



**QUEEN'S
UNIVERSITY
BELFAST**

Programme Design Portfolio

Jisc Beyond Blended Framework at Queen's
University Belfast Pilot 24/25

| | |
|-------------------------|--|
| Course/Programme | |
| Date | |

| Attendees | Position | Department/Team |
|------------------|-----------------|------------------------|
| | | |
| | | |
| | | |

Contents

| | |
|--|----|
| Course/programme details | 3 |
| Purpose of this document..... | 3 |
| Drivers for change | 3 |
| The GROW model | 3 |
| Summary (GROW)..... | 4 |
| Pre-workshop: Research..... | 5 |
| Preparation checklist for curriculum development workshops | 5 |
| Workshop 1: Planning and diagnostic review | 7 |
| Current context..... | 7 |
| Need for change..... | 7 |
| Constraints..... | 7 |
| Challenges | 7 |
| Opportunities | 7 |
| Goal for next workshop | 7 |
| Workshop 2: Six pillars of Programme Design | 8 |
| Place | 9 |
| Platform | 10 |
| Pace | 11 |
| Blend..... | 12 |
| Flex | 13 |
| Support | 14 |
| Appendix 1: Mapping to the PSF Framework..... | 16 |
| Appendix 2: Mapping Universal Design for Learning | 19 |

Course/programme details

Add relevant information for your programme/course here

| | |
|------------|--|
| Title | |
| Lead | |
| Level | |
| School | |
| Components | |

Purpose of this document

This document will help capture your thinking as you work through the six pillars of the Jisc framework, identify key considerations, and actions you would like to take forward. It would be useful to keep an ongoing record of the discussions as you go, then take some time to summarise the impact on your design.

Drivers for change

What are the key drivers behind the changes needed? Consider e.g. student feedback, educator feedback, new course development.

The GROW model

The GROW model is a widely used coaching and mentoring tool, which can aid in identifying key actions to take forward, being cognisant of potential barriers and constraints. The GROW model stands for Goals, Reality, Opportunities and What's Next, and will be used to support the Beyond Blended implementation framework for curriculum and learning design.

Summary (GROW)

For completion after the six pillars have been explored. Consider how your discussions have impacted your approach to the course/programme, identifying changes you aim to take forward into your planning.

| | | |
|----------------------|--|--|
| Goals | <i>Identify 1-2 key changes for the programme, related to the six pillars you have explored.</i> | |
| Reality | <i>What is the context for your programme design? Constraints, challenges, boundaries.</i> | |
| Opportunities | <i>What are the options and opportunities for your programme?</i> | |
| What's next? | <i>Identify SMART actions to take forward in short, medium and long term.</i> | |

| Action | Details | Intended impact | Person(s) responsible | Timeline |
|--------|---------|-----------------|-----------------------|----------|
| | | | | |
| | | | | |
| | | | | |

Pre-workshop: Research

Preparation checklist for curriculum development workshops

In preparation for your upcoming session, which will address the six pillars and objectives of the programme, we advise gathering pertinent information and data to support your discussions and decision-making processes.

This may include any or all of the following:

| Type of information | Examples |
|--|--|
| Student information | Attendance records |
| | Programme and/or module feedback |
| | NSS data |
| | Student feedback from other sources (e.g. Queen's Student Survey) |
| Employer/market information | Benchmarking against sector offerings |
| | Russell Group guidance |
| | Employer/sector guidance (e.g. skills profiles) |
| | Regulatory guidance (e.g. PSRB guides) |
| Queen's University systems information | Student intake data |
| | Marketing research |
| | Student demographics |
| | Graduate Outcomes |
| | Achievement data |
| | Room and space availability |
| Colleague information | Staffing availability |
| | Workforce planning |
| Faculty/School | Faculty strategic plan |
| | Areas of potential growth |
| Administrative information | Dates and schedule for processes (e.g. approval to proceed, PEM, EC(QS)) |
| | Roles and responsibilities for course delivery and quality assurance |
| Teaching, learning, assessment and feedback strategies | Knowledge and development of skills to innovate |

