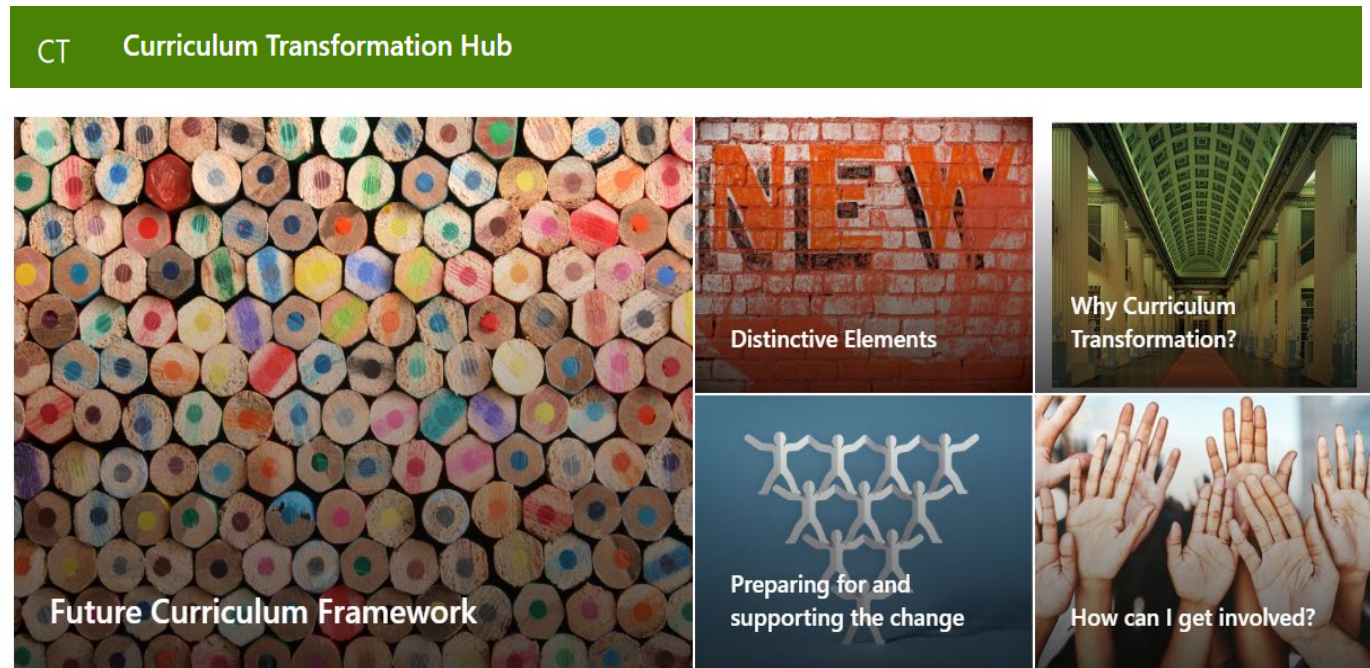# Curriculum Transformation

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Overview

- Benefits
  - Inspire and prepare students to thrive in an uncertain world and reach their full potential
  - Make Edinburgh a better place to learn, teach and support education
  - Increase social and economic impact linked to University strategic priorities
  - Improve ability to update and refine our educational portfolio
- Scope
  - UG, PGT and elements of PGR
  - Curriculum structures & principles, approaches to teaching & assessment, support & infrastructure
- Timeline
  - Long term project (5-10 years)
  - At transition from scope/design to develop /implement
- Find out more:
  - Curriculum Transformation Hub
  - https://edin.ac/curriculum-transformation

Curriculum Transformation – Edinburgh Student Vision

Disciplinary experts: with advanced specialist skills, knowledge and experience.

Ready to thrive in a changing world: having developed the skills to be reflexive learners imbued with a critical mindset, cultural sensitivity and open to diverse perspectives.

Highly employable: can translate experience and capacities to career success, on graduation and beyond, seeking congruence with their own values and aspirations.

Supports the development of **self-directed, curious and confident learners:** who are critical thinkers, innovative, agile, resilient, creative and empathetic.

