Design Sprint Methodology

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Today's agenda

- What is a DSM?
- Why we use the DSM process
- What is required by Programme Teams
- Timings

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Programme Strategy meeting

- Introduction to Programme on a Page (POP)
- Teams library
- Programme Listing
- External Advisor

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Stage 1 – Understand and Define

- Confirm programmes in scope, rationale for not including some programmes
- Programme on a Page completion
- Confirmation of documentation required (EA, Employer, Focus Group feedback)
- GMW assessment recommendations
- OfS Recommendations / training requirements if required
- Benchmark statement Review
- Student retention / Feedback / Support / PT support

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Stage 2 – Sketch and Design

- Draft programme on a page
- Module Sequencing document
- Industry / Employer Feedback discussion
- Authentic assessments / Assessment Tables
- PSRB requirements
- Timings agreed for validations
- All module tutors should be involved at this stage

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Stage 3 Prototype and Validate

- Programme Specifications
  - Review Programme Learning Outcomes, Benchmark / PSRB guidelines
- Module Specifications
  - Review all Learning outcomes to ensure the assessments can be achieved
  - Ensure assessments are scheduled throughout 5 weeks
  - Review how feedback will be delivered
  - Review how students will learn – Before, During and After classes
- Delivery model
  - Review timetables.

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Programme Design Support

Curriculum Design

- All University of Greater Manchester programmes should be designed using a unique and highly effective curriculum architecture in order to:
  - Provide a distinctive, stimulating and flexible offer which effectively consolidates learning CHOICE, CONSOLIDATION
  - Allow for the development of a personalised, coherent, professionally relevant and challenging student learning experience COHORT, CONTEMPORARY, COHERENCE, CHALLENGE
  - Enhance student satisfaction
  - Improve student achievement and retention
  - Improve graduate employment outcomes
  - Enhance industry involvement

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Curriculum Design

- Contemporary
  - Research and scholarly activity should be used to inform curriculum design and delivery methods - to ensure programmes are relevant, up to date and stimulating. All programmes should follow the Greater Manchester Way principles.
  - Use the employment market information and feedback from Industry Advisory Boards (IABs) to provide real-world context and an evidence base for skills acquisition.
- Cohort & Contemporary
  - When writing programme and module learning outcomes, consider the wording carefully, recognising the diverse nature of the student body, the dynamic external environment and international perspectives.
  - Ensure the programme is professionally relevant, embed formal opportunities for work-related learning e.g. placements, projects, professional discussions, presentations, guest speakers, industry visits etc.. All programmes are expected to include elements of work-related learning.

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Curriculum Design

Challenge

- Programmes at The University of Greater Manchester develop students as autonomous, self-directed, critical and reflective learners.
- At each level use appropriate verbs for learning outcomes – demonstrating expectations. e.g: Level 3 and HE4: explain, describe, discuss. HE5: Analyse, appraise, compare and contrast. HE6 and HE7: Critically appraise, critically evaluate, synthesise. HE7 also include: Solve complex problems, develop creative or innovative solutions/recommendations.
- At each level make explicit where and how students will develop and reflect on key on academic, professional/practical and life skills within a relevant context. Skills should be embedded in the curriculum and there should be clear progression from dependent to independent learning – culminating in an independent research project

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- Challenge
  - Add examples of different LO’s

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Consolidation

- Programmes at The University of Greater Manchester develop knowledge and skills to ensure graduates achieve their personal, academic and professional goals
- Consider both specialist and interdisciplinary knowledge – informed by Benchmark Statements, Apprenticeship Standards, Industry Advisory Boards, PSRBs (if relevant), current research, as well the present and future needs of industry.
- Embed formal opportunities for setting and reflecting on personal, academic and professional goals at each stage of the programme.
- For programmes with formal off-site learning within an industry setting, a Placement Handbook will need to be provided which includes the roles and responsibilities of the student, academic supervisor and placement provider. See the Code of Practice for Work Based and Placement Learning.

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Coherence & Choice

- Programmes at The University of Greater Manchester employ effective assessment/ feedback practices which support knowledge and skills development.
- Map the assessment journey of a student throughout the programme to ensure a coherent, varied and planned approach to assessment.
- Embed formal opportunities for setting and reflecting on personal, academic and professional goals at each stage of the programme.
- To reduce *academic misconduct and enhance personalisation in assessment consider using one of more of the following strategies
  - - requiring personal reflection on assessment outcomes
  - - the use formative assessment point or points to appraise the development
  - of ideas
- - the use of projects and case-studies (authentic, recent and /or local)
- - the requirement to consider contemporary legislation, policy and processes

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- All Programmes at The University of Greater Manchester are developed, delivered and evaluated in partnership with students and other stakeholders
- Current/perspective student opinions must be sought when designing a programme. Group presentations to students are a useful way of outlining discuss key programme features, as well as gaining feedback.
- Potential employer feedback can be sought via email and /or via School Industry Advisory Boards. The draft programme specification together with a brief outline of each module give employers a useful overview.
- Apprenticeship and PSRB standards will also influence curriculum content.
- Ensure that current labour market intelligence is incorporated when designing new programmes. New provision must be based on industry need, addressing future skills deficits.

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Assessment Advice

- Examples of academic written assessments include: reports, essays, seminar papers, annotated bibliographies, academic journal articles, academic posters, referenced project proposals.
- Examples of more practical written assessments include: blogs, trade journal articles, newspaper articles, press releases, reflective diaries, personal/professional development plans, project plans.
- Examples of oral assessments include: presentations, seminar presentations, poster presentations, role plays, interviews, professional discussions and vivas
- Examples of practical skills assessments include: projects, portfolio outputs, OSCEs, performances, + designing artefacts, programmes, tools, resources etc.

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Thank you

- Questions

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