



Ulster's Integrated Curriculum Design Framework: A model to guide programme development

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Alternative education pathways available

- Higher Degree Apprenticeships
- Employer Schemes
- HE in FE provision
- Flexible frameworks and the growth of Micro- credentials



How can HE prepare itself – and its students – for the workplace of the future?



Universities must embrace the benefits and the challenges of new technology

New Frontiers....

There are a number of specific developments in educational practice which are being promoted as the next 'transformation' to enhance the student experience.

Share...

...What are the new frontiers that will shape and influence your future curriculum over the next decade?

Rationale for a Curriculum Design Framework



Enables course teams to re-invigorate their Programmes holistically - informed by; course and learner data analytics; contemporary industry practice, pedagogical and technological advances, and discipline research



Facilitates Staff-Student Staff-Industry co-design and effective integration of curriculum priorities



Enables practitioners to design innovative and contemporary curriculum approaches



To create a more 'stream-lined/leaner' evaluation/revalidation programme document

Curriculum Domains

Designing for success: knowing, doing and being

What does the participants need to **be**?

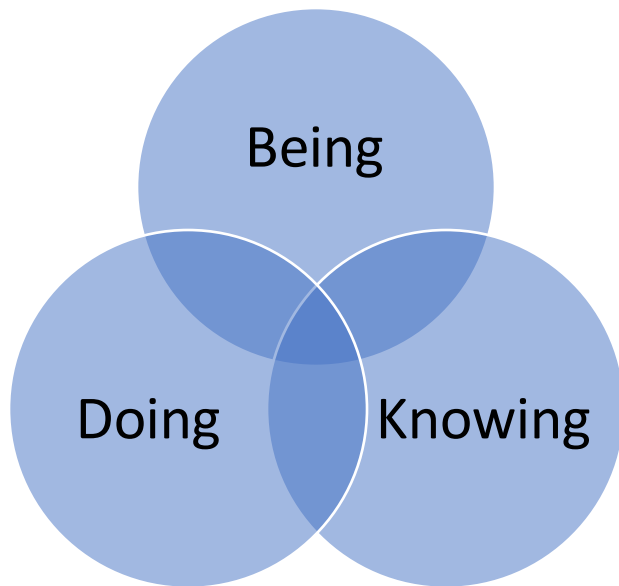
Being – how do learners develop a **sense of themselves** and their capabilities, how they gain in self-confidence?

What does the participants need to be able to **do**?

Acting – includes various activities which lead to the development of **discipline-based, generic and employment-related skills** and taking on the **identity of what it is to be an engineer, nurse, accountant, entrepreneur etc.** Jisc Capabilities

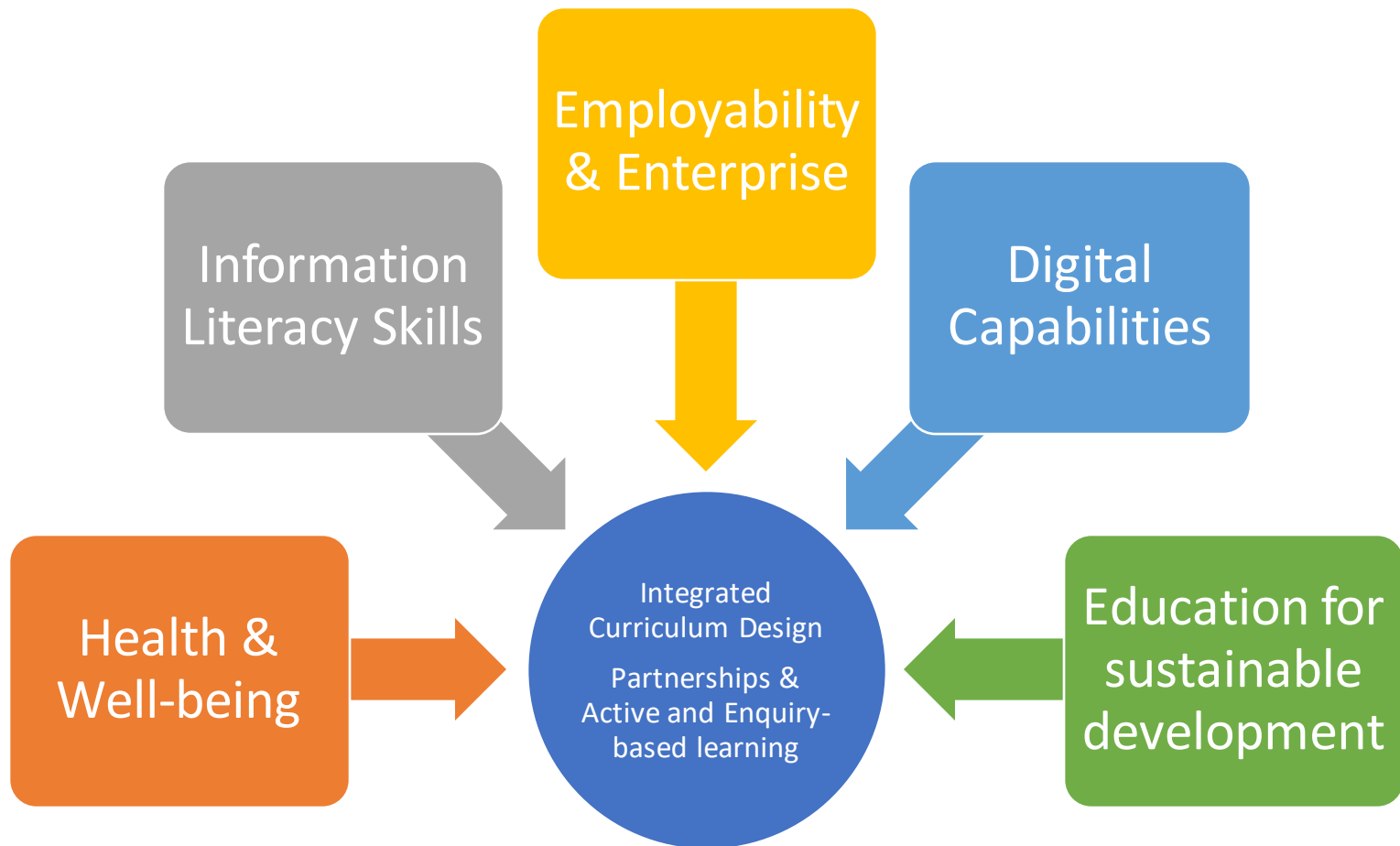
What does the participants need to **know**?