Includes **experiential, cross-disciplinary and cross-cultural learning:** with students able to work well with others, understand and use different perspectives, and develop strong communication and collaboration skills.

Develops high levels of **digital and data literacy:** with students informed and active, confident in a range of environments and uses, with a mature understanding of ethical and societal considerations.

Provides **disciplinary depth, identity and expertise:** with students able to synthesise and apply learning, having developed their specialist knowledge and understanding, research skills and an appreciation of the research process.

Has a clear focus on **integrity and is values-driven:** promoting honesty and integrity, equity, inclusion, respect, cultural humility, and a willingness to challenge structural enablement and embedded advantage.

Builds **understanding and engagement with global challenges:** to develop skills in solution design and delivery, able to explain and grasp the relative importance of different actions, work constructively across different contexts and be empowered to take action.

Developing the Curriculum Framework

Curriculum Design Principles

1. Be future ready

The next decade and beyond will bring unprecedented systemic changes to bear across the world. Is our approach resilient enough to adapt and respond at pace? Are our students, programmes and institution better prepared as a result?

2. Extend our impact

We are a force for change recognised globally. More than delivering high quality learning, being part of the UoE means actively learning to shape the future in areas like climate change, sustainability and social equity. Does our approach enable this to happen? How can we foster positive citizenship and give more agency to our students, programme portfolio and institution?

3. Foster disciplinary community & belonging

We value each and every discipline, large and small, and the community they create both within and outside of Edinburgh. We adopt an inclusive, welcoming approach and encourage connections.

4. Learn across boundaries

Complex social challenges require collaboration and curiosity, that's why we have a wealth of opportunity and knowledge at our fingertips that extends beyond traditional roles, disciplines and pathways. Not only that, but our students are changing too with different routes in and out of education. Our job should be to chart a path through this that delivers powerful outcomes and meaningful experiences at Edinburgh.

5. Focus on needs, inclusivity and wellbeing

The experience of studying and teaching here is as important as the content itself. We take the time to understand what students, staff and stakeholders need from us. We are welcoming and mindful of truly diverse needs and perspectives.

6. Amplify Edinburgh's excellence

Edinburgh has an incredible heritage, disciplinary excellence and place in the world. How can we identify what is distinctive about Edinburgh and our University and take full advantage in programmes, courses and day to day experiences and connections.

