THE CURRICULUM
FRAMEWORK

Welcome to this special edition of T & L Reading about the University of Reading Curriculum Framework. This special edition aims to answer the following questions:

• What is the University of Reading Curriculum Framework?

• Why do we need a framework?

• What does the framework mean for you?

• What support and resources are available to you when designing new programmes and reviewing existing undergraduate programmes in light of the framework?

Nina Brooke (CQSD Lead- Curriculum Framework Project)

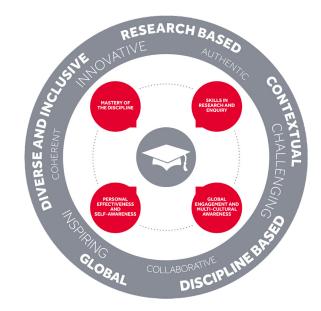Elizabeth McCrum (Strategic Lead- Curriculum Framework Project)

What is the University of Reading Curriculum Framework?

The University-wide Curriculum Framework:

• articulates the knowledge, competencies and skills that we want our graduates to attain;

• establishes a set of academic principles upon which our curriculum is based;

• defines a set of pedagogic principles which underpin our curriculum; and

• aligns with processes for programme design, approval and review.

The framework therefore provides a shared articulation of the criteria by which the creative and collaborative process of curriculum design and enhancement should be undertaken. This framework is designed to be used by Programme Directors and staff contributing to programmes in the design of new programmes and the regular review of existing programmes. The framework is very much focused at the programme (rather than the module) level in order to help ensure the design and delivery of cohesive programmes.

CURRICULUM FRAMEWORK

What do we mean by the term curriculum?

The curriculum encompasses all aspects of teaching, learning and assessment delivered by programmes towards the attainment of learning outcomes and the acquisition of graduate attributes, The term curriculum therefore refers to both 'what' and 'how' we teach.

It encompasses all aspects of students' learning, both directed and self-directed, and is enhanced by co-curricular and extra-curricular engagements. Students are actively involved in shaping the curriculum and are supported through their studies by a variety of academic and pastoral support services.

GRADUATE **ATTRIBUTES**

Graduates of the University of Reading develop a range of attributes. The particular knowledge, competencies and skills which all programmes inculcate and enable students to demonstrate are outlined below. The curriculum seeks to engender the following attributes:

Mastery of the discipline	Breadth and depth of knowledge of one or more disciplines and its/their use/applicability in real-world contexts. Discipline-specific skills and attributes. Understanding of disciplinary epistemology and methodology. Awareness of current research in the discipline/s. Ability to undertake research and enquiry within their discipline/s. Autonomous learning within the discipline/s.
Skills in research and enquiry	Ability to learn through research and enquiry. Ability to design, undertake and present research as appropriate to their discipline. Ability to consume and appraise research critically.
Personal effectiveness and self-awareness	Ability to communicate effectively in an increasingly digital world for a variety of purposes and audiences, and through a range of appropriate media. Ability to articulate what and how they have learned, awareness of their strengths and areas to develop, and commitment to learning and reflection. Desire for self-improvement. Personal self-awareness and reflection, self-efficacy, intellectual curiosity, adaptability, resilience and commitment to lifelong learning.
Global engagement and multi-cultural awareness	Intercultural competence and global outlook. Social and civic responsibility. Ability to collaborate effectively and adapt to different work or study contexts. Appreciation of multiple perspectives and valuing of diversity.

ACADEMIC **PRINCIPLES**

The following academic principles underpin the curriculum at the University of Reading:

Discipline based	The curriculum is based upon the primacy of the discipline/field of study. It enables the acquisition of deep knowledge of one or more disciplines/fields of study, with each articulating the knowledge and skills that its students will attain.
Research based	Students and staff work together within a community of scholars. The curriculum engages students in research and enquiry throughout their studies. Students learn about current research in their discipline/s; engage in research discussions; are equipped to progressively develop their skills in research and enquiry; and pursue their own research and enquiry. They are provided with opportunities to disseminate their research and enquiry.
Diverse and Inclusive	The curriculum is designed to meet the needs and be representative of the world we live in, recognising the contributions made by different genders, cultures, races and the perspectives of/impact on different groups. It is representative of the discipline's subject matter and the contributions and perspectives of different groups on that subject matter.
Global	The curriculum is not limited by the scholarly perspective of one culture or country; rather, it is defined by the opportunities it gives students to consider global perspectives on their subject and its application, and to develop intercultural competence.
Contextual	Concepts, theories and ideas are related to the current context so that students gain an understanding of their applicability and use. Students develop an understanding of how knowledge/skills can be applied to real world problems. They develop critical perspectives on current thinking and practice by drawing on theories and wider research.