Knowing – consists of a **personal relationship** between the person and the knowledge component in question.

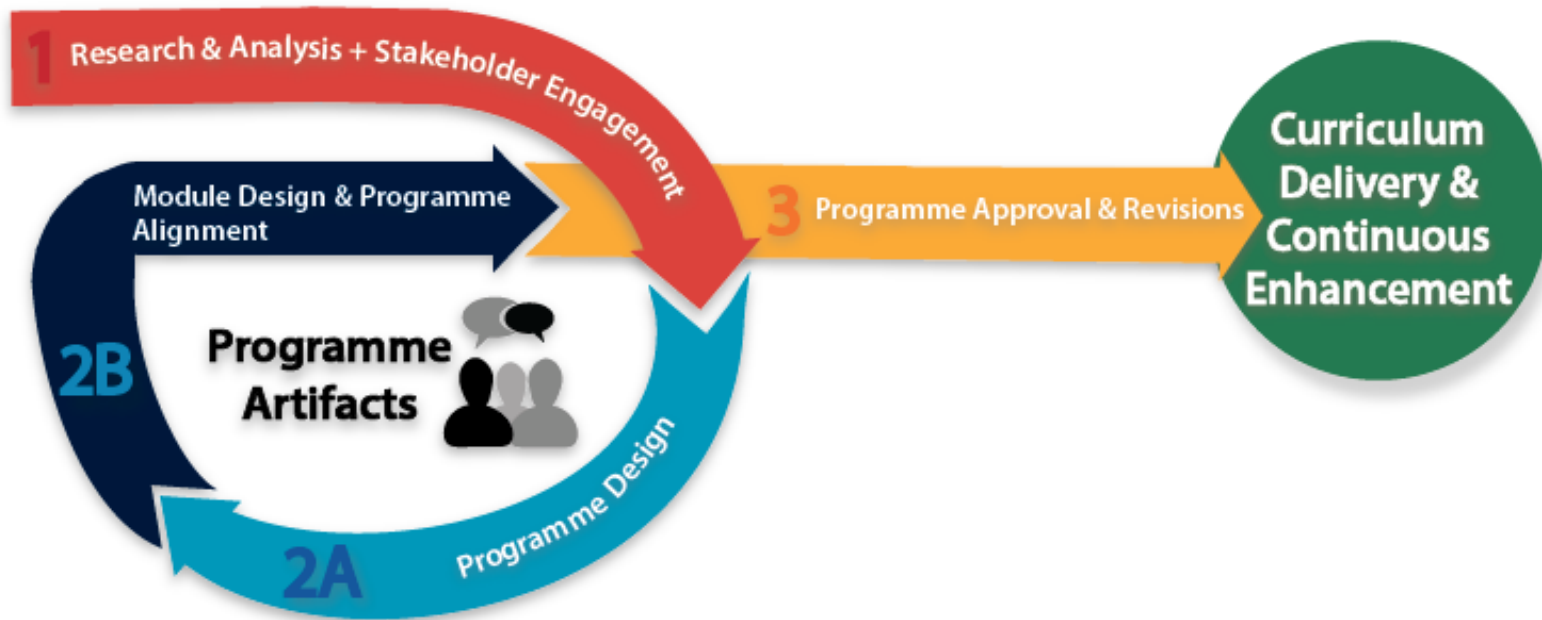


(Barnett and Coate, 2005)