What does the evidence tell you about...?

| | |
|--|--|
| The likely profile of the students | |
| Employer/career or market needs | |
| Staffing needs to deliver the programme | |
| Alignment with school, faculty or institutional strategy | |
| Opportunities to adapt physical or digital teaching | |
| Timing and pacing of programme constraints | |
| Other relevant notes | |

Workshop 1: Planning and diagnostic review

Current context

*What contextual information is driving your decisions throughout this process?
(gathered from information in pre-workshop)*

Need for change

Why is this programme being built, redesigned, or reviewed?

Constraints

What regulatory or procedural constraints are in place that will affect your build?

Challenges

What potential challenges will the programme need to consider? E.g. staffing, resource, timetabling, marketing?

Opportunities

Are there areas of development to explore?

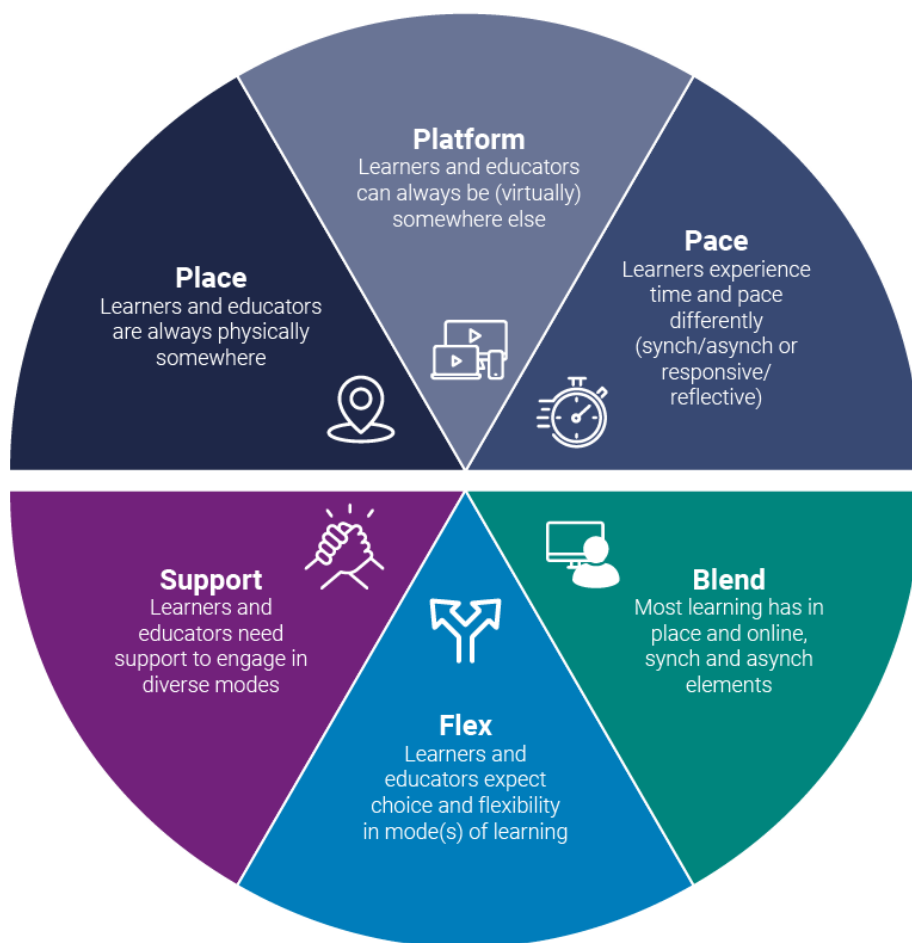
Goal for next workshop

What is the outcome you want to achieve in the next session?

