

**Session title:** Educational development in significant transformation of academic programme re-design

**Session type:** Paper

**Main presenter(s):** Zoë Allman, De Montfort University

**Session summary:**

De Montfort University is embracing significant transformation as delivery of academic programmes transitions to block model. The first wave required one Faculty to re-design and validate twenty-three programmes in three months. This talk shares the methods used to prepare the learning community to embrace academic transformation, the role of educational development in facilitating readiness for change aligned to University strategy, quality and PSRB compliance, and developing provision to meet applicant, student, employer, and sector need.

**Session outline:**

**Context:** De Montfort University in Leicester is embracing a significant transformation as delivery of academic programmes transitions to an intensive block model approach from the start of the 2022-23 academic session. The model, part of Education 2030, enables students to focus on studying one module at a time over a seven week period, shorter than the previous 'traditional' study periods (Davis, 2006) of 11-24 weeks used within the University.

**Challenges:** This transformative activity required fifty-three undergraduate and postgraduate taught programmes within the Faculty of Computing, Engineering and Media to be revalidated within ten months, with twenty-three from initial idea to successful validation in just three months. Recognising that University-wide academic transformation "inevitably bring about anxieties" (Jones, 2022) across the learning community, the leader for this extensive transformation developed an innovative approach to preparing the academic community in advance of, into, and through the successful validation of the new provision of Education 2030 ready programmes.

**Outcomes:** All programmes were successfully validated within the timeframe, achieving commendations that recognised extensive consideration and alignment with University strategy, sector challenges, and response to employer need and student voice. This swift review and adaptation of pedagogic approaches required input from a range of stakeholders, and explored and adapted sprint methodologies (de Main & Jones, 2022) to provide a tailored approach designed to best support the learning community through this change activity.

**Learning and knowledge shared:** This lightning talk will share insights into the methods used to prepare the learning community to embrace academic transformation, the role of educational development in facilitating readiness for change aligned to University strategy whilst being mindful of compliance with quality assurance, PSRB accreditation requirements, to develop provision that meets the interests of applicants and students, and respond to employer and sector skills needs.

**References:**

Davis, M. (2006). Intensive teaching formats: A review. *Issues in Educational Research*, 16(1), 1-20. Available at: <https://www.iier.org.au/iier16/davies.html>

de Main, L., & Jones, S. (2022). Sprint to the finish: redesigning university programme validation. Times Higher Education. Available at: <https://www.timeshighereducation.com/campus/sprint-finish-redesigning-university-programme-validation>

Jones, S. (2022). Blocks for building a stronger student community. Times Higher Education. Available at: <https://www.timeshighereducation.com/campus/blocks-building-stronger-student-community>