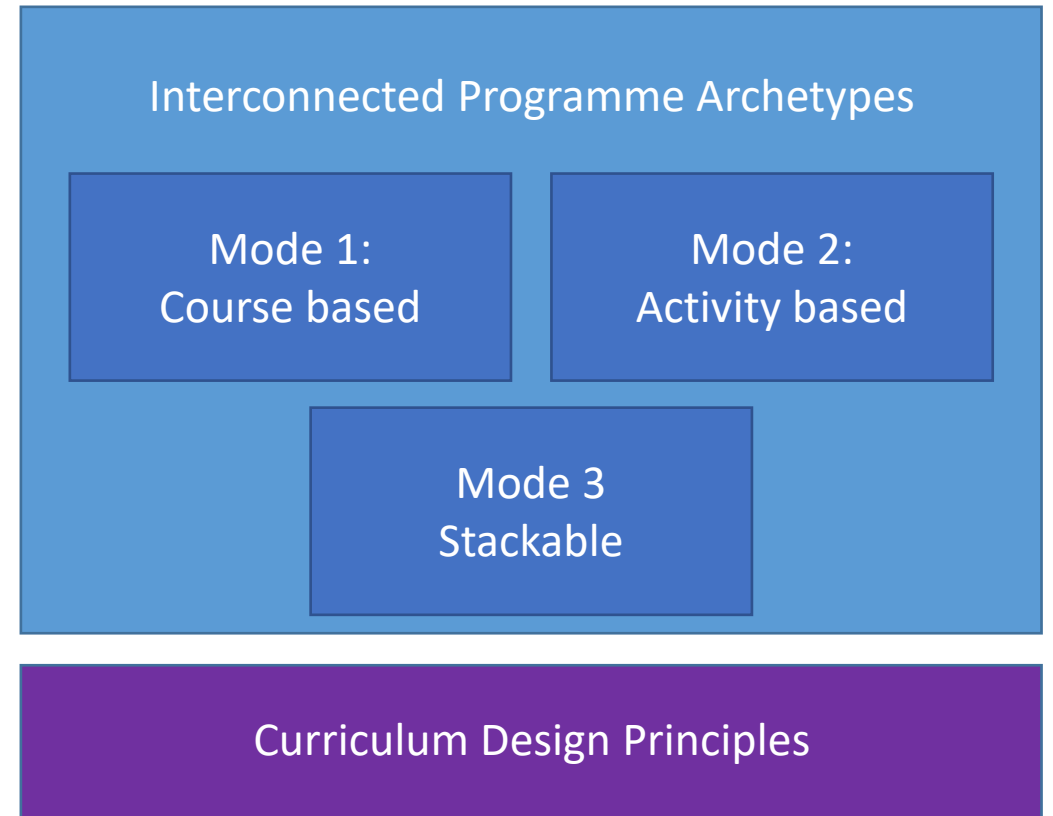By doing this, we can give... **student & staff agency & consequence** which in turn creates a... **resilient institution** driven by our principles
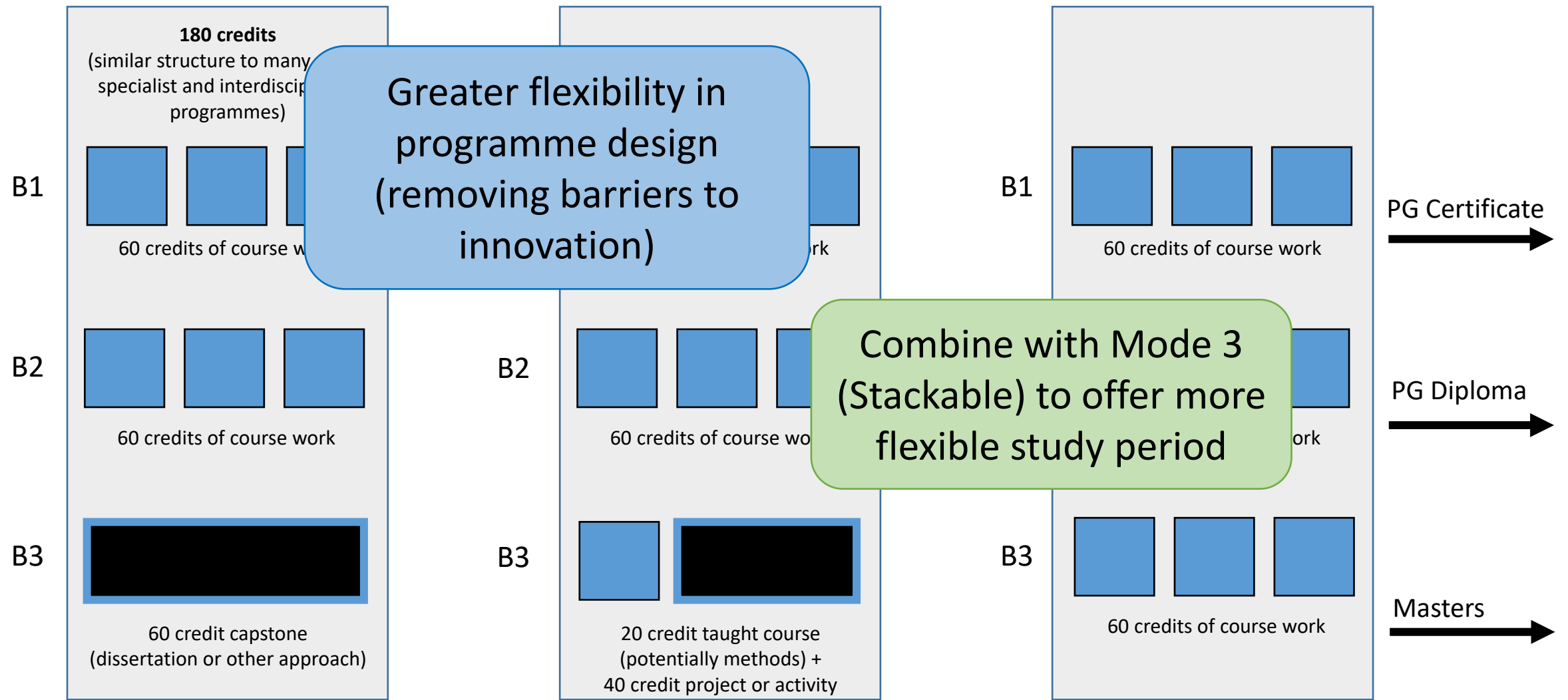
Taught Postgraduate Curriculum Framework