Workshop 2: Six pillars of Programme Design

The six pillars of curriculum and learning design, developed by Jisc, focus on creating curricula that are inclusive, accessible, engaging, fit-for-purpose, and dynamic. By exploring and discussing the six pillars, a comprehensive approach to curriculum and learning design is adopted, placing emphasis on the student's role in teaching and learning.

The pillars can be used at any stage of curriculum consideration: when creating new programmes, reviewing current delivery, redesigning programmes, or as a tool for evaluation and reflection.





Place

Learners and educators are always (physically) somewhere

- Where are our learners throughout the week/semester/year?
- What do our learners need (in place) to access learning?
- How are we adding value for different learning modes (live in-place, live online, async in place, async online)?
- How do we make our spaces and places accessible and inclusive?
- What barriers are there to learning?

| Discussion summary |
|--------------------|
| |

| Implications for curriculum and learning design |
|---|
| |



Platform

Learners and educators can always be (virtually) somewhere else

- What platforms are we directing students to use? Are these the best ones?
- What alternatives are the student using?
- What value do students and educators get from virtual learning spaces?
- Is the software accessible? Specialist software – is it needed?
- Are there additional virtual spaces to think about e.g. library
- Are there assessment considerations?

| Discussion summary |
|--------------------|
| |

| Implications for curriculum and learning design |
|---|
| |



Pace

Learners experience time and pace differently (sync/async or responsive/reflective)

- How do we create healthy study/work habits through pace of learning?
- Is there a mix to our sessions e.g. sync/async, reflective/responsive?
- What value do students and educators get from varying the pace of learning?
- Is there alignment with assessment practices?
- What is the ideal pacing for this programme?

| Discussion summary |
|--------------------|
| |

| Implications for curriculum and learning design |
|---|
| |



Blend

Most learning has both in place and online, sync and async elements

- Resource management across blended programmes when there is a mix of sync and async elements
- Using place, platform and pace to inform activities and assessments
- How do we communicate to educators and students?
- Devices and resources – managing BYO practice
- How do we manage seamless, effective blend of different teaching and learning modes?

Discussion summary

Implications for curriculum and learning design



Flex

Learners and educators expect choice and flexibility in mode(s) of participation

- When, if, and how are decisions made in terms of flexibility throughout a programme?
- How is engagement sustained?
- Ensuring consistency of learning experiences and aligning teaching, learning, assessment and feedback
- Student and educator voice and choice
- Implications for support required

| Discussion summary |
|--------------------|
| |

| Implications for curriculum and learning design |
|---|
| |



Support

Learners and educators need support to engage with a diversity of modes

- What support do our educators and students need to enable engagement?
(resources, skills, other)
- Time, workload expectations – how is this built into academic year
- Integrating support into curriculum delivery
- What support is already available, and what is needed to move forward

Discussion summary

Implications for curriculum and learning design

Appendix 1: Mapping to the PSF Framework

The table below outlines potential links to the [Professional Standards Framework](#) (PSF).

For more information, or support to engage with the UK PSF, contact ced@qub.ac.uk.

