8) CURRICULUM DEVELOPMENT ACTIVITY

(With thanks to Jim Crawley of Bath Spa University)

Relevant for the following LLUK Domains:
- **Domain A Professional values and practice**
- **Domain B Learning and teaching**
- **Domain C Specialist learning and teaching**
- **Domain D Planning for learning**
- **Domain E Assessment for learning**
- **Domain F Access and progression**

Short description:

An adaptable curriculum development activity which can be used in totality or in smaller steps, depending on which stage of training participants are at.

Situation:

Individuals develop an idea for a new curriculum in their area, and this is critiqued by a peer/s

Objectives:

- to provide opportunities for participants to develop their curriculum with innovation and imagination
- to learn and use more advanced techniques for curriculum research, development and evaluation.

Detailed Description:

- **The preparation:**

See proformas

- **The activity**

Participants will produce a curriculum proposal which suits their professional situation and they are encouraged to be adventurous and take risks in this task as there is genuinely nothing to lose.

Proposal components can vary depending on the stage of training participants are at and can:
- working context - levers / barriers / opportunities / threats
- rationale, including need for programme
- aims and outcomes
- target group
- curriculum content

- embedding and/or contextualising Functional Skills / Language, Literacy and Numeracy / IT
- learning methods
- assessment
- accreditation
- resources
- funding
- quality assurance stakeholders (students / organisation etc)

Evaluation by a peer/s – Completed Pro Forma

- Present the proposal to a peer for comment, and retain a copy of their evaluation.

Self Evaluation

After the proposal has been discussed with a peer / s, and each participant has commented on the proposal of another peer, they should produce a self-evaluation to:

- Explain the proposal was produced.
- Comment on the impact on the proposal of the need to embed Functional Skills / LLN / IT in the curriculum.
- Analyse the key strengths and areas for development in the proposal, and discuss how it may (or may not) be incorporated into their organisation
- Analyse the practical effectiveness of this activity and how it will impact on their future teaching practice.

Requirements and Resources:

Proformas below

Assessment:

Learning about programme planning and design and arguing the case for new aspects of curriculum, and all stages of curriculum development are addressed by this activity.

Hints and tips:

- Students need some advice about feeding back to others about proposals
- This activity can be used in all teaching areas

Resource – see following pages

Curriculum Proposal - Additional Guidance

This assessment task is intended to provide opportunities for participants to develop their curriculum with innovation and imagination, and to learn and use more advanced techniques for curriculum research, development and evaluation. It represents progression from planning and programme development activities from year 1. Some participants will already be co-ordinating courses / modules or programme components, and some will not, but this task should provide you with new and more advanced learning related to curriculum issues, whatever your current situation.

The task is **not** just about updating an existing scheme of work, but about exploring new areas and being prepared to make the case for why they should be part of the curriculum.

What is a 'curriculum proposal'?

We understand this to be a series of documents designed to make the case for introducing a particular learning programme or series of activities into your teaching. It needs to hold together so that you can share it with at least on other person in a straightforward manner (i.e. for the peer evaluation), and get their views in a short time. The choice of documents to include is yours, but bear in mind that the peer who gives you feedback on the proposal only has a limited amount of time.

If there is a topic, theme or area of work you have felt for some time you would like to introduce, or a completely new course you feel your organisation is really well-placed to offer, now is your chance to develop the argument for introducing it.

You could:

- Introduce a completely on-line component to your teaching
- Develop a series of 'one off' workshops to offer to the public as full cost courses.
- Work through an improvement to your existing curriculum, which you feel would make a real difference, and evaluate it.
- Propose a new way of ensuring all students improve their Essential Skills

There are proforma for the different parts of the task, and they are available separately.

PLEASE REMEMBER

The choice of curriculum proposal which you make is crucial to your enjoyment of this task. If it suits your professional situation best to propose a straightforward improvement to teaching you already carry out, that's fine, and you are welcome to use that.

You are however encouraged to be adventurous and take risks in this task as there is genuinely nothing to lose!

Proposal components will include:
- your working context - levers / barriers / opportunities / threats
- rationale, including need for programme
- aims and outcomes
- target group
- embedding and / or contextualising Equality and Diversity / Functional Skills / Language, Literacy and Numeracy / IT
- accreditation
- funding
- quality assurance stakeholders (students / organisations / deliverers / Skills Funding Agency etc.)

b)   **Evaluation by a peer – Completed Pro Forma**

- Present the proposal to a peer for comment, and retain a copy of their evaluation.

c)   **Evaluation of a peer – Completed Pro Forma**

- Evaluate a peer's proposal which has been presented to you for comment, and retain a copy of your evaluation.

CURRICULUM PROPOSAL

(Expand the boxes as you need to if using this as an electronic file)

Title of Curriculum Proposal:

Your working context - Where do you work, what is your role, and how does this impact on your curriculum proposal? (e.g. are there particular opportunities / restrictions / requirements to comply with?)

Rationale - what evidence is there that this curriculum proposal is needed (e.g. results of SWOT analysis; programme evaluation / monitoring data; OfSTED / other external reports; research; labour market data; your own professional experience).

Planning - Provide *at least three* aims for your proposal, and *at least 5* learning outcomes

Target group - who are your potential participants and why have you identified them?

Equality and Diversity; LLN / Functional skills; ICT - How will these items be embedded /included in the programme concerned?

Accreditation / Funding: Will the programme be accredited? How will the curriculum proposal and any associated resources be funded?

Quality assurance - What QA measures will be in place on the programme, and how do they relate to your organisation?
Other notes you wish to add

Name: _____

College /
Organisation: _____

Date: _____

CURRICULUM PROPOSAL
To be completed by a peer about another's Curriculum Proposal
(Expand the boxes as you need to if using this as an electronic file)

Participant Name:	Peer Name:

Curriculum models **- which curriculum models do you feel are present in this proposal and how have they influenced its design?**

Innovation – where can you see innovation in this proposal?

Equality and diversity - How has equality and cultural been addressed in this proposal?

Functional Skills / LLN / ICT - How have functional skills / key skills / LLN / ICT been addressed in the proposal?

Overall judgement - would you wish to accept this proposal? If so why, and if not why not?