PEDAGOGIC **PRINCIPLES**

The University of Reading curriculum is carefully **designed** to ensure that teaching, learning and assessment are aligned to the learning outcomes of programmes and of associated modules. It is informed by an engagement with up-to-date research and scholarship in teaching and learning. Opportunities offered by use of technology to broaden, diversify and support the design of curriculum are considered.

The curriculum is designed in collaboration with students and other stakeholders and is mindful of the need to prepare students for life beyond university. Programme Directors are trained and supported to lead their teams to effectively deliver cohesive programmes.

The curriculum has momentum. It is appropriately and progressively **challenging** from the outset; building on prior learning and attainment; maximising student potential and attainment. Skill development is mapped across programmes. The curriculum progressively builds students' confidence in transitioning to autonomous learning.

Curriculum delivery is informed by **pedagogies appropriate to the discipline**. These are articulated and shared with students.

Programmes are planned to ensure that students are well **prepared** for and actively **engaged** in their learning and are designed to make maximum use of learning hours and to encourage and enable careful planning of independent study time. Preparedness and careful planning of out-of-class learning increasingly means that time in the classroom can be spent on discussion, problem solving, application, and experiential activities.

The curriculum is delivered using **inspiring approaches** to teaching and learning that are innovative and effectively incorporate evolving technology enhanced learning methods, where appropriate, to ensure access to the best learning environment possible.

Students are part of a community of learners; their programme provides them with opportunities to learn **collaboratively** as well as individually.

Research forms an integral part of student learning, including the development of their skills in engaging in their own research and disseminating this in forms appropriate to their audience. All programmes work progressively towards enabling students to undertake a substantial piece of independent research.

The curriculum is **diverse** and **inclusive**. It takes proactive and anticipatory account of the varied student body, including, for example, educational, cultural and social backgrounds and experiences, as well as the presence of any physical or sensory impairment and their mental well-being. It anticipates the challenges and barriers for different students and addresses these needs in the core curriculum, promoting a holistic approach to meeting students' entitlements. It evolves with the profile of students.

The curriculum includes opportunities for experiential learning and **real world engagement**. Not only are concepts, ideas and theories related to the current context to understand their applicability and current use, all programmes provide the opportunity for students to learn within a workplace, through a placement and/or work based learning activities.

Assessment is for learning. It is carefully planned across a programme. It contributes directly to learning and skill development; it is authentic, varied and proportionate. There is an appropriate balance between formative and summative assessment, and formative assessment prepares students well for summative assessment. Where possible, students are provided with some choice in assessment methods. Feedback on assessment feeds forward; it is regular, accessible, thorough, and timely.

You can download a copy of the Curriculum Framework at: **www.reading.ac.uk/internal/curriculum-framework/cf-home. aspx**

Why do we need a Curriculum Framework?

The development of the Curriculum Framework is in response to a number of developments in the University, including:

• The University's status as a research intensive institution making articulation of our provision of a research-based education desirable;

• The Careers Strategy and the need to embed and develop graduate skills and attributes;

• The Student Success Project pointing to the need to ensure sufficient academic challenge and to improve educational outcomes;

• The University's work on developing and embedding technology enhanced learning;

• Changes to the Disabled Students Allowance necessitating the provision of a more inclusive curriculum;

• The University's aspirations in relation to the attainment of the Race Equality Charter Mark and the findings of the BAME (Black, Asian and Minority Ethnic) Attainment Project requiring consideration of the provision of a more diverse curriculum.

All of these different developments required changes to be made to 'what' and 'how' we teach. The framework attempts to draw together all of these issues, and in doing so aligns with the University's strategic priorities.

ALIGNMENT WITH
UOR STRATEGIC PRIORITIES

The Curriculum Framework is informed by, and contributes to, the realisation of the ambitions for Educating for 21st century lives set out in the University's Strategy below.

Educating for 21st century lives:

We will be recognised for delivering strong programmes at all levels of higher education, within distinctive and innovative models, rooted in research and closely aligned with practice. We will continually refresh our view of how learning can best be achieved, devise learning pathways to suit individual needs and develop new ways of delivering and accessing teaching and learning within them. By doing so, we will enable learners at all stages of their careers to develop and fulfil their intellectual and personal potential by combining broadly based knowledge and expertise with experience in creating opportunities, analysing needs and implementing solutions.