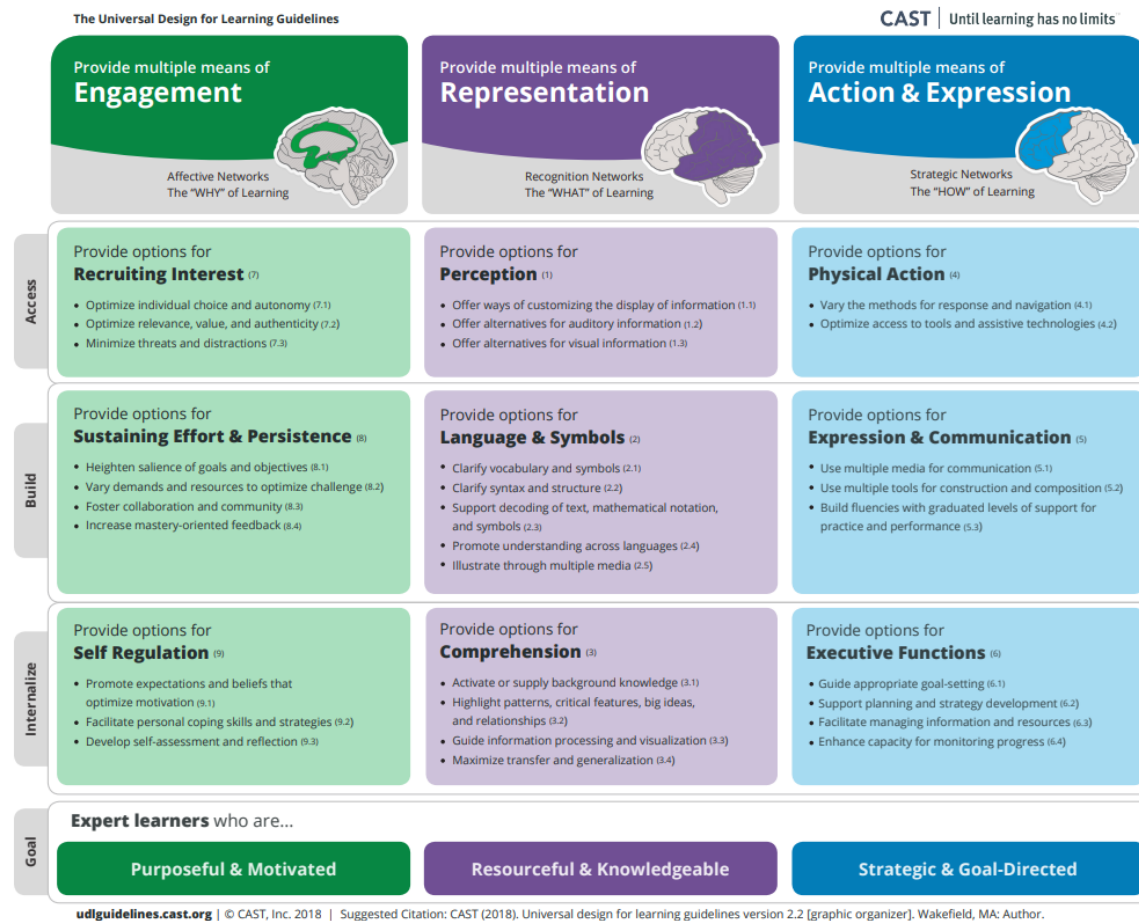
| Dimension | Reference | Descriptor | Link to Programme Builder | Pillars supporting this domain |
|----------------------------|-----------|---|--|--|
| Professional Values | V1 | Respect individual learners and diverse groups of learners | Considering a diverse student population, support needs, optionality, and pacing | Pace Blend Flex Support |
| | V2 | promote engagement in learning and equity of opportunity for all to reach their potential | Identify areas to increase accessibility, inclusivity and flexibility | Platform Pace Support Flex Blend |
| | V3 | use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice | Collating relevant information prior to programme build, adopting UDL principles | |
| | V4 | respond to the wider context in which higher education operates, recognising implications for practice | Identifying market trends, sector requirements and innovation in education | Platform Pace Blend Flex |
| | V5 | collaborate with others to enhance practice | Working with course teams, relevant departments and individuals to build programme | |

| | | | | |
|--------------------------|----|--|--|--|
| Core Knowledge | K1 | how learners learn, generally and within specific subjects | Identify modes of learning, how students engage with physical and digital campus | Place Platform Pace Blend |
| | K2 | approaches to teaching and/or supporting learning, appropriate for subjects and level of study | Developing engaging learning programmes which provide optionality, where appropriate | Pace Blend Flex Support |
| | K3 | critical evaluation as a basis for effective practice | Approach to programme build, using relevant and appropriate evidence, and suitable challenge | |
| | K4 | appropriate use of digital and/or other technologies, and resources for learning | Considering relevant digital tools and platforms | Place Platform Blend Support |
| | K5 | requirements for quality assurance and enhancement, and their implications for practice | Reference to relevant sector, regulatory and QA processes throughout | |
| Areas of Activity | A1 | design and plan learning activities and/or programmes | Process of programme build | |
| | A2 | teach and/or support learning through appropriate approaches and environments | Considering modes of learning | Place Platform Pace Blend Flex |

