

Title: **A co-constructed curriculum: a model for implementing total institutional change in partnership with students**

Presenter: **Harriet Dunbar-Morris, Amy Barlow, Angel Layer**
University of Portsmouth and University of Portsmouth
Students' Union

Session Learning Outcomes

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

1. Gain insight into a successful change model for working with students to reimagine curricula at institutional level.
2. Consider how they may embark on the type of broad and principled conversations outlined in the session in their own institutions.
3. Discuss current approaches to co-creating a shared picture of graduate attributes with their students.
4. Reflect upon the impact of co-creation on policy and major change initiatives.
5. Reflect upon the lessons learnt and apply them to their own context.

Session Outline

Key issues to be addressed are: a methodology for implementing wide-ranging, innovative curriculum reform that begins with an authentic, co-constructed vision of what a university education should afford its students, in the context of students as 'active collaborators' (Dunne in Foreword to Dunne and Zandstra 2011, p.4; NUS 2012, p.8).

We will present the context in which the co-constructed curriculum was created: in 2014 the University of Portsmouth set itself the ambitious task of co-creating an institutional vision for a 21st century university through a University-wide conversation with the many individuals who study and work within its walls. Following this it undertook to revise its curriculum framework, working in partnership with its students to ensure students are set for success in their future careers and acquire the Hallmarks of the Portsmouth Graduate during their Higher Education (HE) experience.

We will show how the cohesive re-design of all undergraduate courses, to realise this shared vision for the purpose of HE, enabled students and staff to co-create an overarching, ambitious vision for the Hallmarks and incorporate it into course design.

We will present the Hallmarks, a set of graduate attributes, and in highlighting the tools provided to facilitate the curriculum design process, we will touch on the assessment of

graduate attributes and how feasible this is to do accurately and reliably which has been at the forefront of research in this area (see Impercial and ElAtia, 2014).

We will present student feedback which fed into the consultation exercise, notably our Student Union's Quality Report (University of Portsmouth's Students' Union's Quality Report, 2016).

We will highlight how developing a sense of shared purpose was key to creating institutional buy-in for this major institutional change initiative. Finally, we will present lessons learnt, and internal data gathered during the exercise as evidence of the success of the model.

Session Activities and Approximate Timings

In this session we will discuss: What do students expect to gain from their degrees, in the current climate of Higher Education? What do they expect from the individuals who are teaching them? (10 mins presentation and 5 mins discussion)

In the session we will present the model for implementing the new curriculum and the tools provided to facilitate the curriculum design process. What similarities do you see with your own institutional context? (10 mins presentation and 5 mins discussion)

We will also discuss how developing a sense of shared purpose, with our student body, was key to creating institutional buy-in and we will present lessons learnt. What are shared challenges and how can we address them? (10 mins presentation and 5 mins discussion)

References

Dunne, E. and Zandstra, R. (2011) Students as change agents – new ways of engaging with learning and teaching in higher education [Internet]. Bristol: A joint University of Exeter/ESCalate/Higher Education Academy Publication. Available from: <http://escalate.ac.uk/downloads/8244.pdf> [Accessed 10 July 2018].

Ipperciel, D and El Atia, S. (2014). Assessing Graduate Attributes: Building a CriteriaBased Competency. International Journal of Higher Education, (3) 3

NUS (2012) A manifesto for partnership [Internet]. London: National Union of Students. Available from: <https://www.nusconnect.org.uk/resources/a-manifesto-forpartnership> [Accessed 10 July 2018].

University of Portsmouth's Students' Union's Quality Report (2016). [Internet] Available from: <https://www.upsu.net/perch/resources/quality-report-2016-final.pdf> [Accessed 10 July 2018].