Sir David Bell KCB

Vice-Chancellor

Universities are dynamic and evolving places. That applies to the content of what is taught, as much as to the way it is taught. Hence it is vital that our curriculum and its underpinning framework are kept under review if we are to fulfil one of our strategic ambitions - that our students should receive an education that prepares them for life in the 21st century.

With the diversity of academic subjects offered by the University, it would not be possible - or desirable - to specify every last detail of the curriculum. However, the Curriculum Framework is intended to provide advice and guidance to colleagues across the institution as they develop their work with, and for, students. In particular, the Framework will help to ensure that all of our students cultivate the depth of knowledge, the range of skills and the breadth of attributes that will make them good citizens and great employees.

Professor Gavin Brooks

Pro-Vice-Chancellor (Teaching and Learning)

The Curriculum Framework plays a pivotal role in achieving the ambitions for the University's Teaching and Learning Strategy and it stands us in good stead for when the Teaching Excellence Framework (TEF) will be rolled out at discipline level in 2019/20.

The programme-level focus of the Framework aims to facilitate a more coherent and integrated learning experience for students. Such an approach should reflect positively in our NSS scores which measure student satisfaction over the whole programme. For example, a consideration of assessment at the level of the programme should enable programme teams to evaluate the diversity, timing, and volume of assessed work across the programme. Moreover, a process of curriculum review and enhancement which transcends module silos can provide a valuable developmental process for both individuals and programme teams. It will also provide excellent impact case study material for TEF exercises and for individuals working towards professional recognition via the University's HEA-accredited FLAIR Framework.

Employability is under the spotlight more than ever before with DLHE undergoing substantial change and being included as one of the core metrics for TEF2. The Framework has informed a new Career Learning Policy that moves away from a requirement to have 5-credits of career management skills within a module, and instead aligns this with current best practice – embedding employability throughout a programme. This provides programme teams with the flexibility to design what works best for their cohort, guided by key principles for integrative employability learning.

Through the increasing use of technology in our teaching, we have learned that it has most impact when considered at the outset and is an explicit part of the programme design, not by adding it as an afterthought. Rather than merely replicating existing practices in a different medium, use of technology can offer new modes of practice. The Curriculum Framework will support and encourage this approach, presenting examples for how technology can help to achieve our programme outcomes.

Professor Steven Mithen

Deputy Vice-Chancellor

Research, teaching and learning are closely intertwined at the University of Reading. We have ambitious plans to enhance our status as a research-leading university, addressing the key global challenges facing the world today. That includes developing the research skills of our students so that they can make their own contributions during their studies and graduate with an understanding of the research challenges facing their own disciplines and the world in general. As Deputy Vice-Chancellor, I not only require our students to be taught by world class researchers, but for the research of those academics to be challenged by the brightest and the best students. It is through such dialogue that the University of Reading will make a difference to the world.

Vincenzo Raimo

Pro-Vice-Chancellor (Global Engagement)

Being globally aware is an essential attribute for our students and for all of us given the interconnected nature of our world. Ensuring our students can succeed in and contribute positively to a global society should be at the very heart of what we do. It should be evident in our curriculum, in the environment we provide and in the wider opportunities we make available on our campuses and with our partners and collaborators across the world.

Dr Paddy Woodman

Director of Student Development and Access

The University's strategy on Delivering Inclusion and Valuing Diversity sets out the overarching principle that both the curriculum and support provided should be pro-actively inclusive. We wish to be an institution and community that values and prizes diversity, and actively caters for the differences in student expectations, experience, skills and approaches to learning that come with a diverse student population. The strategy sets specific targets largely focussed on reducing the attainment and employment gaps that persist at Reading between, for example, white and BAME students, female and male students as well as disabled and non-disabled students.

Evolving our curricula to be more representative is fundamental to delivering the targets in this strategy. The curriculum is the heart of every student's experience and is the one aspect that every single student is exposed to at University. The curriculum is therefore crucial to engaging and motivating students. Every good teacher knows that for real learning to take place a student needs to 'buy in' to the content and the more students' can see something of themselves in the curriculum the more likely they are to engage and the deeper, and more successful their learning will be.

WHAT DOES THE CURRICULUM FRAMEWORK **MEAN FOR YOU?**

Implementation of the Framework:

Each School will review its undergraduate programmes in light of the Curriculum Framework over a 3 year period from 2016-17 to 2018-19. The framework will also be used to inform the development of any undergraduate and postgraduate programmes in new areas.

