

Title: **Using the D4 Curriculum Development to addresses TEF metrics**

Presenter: **Liz Bennett, Sue Folley**
University of Huddersfield

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Assess the format of the D4 Curriculum Design approach and its potential in their context
- Appreciate the benefit of the D4 Curriculum Design approach to institutional development and its rationale for working on strategic priorities including attainment, retention and employability
- To be able to adopt the D4 Curriculum Design approach for delegate's own context.

Session Outline

Key issues to be addressed are:

- How to achieve engagement of academic staff in curriculum development
- How to overcome hostility to top down change
- Critical engagement with TEF metrics

We have developed a series of D4 Workshops to help Course Teams develop aspects of the curriculum related to a strategic priority either employability, retention, or attainment. The D4 Workshop helps teams to see the issue differently and to action plan for changes that they want to introduce to develop their curriculum to address the thematic priority (employability, retention or attainment).

The workshops are designed around an Appreciative Inquiry model of change management which frames change in a positive way using a four stage process: Discover, Dream, Design, and Deliver (Fifolt & Lander 2013).

All D4 Workshops have a time efficient starting point for the discussion, providing teams with tools to use as part of the ongoing process of curriculum review. They help to stimulate discussions amongst the course team in order to identify and address issues many of which are cross curricula. They are also:

- positively framed (based on the appreciative inquiry approach);

- practical and experiential (workshops are focused on four tasks relating to the discover, dream, design deliver stages of the appreciative inquiry model);
- action-orientated (the deliver stage is about action planning).

The evaluation of the workshops has shown that the approach is extremely valuable to the course teams providing them with tools to aid their thinking and a focus and forum for the curriculum review process. (The direct impact on students is harder to measure as the changes that arise are embedded in the curriculum).

This workshop starts with an experiential introduction to the D4 model for a curriculum planning workshop which helps teams to move forward with their curriculum. The workshop illustrates how Appreciative Inquiry (Fifolt & Lander, 2013), can be used to frame these D4 sessions. The case study will present some resources to support course planning which we have developed (based on Jisc's Viewpoints cards (Jisc, 2014)).

The workshop will enable participants to understand the D4 Curriculum Design Approach - its philosophy and design and will introduce materials and resources which are available under Creative Commons licence at (<http://ipark.hud.ac.uk/content/training-development>).

The workshop will conclude with an activity which evaluates the potential for this approach and how it might inform participants' context.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

10 mins	introduction to the D4 Workshop, its drivers and design
15 mins	Stage 1 Discover stage – identifying what makes a good learning experience (discussion and feedback)
15 mins	Stage 2 Dream stage – identifying graduate attributes (discussion and feedback)
15 mins	Stage 3 Design stage – designing for retention, attainment, employability (explanation of how ideas of good practice can be incorporated into a curriculum mapping exercise) and Stage 4 Deliver stage.
20 mins	Analysis of the D4 workshop in small groups
15 mins	Plenary

References

Fifolt, M., & Lander, L. (2013). Cultivating Change Using Appreciative Inquiry. *New Directions for Student Services*, 2013(143), 19-30. doi:10.1002/ss.20056

Jisc (2014). ViewPoints Toolkit,

<http://jiscdesignstudio.pbworks.com/w/page/29473453/Viewpoints%20Workshop%20Toolkit>