

The curriculum design process model

Curriculum design may take place as a workshop-style session, a formal meeting, a design sprint, or over a longer time frame, coordinated by shared documents or a shared design space.

It involves planning and decision making, based on intentional design principles, in the context of available information. It leads to outcomes that can be used to communicate and coordinate the curriculum, in the real time of teaching, learning and assessment.

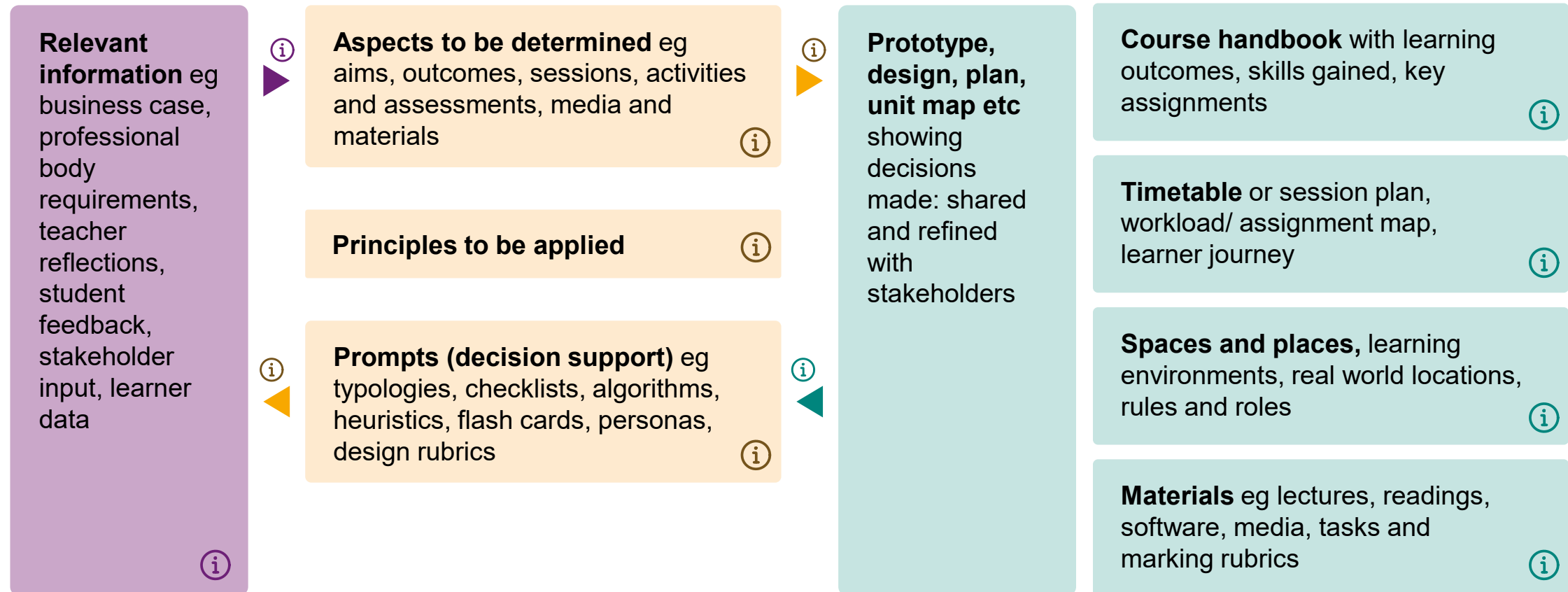
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Curriculum and learning design process model

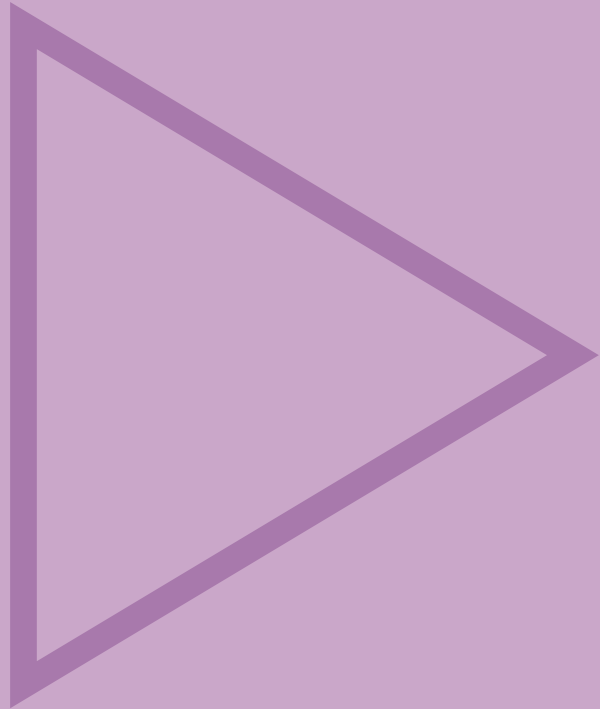
Workshop process or design sprint (90 mins-half day) involving curriculum team and other professionals, ideally students, external stakeholders