Heads of School & School Directors of Teaching and Learning:

HoS/HoD and SDTLs/DDTLs as academic leaders in Schools and departments are currently faced with many drivers for change many of which potentially have an impact on what and how we teach. Examples of these might include: student demographics; cohort sizes; retention, progression and attainment (including between different demographic groups); student satisfaction; recruitment; graduate destinations and the needs of graduate employers; the requirements of professional, statutory and regulatory bodies (PSRBs); the necessity to ensure a more diverse and inclusive curriculum; student feedback; and the markets for programmes. The Curriculum Framework offers a way in which those imperatives most pertinent to your School can be addressed by your staff in your curriculum in a structured and well supported way. As academic leaders you have a critical role to play in leading and sponsoring the review.

Curriculum Framework Leads and Programme Directors:

The Curriculum Framework is very much focused at the programme level in order to transcend the compartmentalised nature of modular teaching, learning and assessment to better enable students to make meaningful connections between modules, and demonstrate progress towards achievement of the programme outcomes. In some Schools programmes are intertwined at the module level to the extent that any review will necessarily need to encompass a range of programmes. This will require some oversight and leadership in the form of a **Curriculum Framework Lead**- however this fits best with the T&L organisation in your School/Department. In other Schools the programme offering is more discrete and review can be undertaken on a programme by programme basis. Either way as a **Programme Director** you can expect to have a significant involvement in the process of curriculum review and redevelopment as you lead your programme team and provide your programme and disciplinary expertise to the review.

Module Convenors and all those teaching on a Programme:

As a Module Convenor you will play a role in giving consideration to what and how your module contributes to the programme outcomes and in the co-design and implementation of changes to the programme. Curriculum review will involve **all those teaching on a programme** and there will be opportunities to lead, coordinate and/or support strands of work and to contribute to the vision for the programme as well as the need to implement the revised programme.

Students:

Students will be involved in the process of reviewing and enhancing the curriculum. This moves beyond seeking feedback from students to actively involving them as partners in shaping the curriculum.

Other Stakeholders:

All those who support T&L, for example **CQSD** and **Student Support Services** will have expertise that will contribute to the process. The process will also draw on all stakeholders of programmes. These will be dependent on the local context of your programme but might include seeking the expertise of **employers** and **alumni** and/or **PSRBs** and representatives from **branch campuses**.

CURRICULUM FRAMEWORK PILOTS

During 2015-16 the Curriculum Framework was piloted in a range of Schools in order to inform the final iteration of the framework itself, and enable us to test processes and guidance required for undertaking curriculum review. Their journey to date is captured below.

School of Archaeology, Geography and Environmental Science

Two major programme reviews incorporating pilots for the new Curriculum Framework were undertaken in Archaeology and Environmental Science during 2015-16. Both reviews benefited from involvement of CQSD as external critical friends. Both reviews sought to identify and implement revisions to programme content and the range of learning opportunities to increase recruitment.

For Environmental Science, the review has developed a new vision for the programme and a proposed enquiry based learning curriculum structure better aligned with the expectations of students and applicants. The new programme hopes to enable the next generation to tackle key environmental challenges facing society by solving real-life problems using practical skills-based learning. In Archaeology, numerous proposals for changes in provision were identified through the curriculum review process and the Department worked closely with Careers to develop a professional placement year.

In both cases, marketing, student and other stakeholder feedback informed the process of curriculum review. School workshops on Peer Assisted Learning, Enquiry Based Learning and Team-Based Learning and departmental away days enriched the process. It became evident that the draft curriculum framework documentation helped us to actively reflect on curriculum development and the wider skills and attributes desirable in a graduate. The framework will be a key internal reference point, sitting alongside national guidance including the UK Quality Code in informing our approach to programme design, development and review. **Dr Alan Howard (School Director of Teaching and Learning)**

Department of Philosophy

The Philosophy Department is currently revising all its undergraduate programmes, and was identified in early 2016 as a suitable pilot for the Curriculum Framework. Since then, we have been working energetically on two main projects: completing revisions to our Part 1 modules (for 2016-17) and preparing for revisions of our Part 2 and 3 modules (for 2017-18). We found the Curriculum Framework a helpful way of organising this work, particularly because it obliged us to consider at every point how exactly our various processes for re-designing our programme could be made to fit with the academic and pedagogic principles which provide the rationale for our teaching. Input from CQSD, in the form of meeting facilitation and the development of a diagnostic tool checklist, was very useful. We now offer a much broader and more varied group of modules while retaining a clear pathway through the subject. We can show students how our modules develop independent-learning skills, from more instruction-based opportunities at Part 1, through more observation-based opportunities at Part 2, to fully independent modules at Part 3. We can teach modules that aim specifically at enhancing global awareness and teaching different conceptions of social and civic responsibility. And in recent weeks, these revisions have passed through their baptism of fire: our Periodic Review. Having been thoroughly investigated and heartily approved, we face the future with great energy and optimism. **Professor Maximilian de Gaynesford (Head of Department)**

