



Curriculum innovation in a complex HE environment: Where to now?

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Content

Academic curriculum design- what is it?

Fit with other/local priorities

Possibilities for the future



- Demand for HE increased
- Accountability, reliability and value
- QA agencies maintain trust in system (Bologna process 1999)



What is it...?



Uses nationally-determined benchmarks to define core teaching

National qualification frameworks

Utilises external expertise & student consultation

- “flexible and enables creativity” QAA UK Quality Code
- *Reducing autonomy, criticality and increased consumerism?*

Changes Ignite™

Balance changing...

- England/OfS: accountability, transparency and compliance with the Code
- Celtic approach, Scotland 2003 - Wales 2020
- Collaborative approaches to enhance learning
- Research-based practice, evaluation
- Dissemination – reviews focus on agreed areas



New kinds of offer!

Recruitment & financial exposure, technological innovation and flexibility, inclusivity & student welfare, training post-Covid workforce

Social identity...

- **People prefer their in-group**
- **Identity determines attitudes & practices**
- **Finding common aims...wider groups**
- **Resilience and functioning during change**

The setting





Change...

Portfolio review
Restructuring
Covid changes



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The Study
Qualitative
All Stakeholders
2 Universities
Better ways of working
– finding common
group

Heads of School

**Simplify and streamline
curriculum**

Appeal to students

**Long pressure on resources –
impacts on T&L**

**Curriculum innovation needs
to be doing more than forms**



Heads of School... Staff commitment to students Communication



Heads of Service

Personalities

Agility vs academic depth

Disjointed

Professional respect

Heads of Service...

- Unrealistic expectations
- Sympathy with academics
- Too many academic stakeholders?
 - Talk to (future, current) students
 - Two-way conversation

Senior Management

Relevant offer, QA = flexibility enabling creativity, student partnership and response

Student Leaders

- **Historical partnership**
- **Detailed involvement at all levels**
- **Understand processes better than other groups.**
- **But... Experience programme specific?**

What do groups value?

Thinking points

How does curriculum design **fit**? Whose **voices count**? How is academic contribution **valued**? Can you do it well **under pressure**? What does **co-production** with students mean?

**Next steps! Expand sample at all levels,
particularly grass roots, compare with new
normal...**

Curriculum design during change – resilience?
Find what you have in common.



Join us!

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