- Broad, adaptable & responsive

- Built around three interconnected programme archetypes & set of Curriculum Design Principles

- Supporting range of model programme structures

- Designed to meet current & future requirements (structures & modes of study)
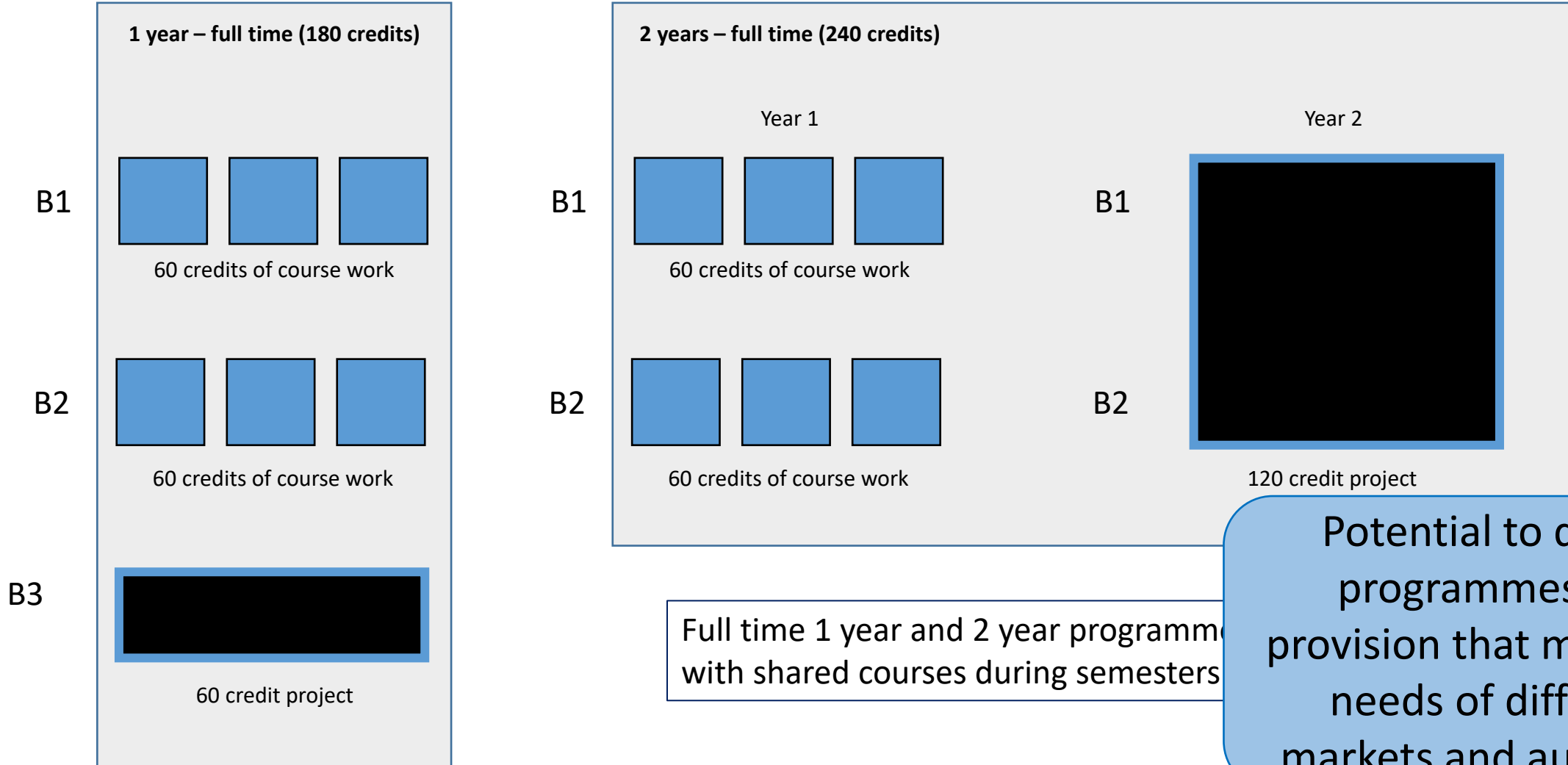
Mode 1 – Built around courses, with or without a B3 capstone