School of Agriculture, Policy and Development

The programme level focus of the Curriculum Framework has prompted us to reflect on the ways in which programme teams work collaboratively to review and enhance the curriculum. To this end we have established a number of subject related teaching forums, which aim to provide Module Convenors and Programme Directors space and time to talk about teaching outside of the formal committee structures. Each forum will be led by a Teaching and Learning (T&L) Champion. Forums will meet over the next few weeks to discuss, amongst other things: an audit to evaluate how skills in research and enquiry and other transferable skills are embedded in our programmes; a review of student feedback to ensure that we are meeting the needs of our diverse student body; and how we can more proactively link dissertation topics to staff research expertise.

The curriculum review process is ongoing; however we have already identified and implemented some 'quick wins' in response to our aspirations to better enable students to develop a global perspective in their subject area. For example, the British Agriculture in Practice module has been renamed and now includes examples of agricultural practice overseas. We are also encouraging more of our students to study abroad. In July we ran a highly successful trip to Uganda for our BSc International Development students. The trip combined lectures at Mbarara University with a series of field visits, giving students the opportunity to contextualise the knowledge gained during their course through real life experiences.

We have also begun the process of mapping assessment at programme level, not an easy task in a School as diverse as ours. All teaching staff attended a module assessment event where they were able to consider how their module assessments 'fit' within a programme. A more detailed piece of work is being planned to map assessment against programme-level learning outcomes. We have also adopted a scheme, developed by Andrew Charlton-Perez and Dr Pete Inness (Meteorology), whereby each module will be assigned a module supporter, who will act as a 'critical friend'- someone with whom the module convenor can discuss their coursework and assessment and the module design as a whole. This discussion will feed into the Teaching Forums and consequently lead to a more collaborative and informed approach to curriculum design. **Becky Jerrome (School Director of Teaching and Learning)**

Henley Business School

Reviewing our BA in Accounting and Management in light of the Curriculum Framework provides a robust process for considering a number of challenges. For example, the framework has prompted the programme team to consider the synergies between professional and academic learning approaches. We are now moving towards a broader definition of research and enquiry in the accountancy curriculum which encompasses both 'professional scepticism' – an approach to enquiry which is about challenging both the validity of evidence, social norms and received wisdom- alongside exposure to critical engagement with academic research.

Beyond the accountancy programmes, the framework has provided an opportunity to challenge taken-for-granted assumptions and undertake a fundamental review of the purpose of our programmes and to start the change process that will actually allow us to say with confidence that we are educating for 21st century lives. The programme level focus of the framework aligns with the requirements of Henley's accrediting bodies, which require us to have programme goals and objectives that reflect our strategy. Our ambition is to: "empower individual to become great professionals and outstanding business leaders who think with clarity and act with confidence and conviction". The Curriculum Framework helped us define what exactly we mean by this. It is much more than a knowledgeable graduate. We have to take a holistic view of our programmes. One way we have done this is to add additional details on what a Henley student will experience and achieve whilst with us. We could not do this without the Curriculum Framework. **Dr Martin Bicknell (Director of Teaching and Learning)**

GET INVOLVED

CQSD are keen to hear from programmes teams or individuals wishing to submit case studies which align with the principles of the Curriculum Framework to the T & L Exchange. This is a great way to showcase your work, share good practice and raise your professional profile to other colleagues across campus. To submit a brief entry to the T & L Exchange, please visit: **blogs.reading.ac.uk/t-and-l-exchange/submit-entry/**

SUPPORT AND RESOURCES FOR **CURRICULUM REVIEW** AND **ENHANCEMENT**

The Curriculum Framework Project team have developed online guidance and resources to support you in interpreting the academic and pedagogic principles of the framework within your discipline. These websites are evolving; additional resources and case studies showcasing good practice will be added as the Curriculum Framework is rolled out across the University.

Engage in Curriculum Review:

Academic leadership is required to initiate and sustain the collaborative and creative process of curriculum review and enhancement. This website provides guidance for:

• Heads of School /Department and/or SDTL/DDTL's 'sponsoring' the review;

• Curriculum Framework Lead(s) identified to lead and 'own' the review on a day to day basis.

