **Applied Food Quality and Safety FBMAQS** / 10 credit **Taints & off-odors: Industrial Challenges FBMTOO**
Summer Apr - Sep		Assessment Submission: 2 Weeks No Teaching	
		60 Credits **Research Project FBMFPR**	

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SKILLS PROFILE

Programme Overview/ Skills mapping-Food Science

Module code	Autumn				Spring				Summer			
FBMMPD	Blue	Green	Orange									
FBMC20	Blue	Green	Orange									
FBMMSH	Blue	Green	Orange	Yellow								
FBMRSD					Green	Orange	Yellow		Green	Orange		
FBMPRE					Blue	Green	Orange	Yellow				
FBMSSC					Blue	Green	Orange	Yellow				
FBMTOO					Blue	Green	Orange	Yellow				
FBMAQS					Blue	Green	Orange	Yellow				
FBMFRP									Blue	Green	Orange	

Mastery:	Research and Enquiry:
1. Professional/ Technical Knowledge 2. Application of knowledge to complex situations	1. Critical Thinking 2. Ability to handle and interpret data from a range of sources
Personal Effectiveness	Global and Multicultural Awareness:
1. Self-directed independent learning 2. Communication	1. Collaboration 2. Values and credibility

CURRICULUM

Food & Nutrition @UniRdg_FNS · 01/04/2019

Integrative approach of product reformulation from business to consumers applying scientific knowledge with an embedded marketing perspective. #reformulatingyourchoice

💬   🔁   ❤️ 5   📤

Food & Nutrition @UniRdg_FNS · 01/04/2019

Microbiology: An interactive tour of the world of microbes - their rôle in food production and health. #worldofmicrobes

💬   🔁   ❤️ 3   📤

Food & Nutrition @UniRdg_FNS · 01/04/2019

Nutrition communication: Communicating #nutrition science - separate fact from fiction. #realnutrition
🍇🍉🍑🍑🍓🍆🥗🧂🌯🍨🥮🥡🥃🍹🍺

💬   🔁   ❤️ 8   📤

Food & Nutrition @UniRdg_FNS · 01/04/2019

Nutrition module: Everything you wanted to know about #nutrition & place in medicine, #inculcated in a novel, fun & spectacular way - all with leading UK nutrition scientists.

💬   🔁 1   ❤️ 4   📤

Food & Nutrition @UniRdg_FNS · 01/04/2019

Ideas for be modules in a single tweet:

💬   🔁   ♡   📤

Food & Nutrition @UniRdg_FNS · 01/04/2019

Great morning redesigning the MSc programmes @ABC_LD

💬   🔁 1   ♡ 2   📤

Problem Based and Blended Learning Approaches in Pharmacy, FNS, AFTP and beyond

Mathematics Room 100
Monday 11th March 12:30 – 2pm

Group Dynamics in Problem-Based Learning Sessions	Dr Francesco Tamagnini
Feeding Feedback Forwards	Dr Emma Bennett
Delivery at a Distance: Supporting and engaging learners on-screen	Dr Sarah Allman
Articulate 360: An e-learning tool	Dr Craig Farrell
Routes to Integrated T&L	Dr Samuel Bizley

University of Reading

ES | LIMITLESS **IMPACT**

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WHAT WORKED

- Management and administrative support

- Partnership….. Engage, engage, engage

- Not a box ticking exercise

- Leadership

IMPACT

- Programme level overview (We now know what's happening)

- Programme Director leadership (Hands off my programme!)

- Programme clarity (We can sell this... Recruitment)

- Change to teaching practice (Culture shift)

- Employability Skills Profile (Clear for staff and students)

- Opportunity to adapt Part 2/3 modules (Can we impact NSS?)

- BB Standardisation (Staff request roll out to all UG modules)

- Excitement!?!

PARTNERS...

- Working Group
  - Afroditi Chatzifragkou, Jeremy Spencer, Richard Frazier , Gunter Kuhnle, Jose Oruna-Concha, Qiaofen Cheng, Gemma Walton, Emma Bennet, Charlotte Harman

- CQSD
  - Nina Brooke, Aaron Cooper, Daniel Barker, Jacqueline Fairbairn, Adam Bailey, Rodney Coombridge, Rosie Brown

- School of Pharmacy
  - Francesco Tamagnini, Sarah Allman, Samuel Bizley

- Agri-Food Training Partnership
  - Craig Farrell

- Students........   Industrial Advisory Board........   Module Convenors

THANK YOU FOR LISTENING

QUESTIONS?

What support is available?

Support for curriculum review

- CQSD's Teaching & Learning Programme
- Online guidance for staff leading curriculum review and enhancement
- Bespoke support from CF team in ADE
  - one-to-one meetings, contributing to working groups, and co-constructing and facilitating bespoke staff development away days/ activities
- TEL Team e.g. ABC rapid design workshop
- People Development
- Liaison Librarians and Study Advisors
- Careers consultants