



University of
Nottingham

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Designing programmes for learning

Foundations and aspirations

www.nottingham.ac.uk/go/dpfle

**Tuesday 11 January and
Wednesday 12 January 2022**

For queries about the programme, please
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document, or different format, please
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Quick links

You can use this page of the programme to quickly jump to other sections.

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Accessing the event

We will be running the event online using Microsoft Teams. You will find the meeting links for each of the two days in the corresponding sections of this programme, but they are also provided here for reference:

1. [Teams meeting link for Day 1](#)
2. [Teams meeting link for Day 2](#)

You do not need to have Microsoft Teams installed to join the event, as you can join through the browser. For guidance on how to do this and advice on accessing Teams meetings at the University of Nottingham, [please see this guide](#).

Meeting etiquette

Microphones and cameras

Due to the large number of people registered to attend the conference, your microphone and speakers will remain off and muted by default throughout the event. Only presenters will be able to use their cameras and microphones.

Questions

Please use the chat to ask questions. Some presenters may also use other tools, which they will introduce to you. Throughout the day, we will also post links to Microsoft Forms for gathering questions.

Recording

The event will be recorded and these recordings may be shared both internally and externally to the University of Nottingham.

Need help on the day?

Please contact Matthew Watts, either:

- [In chat on Teams](#)
- [By email](#)

Designing programmes for learning: Foundations and aspirations

Incorporating social justice, preparing the ground for life-long learning and effecting institutional change

Student learning and student experience are directly related to the design of programmes of study. Over the past 15 years, there has been increasing interest in design of curriculum and assessment at programme-level, resulting in several sector-wide initiatives. It is now timely to share some of the progress that has been made and consider how to effect institution-wide transformation.

This conference offers a platform to share progress at different institutions. We will consider both the foundations of programme-level design and the institutional aspirations. The conference will include a variety of session types, ranging from keynotes from experts to inspire and educate us, through to localised cases of good practice and experiences of leading institutional change.

A word from the project sponsor, Professor Sarah Speight, Pro-Vice Chancellor for Education and Student Experience



The curriculum is our key vehicle for transformation – transformation of assessment, of outcomes and of student experience. Through curriculum we build relationships and create alumni. This conference is an opportunity to share our different approaches to curriculum transformation and to inspire us onwards in this challenging work. Please join us to share your expertise and insights.

Conference team

Katharine Reid

Katharine Reid is the Faculty of Science Associate Pro-Vice-Chancellor for Education and Student Experience at the University of Nottingham and the institutional lead for curriculum transformation. In her faculty role she works to share good practice and teaching initiatives between schools and to promote an excellent student experience.



In her institutional role she is liaising with all schools to promote and apply programme-level principles to curriculum and assessment design. Katharine is Professor of Chemical Physics and based in the School of Chemistry, where she continues to teach. She served on the Natural Sciences TEF pilot panel in 2017/18 and 2018/19. She is a Fellow of the Royal Society of Chemistry, a Member of the Institute of Physics and a Senior Fellow of the Higher Education Academy.



Carmen Tomas

Carmen Tomas is the Associate Director of Educational Excellence at the University of Nottingham. Carmen has led the institutional transformation of practices in assessment and feedback since 2013 at the University of Nottingham. Programme-level design is a key pillar to this transformation.

As a result of the institutional work, Carmen has also led various sector-wide collaborations leading to publications and a press release in [Times Higher Education](#) “Study raises concerns over assessment methods in UK universities” in 2018. Carmen also led an external Jisc funded project on learning analytics for programme design (2020). At present, Carmen co-leads a major initiative to improve programme design at the University of Nottingham.

Conference team



Matthew Watts

Matthew Watts is Student Engagement Officer at the University of Nottingham and manages the University's Student Engagement Associate and Students as Change Agents programmes. He is also supporting the University's programme design project.

He focusses specifically on the co-design element in which staff and students collaborate on projects to co-design the curriculum. He is also finishing up his doctoral research for a PhD in Translation Studies. He was previously a Student Engagement Associate whilst a student at the University and worked on many projects collaboratively with staff to improve teaching and learning.