It provides a suggested process for curriculum review and a diagnostic questionnaire for the review team to help interrogate their programmes and prioritise areas for enhancement. The guidance draws on change and project management strategies, lessons learnt during Curriculum Framework pilots in four schools, and scholarly literature in academic leadership and curriculum review.

www.reading.ac.uk/internal/curriculum-framework/ EngageinCurriculumReview/ecr-home.aspx

Engaging Everyone:

The aim of the 'Engaging Everyone' website is to support those leading curriculum review and other staff in designing inclusive and accessible curricula. This means:

• thinking about who our students are and supporting their successful transition to university;

• reviewing design choices (for example, course content/materials/resources/assessment);

• considering pedagogic issues (for example, planning group work or organising practicals/fieldwork)

This website provides support for each of these aspects of engaging everyone, including audits, case studies of good practice, further reading and useful links.

www.reading.ac.uk/internal/engaging-everyone/ee-home. aspx

ENGAGE IN CURRICULUM REVIEW

ENGAGE WITH EMPLOYABILITY

ENGAGE IN FEEDBACK

ENGAGE IN RESEARCH AND ENQUIRY

ENGAGE IN GLOBALISATION

ENGAGE IN ASSESSMENT

ENGAGING EVERYONE

Engage in Assessment & Engage in Feedback:

The current 'Engage in Assessment' and 'Engage in Feedback' webpages have been supplemented to align with the Curriculum Framework. The additional pages offer information and resources for SDTLs, DDTLs and Programme Directors to encourage thinking about assessment and feedback at the level of the programme. Module convenors will also find these new pages helpful to prompt reflection on whether assessment and feedback on their module makes a coherent contribution to the programme. Both websites are underpinned with activities that encourage student engagement with their developing assessment literacy.

Assessment at a programme level considers assessment load, timing of deadlines and progression of summative activities towards the programme level learning outcomes.

Feedback at a programme level considers the feedback learning journey of students, ensuring feedback is related to assessment criteria and learning outcomes and there is feed forward signposted to future assessment activities.

www.reading.ac.uk/engageinassessment/

www.reading.ac.uk/internal/engageinfeedback/efb-Home. aspx

Engage in Globalisation:

The University of Reading describes itself as a global university, but what does this mean? This website unpicks the themes underlying Reading's global engagement strategy and provides a framework for auditing, revising and reflecting on our pedagogies. For use by those leading curriculum review and individual staff, the website is based on scholarly literature, best practice in the international HE sector and case studies from Reading. Key areas include:

• Internationalisation of the curriculum: ensuring all our students have a global learning experience

• Developing global competency: helping our students develop the skills they need for working in a global market

• Overseas experience and language study: developing opportunities for students beyond Reading and their specific programme.

www.reading.ac.uk/internal/engage-in-globalisation/eig-home.aspx

Engage with Employability:

The Engage with Employability website is designed to offer a structure and a process for developing effective approaches to embedding employability within and across the curriculum. The aim is to support staff engaged in curriculum review to consider how best to promote employability and embed the related skills and attributes across their programmes. Underpinning the work on employability is the need to ensure students are offered the opportunity to reflect and articulate how and what they have learnt to promote the development of personal effectiveness and self-awareness, key components of employability.

www.reading.ac.uk/internal/engage-with-employability/ ewe-home.aspx

Engage in Research and Enquiry:

This website is designed to support programme teams to work together to articulate the nature of the research in their discipline and then plan ways in which authentic skills and experiences can be built across the curriculum to engage students with research and enquiry. It introduces different models of looking at research teaching synergies; outlines the benefits of these synergies for students and for staff; provides exemplar and case study materials; introduces enquiry based pedagogies and opportunities for co-curricular engagement with research and enquiry; gives examples of ways in which dissemination and publication might be promoted; introduces alternative formats for dissertations and final year projects; and addresses issues around assessment.

www.reading.ac.uk/internal/engage-in-research-and-enquiry/ere-home.aspx

What should I do now?:

If you are embarking on the process of Curriculum Review and would like to know what support is available from CQSD please contact Nina Brooke: **n.m.brooke@reading.ac.uk**

The Curriculum Framework Project Team:

None of this could have been possible without the expertise and enthusiasm of the Curriculum Framework and Review Steering Group and the Curriculum Framework Project Team. The Steering Group (comprising Elizabeth McCrum, David Carter, Keith Swanson, Eileen Hyder, Ginny Gibson, Niall Hamilton, Steve Musson, Nina Brooke and Vicky Howard) were responsible for establishing the draft framework in 2014-15. During 2015-16, Andrew Charlton-Perez (Meteorology), David Nutt (Chemistry), Jane Setter (DELAL) and Laura Bennett (Law) were seconded to CQSD to join the Project Team. Together with Nina Brooke they provided support for the pilot schools. Secondees also contributed to the writing of the online resources with colleagues from across the University: namely Paddy Woodman, David Carter, Lorna Froud, Lucy Hawkins, Elizabeth McCrum, Dawn Willoughby, Deb Heighes, Eileen Hyder, Nina Brooke and Maura O'Regan. Charlotte Coleman and Emily Humber (PSO) provided project management support. Vicky Howard (CQSD) was central to operationalising the framework in policies and procedures. Peter Randall (CQSD) turned our guidance into accessible on-line resources. We would like to take this opportunity to THANK YOU all for your involvement and expertise!

POLICY UPDATE

Curriculum Framework Policy Update

A number of policies and procedures were revised during 2015-16 to reflect the academic and pedagogic principles of the Curriculum Framework. Work to embed the Framework in existing policies (including module evaluation) will continue throughout 2016-17. A summary of policy changes made so far is included below and the relevant policies can be found at: **www.reading. ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd- PoliciesandProcedures.aspx** .The changes to policy are effective immediately unless specified otherwise.

Roles and responsibilities

The new Programme Director and Module Convenor role descriptions were developed to reflect existing responsibilities and good practice and to articulate the indicative responsibilities of colleagues around the ownership and cohesion of programmes. The responsibilities of SDTLs have also been revised to reflect the new academic structures and to capture explicitly the SDTL's role in providing support to Programme Directors. A Community of Practice for Programme Directors is currently being piloted with the aim of facilitating the sharing of good practice and exploring the CPD needs of Programme Directors. The new School Boards for Teaching and Learning are responsible for ensuring that the programmes within their purview are consistent with the requirements of the Curriculum Framework.

Programme structures and Programme Lifecycle Policies

The renamed Guidelines on the structure (previously 'design') of undergraduate and taught postgraduate programmes has been revised to refer colleagues to the new Curriculum Framework and the iterative process of programme design, review and enhancement. The new 'Programme Lifecycle Policies' replace the previous policies on programme approval, changes to programmes and programme withdrawal and reminds colleagues to consider the principles of the Curriculum Framework when developing new and existing programmes. The policies also clarify the processes for major and minor amendments to programmes, refer to the new Student Contract and reflect the new academic structures in place from 2016-17 onwards.

Periodic Review

The Requirements for the Periodic Review of Programmes policy has been revised to include the new Self-Evaluation Document (SED) for Periodic Review: Guidance notes and template and revised Questions for the School/Department and Periodic Review Panel. The revised policy also reflects the introduction of a Student Submission as part of the Periodic Review process. The revised questions incorporate questions from the Curriculum Framework diagnostic tool and emphasise the reflective and collaborative nature of Periodic Review. The new SED template asks Schools to produce a forward-looking development plan and to reflect upon the steps taken towards alignment with the Curriculum Framework so far and any further planned work.

Annual Programme Reports and SPELT

The revised process for producing Annual Programme Reports provides Schools with an opportunity to consider how their undergraduate programmes articulate, or provide opportunities to align, with the Curriculum Framework, and, as part of the SPELT process, Schools were asked to provide details of their three-year plan to review their undergraduate programmes in light of the Curriculum Framework. A Working Group, led by Dr David Carter, has been established to review the articulation between the processes for producing Annual Programme Reports and the SPELT process in future years. The Working Group will seek to ensure a consistent and evaluative approach across Schools within revised processes and will reflect upon the principles of the Curriculum Framework when developing its recommendations.

Policy on Career Learning: Embedding Employability

The new policy on Career Learning: Embedding Employability is effective from 2017-18. It is informed by the Higher Education Academy (HEA) guidelines on careers education and by the graduate attributes within the Curriculum Framework. The policy represents a significant change in the University's approach to career learning, moving from discrete 5-credit career management skills sessions or similar within a Part 2 module to embedding employability throughout every undergraduate programme. Schools will be supported in implementing the new policy and evaluating their practice by the relevant Careers Consultants in Careers and by Dr Maura O'Regan in CQSD, as part of the roll-out of the Curriculum Framework over a three-year period. Taught postgraduate programmes are not currently included within the scope of the policy. The Policy on Careers education, information, advice and guidance will also be reviewed over the course of 2016-17.

