Welcome & Introduction
Clare Furneaux (TLD- Student Experience)
Nina Brooke (CQSD Lead- Curriculum Framework)
Wednesday 23rd October 2019
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?
Rationale for PGT review

• “For too long postgraduate education has been the forgotten part of the sector”
• 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
The ‘hedgehog’ concept... adapted for UK HE

What are we passionate about?
What does the market want?
What can we be the best in the sector at?

The intersection can help determine your strategy

Source: Ben Cosh

‘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
Students as Partners

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

Students are actively involved in shaping the curriculum.
In summary: CF into practice

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


Case Studies

• Kat Hall
  • Identifying priorities and approaches for curriculum enhancement in CIPPET’s 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
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
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
What are we already doing?

Programme

Module

LOs
Assessments

Module

LOs
Assessments

Module

LOs
Assessments

Module

LOs
Assessments
How are we evidencing it?

**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?

Every programme change needs approval from the regulator

Need a good working relationship with our workplace-based partners
What do we do with it?

Reflect

What?

Change

How?

Plan
How does this compare to CF?

Tweaking
Refining
Enhancing

→ Business as usual...
Enhancing what we do – how?

**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
LIMITLESS POTENTIAL
LIMITLESS OPPORTUNITIES
LIMITLESS IMPACT
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
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
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

Focus groups
Feedback Sessions
Informal interviews
Skills Workshop

Programme Review & Change

Students (Current & Alumni)

Prospective Students

University Functions & Support Services

One to One Meetings
Invite to working group
Away days

Academic Staff

Employers

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

Industrial Advisory Board
Skills Workshop

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
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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<table>
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<th>Autumn  Oct - Dec</th>
<th>Spring Jan - Mar</th>
<th>Summer  Apr - Sep</th>
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**Core competencies**

- **4 week vacation**
- **Application & Integration**
- **3 week vacation**

**Programme Structure**

- **Industrial or Laboratory Research Project and Skills Development Modules**
  - 70 Credits
  - Summer: Apr - Sep
  - Assessment Submission: 2 Weeks No Teaching

- **Multidisciplinary Project/Case Study Modules**
  - (Group & Individual Work)
  - 40 Credits
  - Spring: Jan - Mar
  - 20 Credits
  - 7 weeks

- **Assessment Submission: 2 Weeks No Teaching**
WHO IS COMING WITH ME?
AWAY DAY SEPT 2018

LIMITLESS POTENTIAL

LIMITLESS OPPORTUNITIES

LIMITLESS IMPACT

AWAY DAY SEPT 2018

• Vision & Structure
• Discussion of case study modules – learning from each other

FOOD REFORMULATION

Skills
- Ingredient Knowledge (Macronutrients and Alternatives)
- Processing
- Packaging
- Policy
- Health
- Nutrition guidelines
- Consumer
- Product specifications
- Economics
- Microbiology

Topics
- Prebiotics in bread (fiber)
- Allergenic proteins
- Low sugar
- Low Fat (Reduced fat)
- Food waste (sustainability)
- Reduced salt
- High-fiber products
- Micronutrient fortification
- Free...
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<td>FBMMSH</td>
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<td>Taints &amp; off-odors: Industrial Challenges</td>
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<td>Research Project</td>
<td>FBMFPR</td>
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Exams / Assessment: 2 Weeks No Teaching
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## Programme Overview/ Skills mapping - Food Science

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### Skills Mapped

- **Mastery:**
  1. Professional/ Technical Knowledge
  2. Application of knowledge to complex situations

- **Research and Enquiry:**
  1. Critical Thinking
  2. Ability to handle and interpret data from a range of sources

- **Personal Effectiveness**
  1. Self-directed independent learning
  2. Communication

- **Global and Multicultural Awareness**
  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

Food & Nutrition @UniRdg_FNS 01/04/2019
Microbiology: An interactive tour of the world of microbes - their rôle in food production and health. #worldofmicrobes

Food & Nutrition @UniRdg_FNS 01/04/2019
Nutrition communication: Communicating #nutrition science - separate fact from fiction. #realnutrition

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.

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
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
What are the four types of contamination hazard?

Drag the photo to the relevant term:

- Chemical
- Biological
- Physical
- Allergenic
Welcome to the Food Product Reformulation Module

Posted on Wednesday, 18 September 2019 16:03:08 a’clock BST

Hello everyone and welcome to the Food Product Reformulation Module!

I’m Dr Julia Rodriguez Garcia (Julia) and I’m the module convenor, so I’ll be managing and coordinating the module. My main aim for this module is that you get inspired and engaged by working in the challenging and multidisciplinary area of Food Science, Technology and Nutrition.

Imagine you are working in a company or institute, and you have to perform a change in the formulation of a food product due to certain circumstances. You will need to understand the drivers behind the reformulation, be able to influence stakeholders (company management or government) to green light and fund your project. Then you will need to investigate the best way of applying this change in your product and process, taking into account the nutritional quality of the product and consumer expectations. Finally, you will need to disseminate your results and propose future improvements in the area.

Welcome to the challenge! And don’t worry, you won’t do it alone, you will be working in an amazing multidisciplinary team.

This is a Spring Term module, further information about the module will be shared nearer to the start date.

See you soon,
Julia
OUR HOW...

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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