Jade Garratt

Jade Garratt is a Senior Education and Student Experience Manager at the University of Nottingham where she is also currently undertaking doctoral research for a PhD in Education. Both her work and her research focus on creating healthy, happy and inclusive educational spaces which allow staff and students to thrive. She has a great deal of experience in teaching and curriculum design with schools, universities and non-profit organisations.



**Short programmes
for each day**

Day 1 – Tuesday 11 January 2022

[Click here to access the MS Teams meeting for Day 1 using this link](#)

You can click any of the session titles below to go to a page with more information about that session.

Time	Description	Presenter(s)
9.15-9.40	Welcome	Sarah Speight (Nottingham) Katharine Reid (Nottingham) Carmen Tomas (Nottingham)
9.40-10.40	Keynote 1 Programmatic assessment	Cees van der Vleuten (Maastricht)
10.40-11.00	Reflections on programme-level assessment	Peter Hartley (Edge Hill)
11.00-11.10	Break	
11.10-11.40	Designing programmes of study at the University of Nottingham	Carmen Tomas (Nottingham) Nick Mount (Nottingham) Professional Services
11.40-12.00	Spotlight case: 'Applied software development'	Douglas Barr Tom McCallum (Highlands and Islands)
12.00-12.40	Programme-level design across disciplines	Four cases (Nottingham)
12.40-1.30	Lunch break	
1.30-2.10	Programme-level design across disciplines	Four cases (Nottingham)
2.10-2.35	Transforming the student experience through assessment (TESTA)	Isabel Hopwood (Bristol) Rachel Horrocks-Birss (Dundee)
2.35-3.25	Students as co-designers and Student Partnership initiatives	Student Engagement Associates Matthew Watts (Nottingham)
3.25-3.45	Conclusions on the day	Sarah Speight (Nottingham) Katharine Reid (Nottingham) Carmen Tomas (Nottingham)

Day 2 – Wednesday 12 January 2022

[Click here to access the MS Teams meeting for Day 2 using this link](#)

You can click any of the session titles below to go to a page with more information about that session.

Time	Description	Presenter(s)
10.15-10.30	Overview of Day 2	Sarah Speight (Nottingham) Katharine Reid (Nottingham) Carmen Tomas (Nottingham)
10.30-11.30	Keynote 2 Aspiring through assessment	Jan McArthur (Lancaster)
11.30-12.00	Values-led curricula	Jade Garratt (Nottingham) Amrita Narang (QAA)
12.00-12.45	Lunch break	
12.45-2.00	Round table: addressing cultural barriers to programme-level thinking	Panel of experts from across the sector chaired by Sarah Speight (Nottingham)
2.00-2.10	Break	
2.10-3.00	Developing analytics for programme-level design and learning	Karen Barton (Hertfordshire) Carmen Tomas (Nottingham) Mark Griffin (Nottingham) Simon Walker (UCL) Jim Keane (Jisc)
3.00-3.15	Conclusions and closing remarks	Sarah Speight (Nottingham) Katharine Reid (Nottingham) Carmen Tomas (Nottingham) Ailsa Crum (QAA)

Day 1

Full programme

[Click here to access the MS
Teams meeting for Day 1](#)

9.15-9.40 Conference welcome – Day 1

Designing Programmes for Learning

Day 1 covers the fundamentals; giving insights into what we mean by programme-level design of assessment, why we need it and possible institutional approaches towards achieving it.

Join us as we open the conference.

9.40-10.40 Keynote 1 - Programmatic assessment



Cees van der Vleuten

Professor of Education at Maastricht University, Department of Educational Development and Research in the Faculty of Health, Medicine and Life Sciences.

www.ceesvandervleuten.com

In the last 50 years the field of assessment of professional competence has seen remarkable progress. Developments in assessment technology have taken place across all areas of professional competence, ranging from cognitive to behavioural and emotional aspects of competency. This has been accompanied by extensive research. In order to make assessment more meaningful for learning, however, we need to change our thinking around assessment. We need to move from assessment of learning to assessment for learning, from individual assessment methods to a systems approach of assessment, from cross-sectional assessment to longitudinal approaches to assessment. This presentation will give an account of such a holistic approach to assessment, called programmatic assessment. This approach to assessment will be explained and illustrated with an existing assessment practice.