T&L EVENTS
SPRING & SUMMER 2017

The events below have been selected from CQSD's Teaching & Learning Programme as they support the various strands of the Curriculum Framework. Please book through Employee Self Service (venue details will be sent after booking).

ASSESSMENT & FEEDBACK:

Student Engagement With Feedback
Friday 17th February | 10:00-13:00

Effective Feedback: Ensuring Assessment And Feedback Works For Both Students And Staff Across A Programme
Wednesday 22nd February 2017 | 14:00-15:30

Designing Assignments With Assessable Learning Outcomes
Wednesday 15th March 2017 | 14:30-16:00

Meeting The Challenge Of Assessment At Programme Level
Wednesday 22nd March 2017 | 14:30-16:00

Formative Assessment Including Self And Peer Assessment
Wednesday 26th April 2017 | 14:00-15:30

Group Assessment: Activities And Fairness
Wednesday 10th May 2017 | 09:30-11:00

ENGAGING EVERYONE:

The Transition To Higher Education
Thursday 26th January 2017 | 14:00-15:30

Educating For 21st Century Lives: A Practical And Inclusive Approach
Wednesday 1st February 2017 | 14:00-16:00

Fostering A Student Sense Of Belonging At UoR
Monday 20th March 2017 | 09:30-11:30

Embedding Inclusivity in the Curriculum
Monday 15th May 2017 | 09.30-11.30

What Does Increased Diversity Of Students Mean For Your Teaching
Wednesday 24th May 2017 | 14:00-16:30

Engaging Students as Partners in Curriculum Enhancement: Challenges and Possibilities
Tuesday 30th May | 14.00-16.00

GLOBALISATION:

What is Internationalising Higher Education? : An introduction
Thursday 2nd February 2017 | 09.30-11.30

Demystifying IELTS - What English Language Entry Levels Really Mean For You And Your Students
Wednesday 1st March 2017 | 14:30-16:30

Intercultural Communicative Competence: Introducing effective strategies in your Teaching and Learning Context
Thursday 20th April 2017 | 09.30-11.30

EMPLOYABILITY:

University Graduate Attributes: what do they mean for employability?
Wednesday 22nd March 2017 | 09.30-11.30

Engaging students in reflection on work placement learning through creative assessment
Tuesday 6th June 2017 | 09.30-11.30

Embedding employability in an undergraduate curriculum: getting started
Thursday 8th June 2017 | 14.30-16.30

RESEARCH & ENQUIRY :

An Introduction To Team Based Learning (TBL)
Thursday 2nd February | 14:30-16:30

T & L Showcase: Enquiry Based Learning
Tuesday 21st February 2017 | 13:00-14:00
Palmer 103, NO BOOKING REQUIRED

An Introduction To Teaching And Research Synergies At The University Of Reading
Monday 22nd May 2017 | 09.30-11:00

Developing Application Exercises for Team Based Learning (TBL)
Wednesday 31st May | 09:30-11:30

T & L POLICY:

T&L Policy: Supporting Disabled Student Success In A New Funding Era (Post 2016 DSA Cuts)
Thursday 16th February 2017 | 14:00-16:30

T&L Policy: Student Support And Engagement 1 (Support)
Monday 27th February 2017 | 14:00-15:30

T&L Policy: Student Support And Engagement 2 (Policies)
Monday 6th March 2017 | 14:30-16:00

T&L Policy: Programme Development And Quality Assurance
Wednesday 7th June 2017 | 10:00-11:30

PEOPLE
DEVELOPMENT
EVENTS

In addition to sessions on the CQSD Teaching & Learning Programme, those sponsoring or leading curriculum review on a day to day basis may find the following sessions provided by People Development valuable. CQSD and People Development are also exploring the feasibility of providing a new range of sessions that focus on enhancing leadership skills and collaboration to deliver change in the context of learning and teaching.

Managing Change in Teams
Tuesday 21st February 2017 | 09:30-13:00 &
Tuesday 16th May 2017 | 13:00-16:30

Enjoy Facilitating Meetings
Thursday 1st June 2017 | 09:00-14:00

Essential Coaching Skills
Tuesday 13th June 2017 | 09:30-13:00

An Introduction to Project Management
Date TBC

T&L READING
SPRING & SUMMER TERM
2017

ⓘ For more information, please contact:

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and Development**

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*Please book through Employee Self Service
(venue details will be sent after booking).