180 credits
(similar structure to many specialist and interdisc... programmes)

B1
60 credits of course work

B2
60 credits of course work

B3
60 credit capstone
(dissertation or other approach)

B1
60 credits of course work

B2
60 credits of course wo...

B3
20 credit taught course
(potentially methods) +
40 credit project or activity

B1
60 credits of course work
→ PG Certificate

B2
...work
→ PG Diploma

B3
60 credits of course work
→ Masters

Greater flexibility in programme design (removing barriers to innovation)

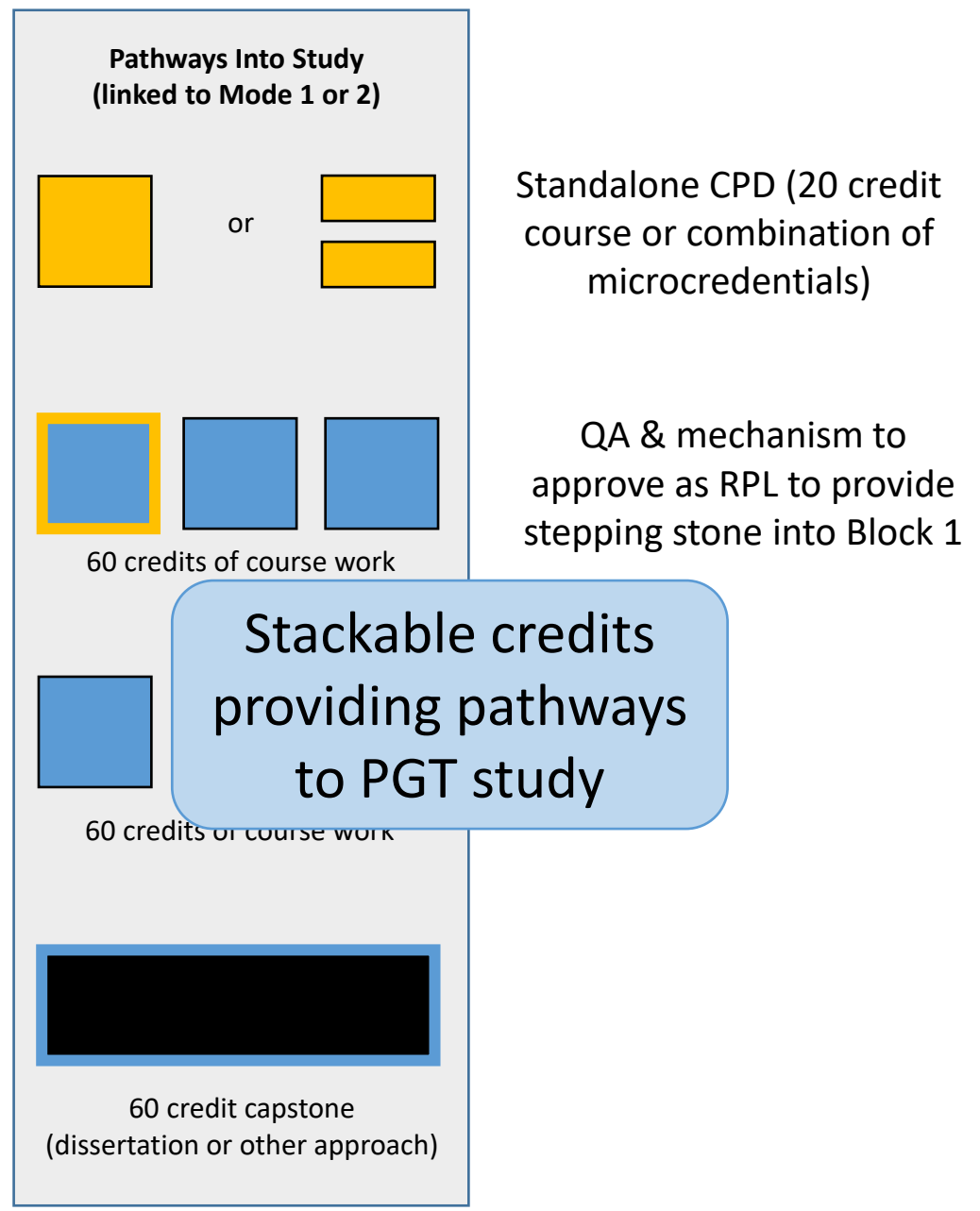Combine with Mode 3 (Stackable) to offer more flexible study period