An Integrated Curriculum



Integrated Curriculum Design Framework (ICDF)



ICDFramework [overview](#)

Reval/Eval Outputs

Appendix 2: Course Evaluation/Revalidation Template

UNIT/SUB-UNIT AND NUMBER:

UNIT PROVISION:

FACULTY:

REVALIDATION UNIT CO-ORDINATOR:

UNIVERSITY APPROVAL

OF DOCUMENT:

Chair of Reval

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COURSE EVALUATION/REVALIDATION DOCUMENT (INTERNAL PROVISION)

Proposed structure AY 2019/2020

<p>SECTION A: INTRODUCTION (SUBJECT AND PROGRAMME CONTEXT)</p>	<p>A</p>	<p><u>Introduction</u> (Subject and Programme Context) Title page to <i>identify provision (in accordance with template)</i> Course/Subject Committee membership (<i>for evaluation/revalidation of single course</i>) (<i>also identify members of course/subject planning committee</i>)</p> <ul style="list-style-type: none"> • A brief summary of the rationale, origins and (if applicable) relationship with other courses in the School/Faculty/subject • Projected intakes for next five years with minimum/maximum cohort numbers with a brief commentary on market research including international markets where relevant • Contextualised Research and Analysis – to include how Standards and Quality Indicators inform curriculum (re) design • Stakeholder Engagement – to include a brief summary of consultation with e.g. PSRBs, employers, alumni, students, and the identification of Graduate Qualities • A brief commentary on Academic Excellence and Research-based Teaching which shows how discipline research, impact and professional activity of the course team inform the programme design • A summary of revisions (revalidation only) and innovations in programme design based on the analysis from contextualised research, stakeholder engagement and past enhancements
<p>SECTION B: THE PROGRAMME(S) PROGRAMME DESIGN COMMENTARIES</p>	<p>B1</p>	<p><u>Brief Commentaries</u> differentiated by subject, course, level, campus, institution, as appropriate, on the following matters, related to University and Faculty/institution policies and strategies:</p> <ul style="list-style-type: none"> • Subject/Course philosophy agreed by the team • Course structure(s), academic progression and internal coherence and opportunities for student choice within the programme(s). Transfer to and from programmes • Student support and guidance, induction, development of study skills • Information Literacy Skills and Digital Capabilities • Learning and teaching strategy - to include key approaches and delivery methods • Assessment strategy and exemplar assessment schedule(s) and arrangements for feedback

ICDF Sharepoint Site



Integrated Curriculum Design Framework (ICDF)

★ Following Share

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What is ICDF?



Templates & Exemplars



ICDF Institutional Workshops



Leading Curriculum Redesign

ICDF Institutional Workshops



Leading Team-based Curriculum Design	Schedule	Activity
Introduction to ICDF and Phase 1 – Contextualised Research & Analysis and Stakeholder Engagement	18/01/2022 10:00 – 13:00	Online Workshop
ICDF Phase I - Investigation & Analysis & Programme Structure	Week 0 - Week 5	Self-Directed Development
ICDF Phase 2 - Programme Design & Development with Central Departments	08/03/2022 10:00 – 13:00	Online Workshop
ICDF Phase 2 - Co-Design & Development	Week 7 - Week 12	Self-Directed Development
ICDF Phase 2 - Programme Learning, teaching and assessment strategies	10/05/2022 10:00 – 15:00	Online Workshop
Writing your Programme Specification	Online resources	Self-Directed Development

[Registration Form – Booking Form Live](#)

ICDF Support

Approaching revalidation before June 2023?

- Access Ulster's [ICDF Workshop](#) site for presentations, recordings and resources to guide you.
- Contact your [CHERP Faculty Consultant](#).

Support

CHERP Website

<https://www.ulster.ac.uk/cherp/resources/icdf>

ICDF Sharepoint Website

<https://ulster.sharepoint.com/sites/ICDF>

Workshop [Registration Form](#)

FE Partners

Collaborative Partner Sharepoint Support Area

Access available via Mrs Carol Reid, Collaborative Manager.

CHERP Faculty Curriculum Consultants



Arts, Humanities and Social Sciences

Amanda Platt (CE)

Computing, Engineering and the Built Environment

Richard Beggs (BT)

Life & Health Sciences

Brian McGowan (BT)

Ulster University Business School

Colette Murphy (BT)



Thank you for listening