Relevant information eg business case, professional body requirements, teacher reflections, student feedback, stakeholder input, learner data

Design depends on external factors such as costing models, staff resources, timetabling, allocation of rooms and facilities. Information about likely demand is needed to construct a business case and rationale. Curriculum designers need to understand features of the student cohort, as well as the standards and quality frameworks to be met.





Feed forward information from strategic planning for the course. Also quality frameworks and benchmarks, and organisational requirements and constraints.



Feed back information from the realisation of the course design in practice (previous iterations) including evidence from students and teaching staff, formal and informal, and data from learning and course systems if appropriate



Aspects to be determined eg aims, outcomes, sessions, activities and assessments, media and materials

The decisions to be made are usually shaped by the required documentation, or a design prototype (eg a course map, timeline, proforma, VLE instance). Overall aims and outcomes for the course will be broken down into specific sessions, activities, experiences or learning periods (eg weeks). Required learning platforms and spaces, media and materials will be associated with each of these.



Principles to be applied

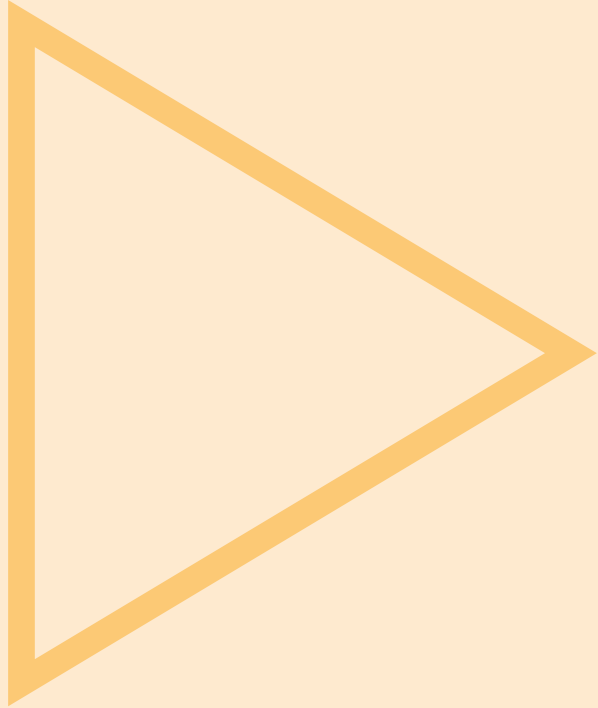
The principles to be applied in curriculum design may be given by the university, an external professional or standards body, or by the interests and commitments of the course team. It may be enough for the course team to discuss these principles - and how they will be realised in practice.



Prompts (decision support) eg typologies, checklists, algorithms, heuristics, flash cards, personas, design rubrics

Design/decision support may be used to help translate principles into clear designs. For example, the ABC of learning design uses activity type cards. Beyond blended provides a range of prompts to support design across modes of participation.





Design decisions are then used to communicate the design, to realise it in practice, to coordinate resources and to provide students with a coherent experience of their course overall



Design decisions are shaped by the way deliverables need to be specified, such as conforming to a particular style of documentation or a design prototype, and by the need to interface with other practical systems such as the VLE, timetabling, reading lists



Course handbook with learning outcomes,
skills gained, key assignments

Design decisions are clearly communicated with the teaching staff and students who will realise them in practice



Timetable or session plan, workload/ assignment map, learner journey

Synchronous and *asynchronous* session types are planned, allocating staff/student time and providing for different kinds of interaction



Spaces and places, learning environments, real world locations, rules and roles

Online and real world spaces are made available, affording different interactions (teachers-learners-materials) and activities



Materials eg lectures, readings, software, media, tasks and marking rubrics

Materials in different *media* and tools with different *functions* are provided within sessions and spaces to support learning activities and interactions