| | | | | |
|--|----|--|--|---------------------|
| | A3 | assess and give feedback for learning | Specific reference and consideration to modes of assessment and learning, including Programme-focused assessment | Pace Flex |
| | A4 | support and guide learners | Reference to support mechanisms for students | Platform Support |
| | A5 | enhance practice through own continuing professional development | Process of programme build, signposting to relevant PD opportunities | |

Appendix 2: Mapping Universal Design for Learning

Universal Design for Learning (UDL) principles are commonly adopted across education as an underlying principle informing programme, curriculum and teaching design. More information can be found [here](#), or contact ced@qub.ac.uk for more support.



| Provide multiple means of... | | Provide options for | Area of Programme Builder |
|---|-----------------------------------|---|----------------------------|
| Engagement (The WHY of learning), to enable purposeful and motivated expert learners | Recruiting interest | Optimise individual choice and autonomy | Pace, Blend, Flex |
| | | Optimise relevance, value and authenticity | Evidence-led approach |
| | | Minimise threats and distractions | Pace, Blend, Support |
| | Sustaining effort and persistence | Heighten salience of goals and objectives | Evidence-led approach |
| | | Vary demands and resources to optimise challenge | Pace, Blend, Flex |
| | | Foster collaboration and community | Place, Platform, Support |
| | | Increase mastery-oriented feedback | Support |
| | Self-Regulation | Promote expectations and beliefs that optimise motivation | Pace, Flex |
| | | Facilitate personal coping skills and strategies | Pace, Blend, Flex, Support |
| | | Develop self-assessment and reflection | Flex |
| Representations (The WHAT of learning) to enable resourceful and knowledgeable expert learners | Perception | Offer ways of customising the display of information | Place, Platform, Blend |
| | | Offer alternatives for auditory information | Place, Platform, Blend |
| | | Offer alternatives for visual information | Place, Platform, Blend |
| | Language and Symbols | Clarify vocabulary and symbols | Platform, Support |

| | | | |
|--|------------------------------|---|---|
| | | Clarify syntax and structure | Platform, Support |
| | | Support decoding of text, mathematical notation and symbols | Platform, Support |
| | | Promote understanding across languages | Place, Platform, Support |
| | | Illustrate through multiple media | Platform, Pace, Blend, Flex |
| | Comprehension | Activate or supply background knowledge | Platform, Pace, Blend |
| | | Highlight patterns, critical features, big ideas and relationships | Pace, Blend, Support |
| | | Guide information processing and visualisation | Pace, Blend, Support |
| | | Maximise transfer and generalisation | Pace, Blend, Support |
| Action and Expression (The HOW of learning) to enable strategic and goal-directed expert learners | Physical action | Vary the methods for response and navigation | Blend, Flex |
| | | Optimise access to tools and assistive technologies | Place, Platform, Pace, Blend, Flex, Support |
| | Expression and communication | Use multiple media for communication | Platform, Blend, Flex, Support |
| | | Use multiple tools for construction and composition | Platform, Blend, Flex, Support |
| | | Build fluencies with graduated levels of support for practice and performance | Pace, Blend, Support |
| | Executive Functions | Guide appropriate goal-setting | Pace, Flex |
| | | Support planning and strategy development | Pace, Blend, Flex, Support |

| | | |
|--|---|-----------------------|
| | Facilitate managing information and resources | Platform, Pace, Blend |
| | Enhance capacity for monitoring progress | Pace, Blend, Flex |