10.40-11.00 A decade of programme-level assessment and course design across the UK: reflections on the past and looking to the future



Professor Peter Hartley

Higher Education Consultant, and Visiting Professor at Edge Hill University, National Teaching Fellow. Lead of the PASS project on programme-focused assessment - <https://www.bradford.ac.uk/pass/>

This session will present a very informative overview of the past decade of developments and thinking about assessment strategies and programme-level design across the UK. Reflecting on the past, this session will offer directions for the future.

11.00-11.10 - Break

11.10-11.40 Designing programmes of study at the University of Nottingham

Dr Carmen Tomas and **Dr Nick Mount** (University of Nottingham) will introduce the improved process used to design programmes at the University of Nottingham. We will present our collaborative approach involving professional services colleagues and students. We will share our toolkit for programme design including the iCURATE framework to design assessment and learner journeys at programme level.



Integrated CURriculum and Assessment Templating

11.40-12.00 Spotlight case: 'Applied Software Development' at the University of the Highlands and Islands

Douglas Barr and **Tom McCallum** will present on the redevelopment of a software design undergraduate programme. The new programme involves team-based work and projects throughout.

Programme-level design across disciplines: cases at the University of Nottingham

12.00-12.40 Four cases

12.40-1.30 Lunch

1.30-2.10 Three cases

Dr Katy Cobb (School of Veterinary Medicine and Sciences)

A programmatic approach to the assessment of veterinary clinical competence

Dr William Dunn (School of Life Sciences)

An integrated approach to early years medicine teaching and assessment

Dr Helen Boardman and student co-designers (Eric Zhuang, Hannah Fox, Wafa Zainalabidin, Daniel MacDonald, Anthea Hong Ming, Adanna, Anthony-Okeke) (School of Pharmacy)

Redesigning the Pharmacy programme of study

Dr Thomas Wicks, Dr John Billingham and student co-designers (Niamh Brereton, Holly Justice, Maria Gedziorowska) (School of Mathematical Sciences)

Transforming learning in Mathematics through programme-level redesign

Dr Dianne Bowskill (School of Health Sciences) and Sarah Westwater-Wood

Reducing assessment load through a programmatic approach in the Health Sciences

Professor Peter Stockwell (School of English)

Redesigning programmes and systems for online learning

Dr Barbara Turnbull (Department of Civil Engineering)

An industry inspired Civil Engineering curriculum

2.10-2.35 Transforming the student experience through assessment (TESTA) - method, institutional impact and future

Dr Isabel Hopwood, Lead TESTA Researcher, University of Bristol

Dr Rachel Horrocks-Birss, Academic Literacies Developer and TESTA Officer, University of Dundee

Since its development over a decade ago, the [TESTA](#) methodology has supported programme-level review and redesign of assessment at institutions across the country. This session will explore how different institutions have implemented TESTA, the impact it has had on the student experience, and areas for future development.

2.35-3.25 Students as co-designers and Student Partnership initiatives at the University of Nottingham

In this session, we will hear from our Student Engagement Associates (SEAs) who have been engaged as curriculum co-designers in pilot projects in the School of Pharmacy and the School of Mathematical Sciences at the University of Nottingham.

Matthew Watts, Student Engagement Officer, will then present on the wider [Student Partnership initiatives](#) at the University of Nottingham.

SEAs from the School of Pharmacy

Eric Zhuang, Hannah Fox, Wafa Zainalabidin, Daniel MacDonald, Anthea Hong Ming, Adanna Anthony-Okeke

SEAs from the School of Mathematical Sciences

Niamh Brereton, Holly Justice, Maria Gedziorowska

3.25-3.45 Conclusions from Day 1

Join us as we reflect on Day 1 of the conference, key lessons and questions.

Day 2

Full programme

[Click here to access the MS
Teams meeting for Day 2](#)

10.15-10.30 Conference welcome – Day 2

Designing Programmes for Learning

Day 2 looks at a range of aspirations for the sector. We start the day thinking about embedding values in the curriculum. This will include insights from experts and a discussion of practice.