Potential to share courses between programmes built around this archetype and to access University wide courses during B1 or B2
Courses can be content/topic based, methods or other.
Blocks 1, 2 or 3 could be semester, year or extended study period (Mode 3)
NB Using 20 credit blocks for ease of presentation only (not a specification)

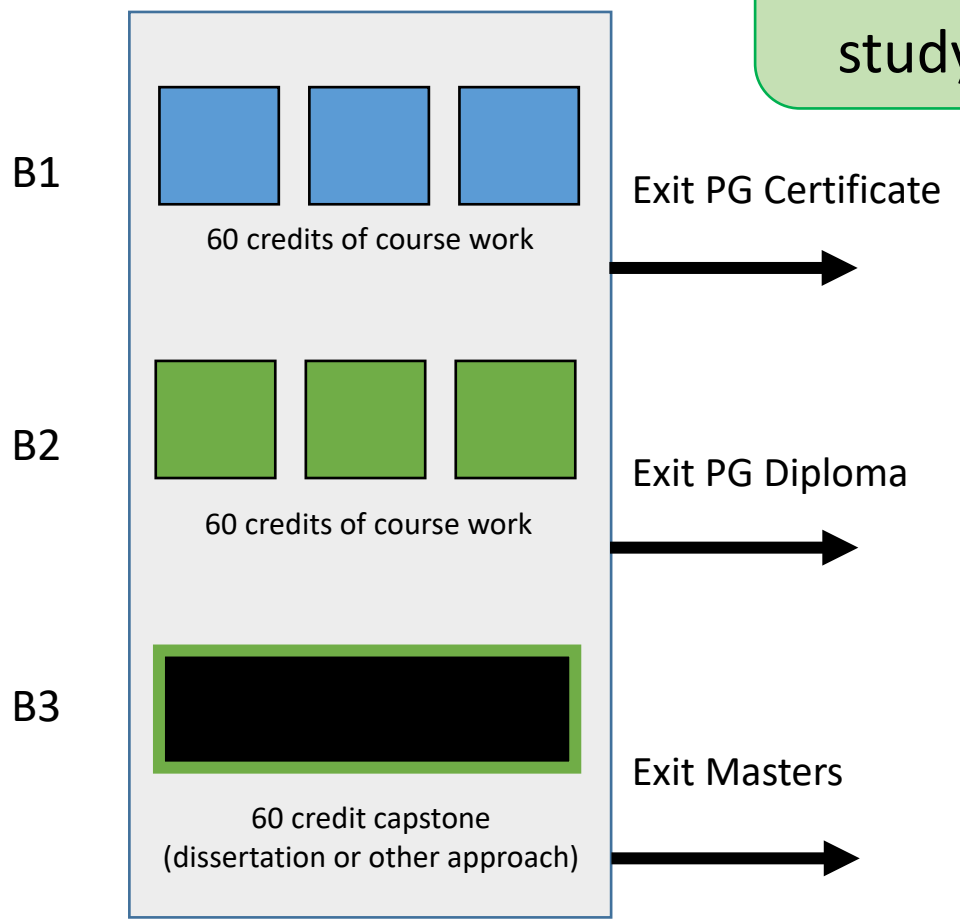# Mode 1 – Two Year Masters (aligned to 1 year Masters)

