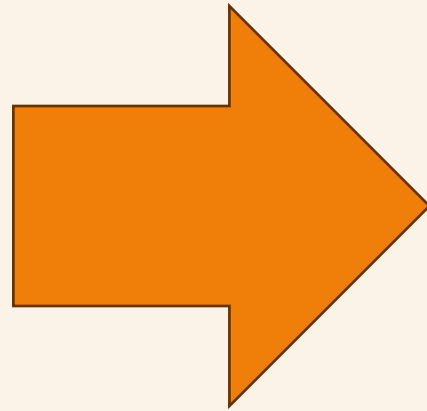


Integrated Programme Design

WMSEE #3
Carl Jones

Forces at play

- Multiple Intakes
- Trans-National Education
 - Multiple campuses
- Flexible Learning
- Grand Challenges
- Inter-disciplinary teaching
- Ivory tower thinking

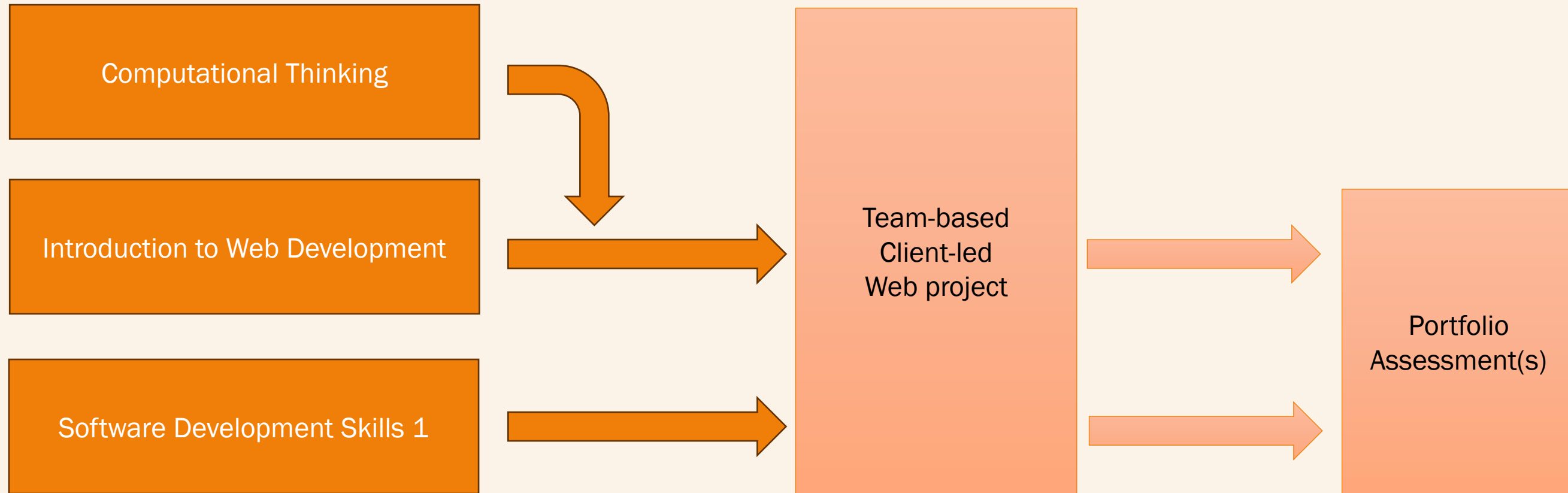


Discrete, Self-
contained
Modules

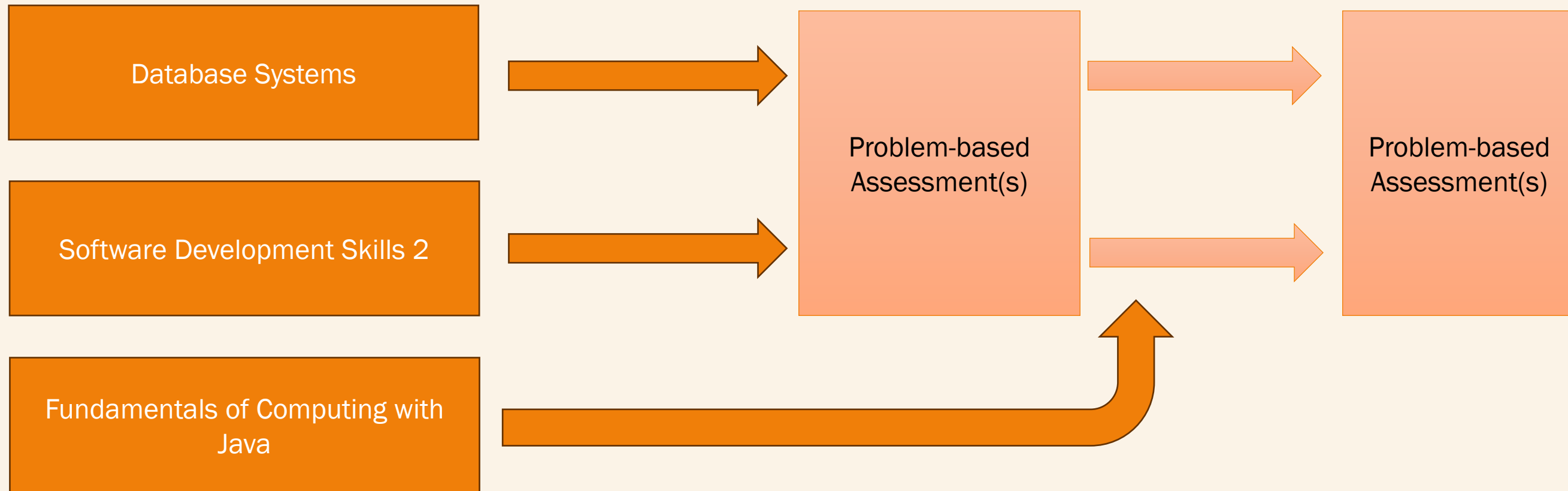
Our SE programme doesn't fit

- Projects spanning modules within a semester
- Assessments spanning modules within a semester
- Pipelines
- Spiral Learning
- Focus on “dispositions” – a key part of competency-based learning
 - ACM: “Competency = Knowledge + Skills + Dispositions... *in Context*”
 - Barnett’s Knowing, Acting, Being

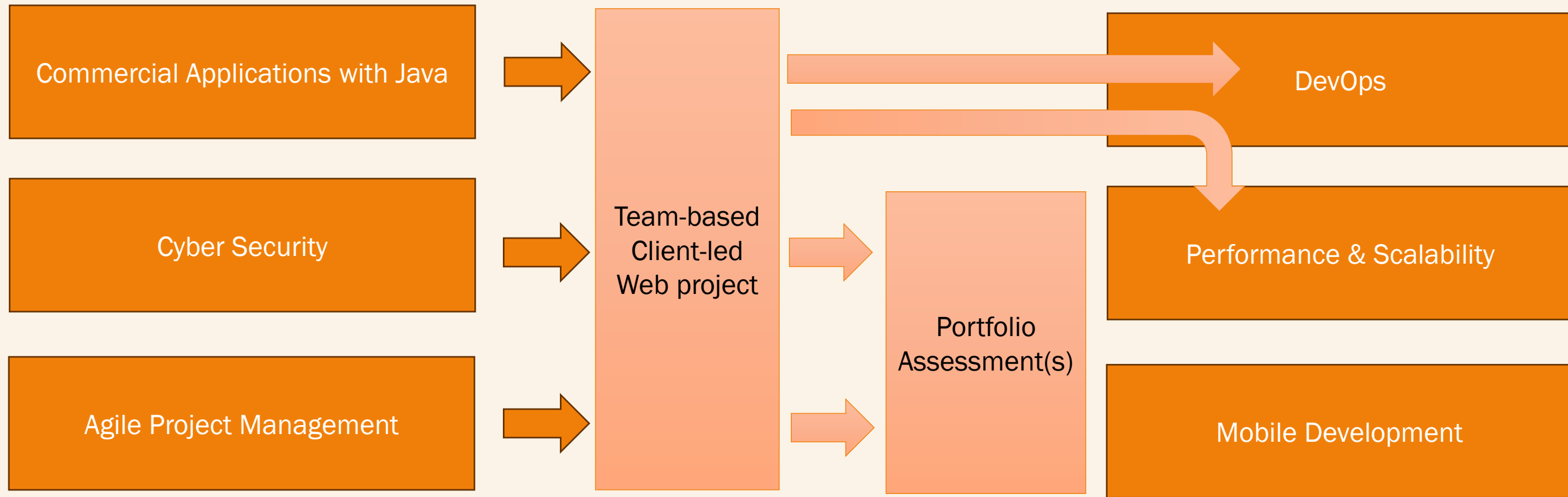
Example – Year 1 Autumn



Example – Year 1 Spring



Example – Year 2 Autumn to Spring



Example – Themes

Software Development Skills 1

Software Development Skills 2

Agile Project Management

DevOps

Adopting Technology

Shu – Ha – Ri

From “enough agile to run a simple project”

Through scaling teams

Through automation

Through considered where architecture plays

Through use of prototyping

Through product management and entrepreneurships

Staff impacts

- All module leaders (at least) need to know their place in the programme, their theme and the semester.
 - Feedback is feed-forward to future modules
 - Feedback signposts trade-offs with lessons from other modules
 - Which can be fed into assessment and rubrics

Question

- Do your programmes share these ideas of integration?
- Do your staff know the broader programme and where modules “rub” against each other?
- Do you have the same forces on you – and if so, are you resisting them (and how)?

Thanks