Join us as we open Day 2 of the conference.

10.30-11.30 Keynote 2 - Aspiring through assessment: Rethinking the role of assessment in programme design and student achievement



Dr Jan McArthur

Senior Lecturer in Education and Social Justice

Department of Educational Research
Lancaster University

This keynote builds on my work on Assessment for Social Justice, a concept which is itself based upon assessment for learning. Given what we know about the powerful role of assessment in shaping what and how students learn, can we extend this to consider how assessment can contribute to broader aspirations, such as greater social justice within and through higher education?

Thinking of assessment at programme level provides a wonderful opportunity to consider the developmental role it can play in students' engagement with complex knowledge, development of disciplinary/professional identity and their development as members of society. From my own critical theory perspective, individual and social wellbeing are mutually dependent. Therefore we need to create opportunities within the programme curriculum for students to develop a sense of socially-based achievement: a sense that they are doing something that contributes to the wellbeing of others. Without this, their own individual wellbeing is necessarily truncated. This broader, aspirational approach to assessment does not deny that sometimes it is about the building blocks of disciplinary knowledge and small, discrete tasks. But at some point in the programme students must have an opportunity to do more, and to be recognised as having more – on that social level – to offer. This form of achievement can never be captured in the empty signifier of a grade or degree classification. Such an approach also enables meaningful engagement between assessment practices and other urgent issues relating to EDI, decolonisation and the climate emergency.

11.30-12.00 Values-led curricula

Jade Garratt, Senior Education and Student Experience Manager,

Amrita Narang, Quality Enhancement and Standards Specialist,

QAA

Values-led curricula – going beyond a checklist approach

How do we design programmes that achieve disciplinary learning outcomes while helping students to develop professional competencies? Can we prepare students for an internationalised world and maintain connections between the university and our local community? How do we build in considerations of sustainability, inclusivity and decolonisation without resorting to a ‘tick box’ approach?

In this session we will share how we are adopting a values-led approach to engage with these questions. We will discuss curriculum intentions as well as some of the practical design activities and approaches we are developing as part of our programme-level design toolkit. This approach is a work in progress and as such we welcome discussion, questions and ideas from colleagues throughout the session.

12.00-12.45 - Lunch

12.45-2.00 Round table: addressing cultural barriers to programme-level thinking

A panel of experienced representatives from a variety of Higher Education Institutions will discuss their experiences of addressing key challenges to the implementation of programme-level design.

Panel Chair: Professor Sarah Speight (University of Nottingham)

Panel Members

- Professor Mariann Rand-Weaver, Dr Amanda Harvey and Dr David Tree (Brunel University)
- Professor Wyn Morgan (University of Sheffield)
- Victoria Fanning and Dr Susannah Lamb (Nottingham Trent University)
- Dr Sam Elkington (University of Teeside)
- Professor Lydia Arnold (Harper Adams University)
- Professor Katharine Reid (University of Nottingham)
- Dr Oliver Vettori (Vienna University of Economics and Business)

2.00-2.10 - Break

2.10-3.00 Developing analytics for programme-level design and learning

Decisions, theory and data: defining the role of analytics for assessment and feedback

Dr Carmen Tomas (University of Nottingham), Mark Griffin (University of Nottingham) and Professor Simon Walker (University College London)

Insights from a Jisc-funded and cross-institutional project offering directions for development for analytics.

The programme and assessment landscape

Karen Barton (University of Hertfordshire)

A case of institutional development of programme-level dashboards to manage assessment and learner journeys in programmes

Analytics and Programme Design - Where is the data?

Jim Keane (Jisc)

Jim discusses what is available now, developments being released this year, plans to develop the analytics we need, and what Jisc does to help the sector.



3.00-3.15 Conclusions from the conference

Join us as we reflect on the conference and discuss next steps

Thank you!

We would like to express our sincere thanks and gratitude to everyone who has attended the conference and especially to all speakers and presenters.

Useful links

- [Teams meeting link for Day 1](#)
- [Teams meeting link for Day 2](#)
- [Conference website](#)

Contacts

Questions about this programme or the sessions?
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