1 year – full time (180 credits)

B1
60 credits of course work

B2
60 credits of course work

B3
60 credit project

2 years – full time (240 credits)

Year 1

B1
60 credits of course work

B2
60 credits of course work

Year 2

B1

B2
120 credit project

Full time 1 year and 2 year programme with shared courses during semesters

Potential to design programmes and provision that meets the needs of different markets and audiences

Mode 3 Stackable

Pathways Into Study
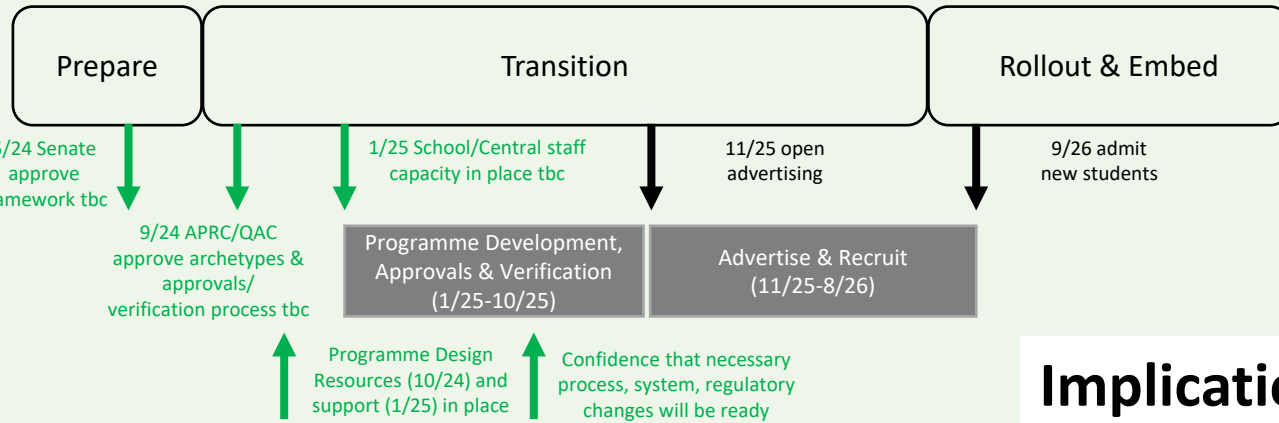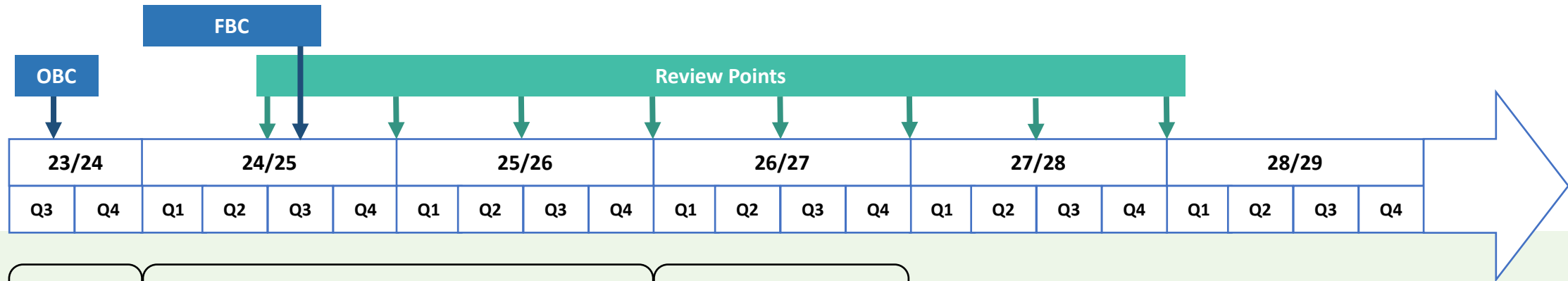**(linked to Mode 1 or 2)**

Standalone CPD (20 credit course or combination of microcredentials)

QA & mechanism to approve as RPL to provide stepping stone into Block 1

B1
60 credits of course work

Stackable credits providing pathways to PGT study

B2
60 credits of course work

B3
60 credit capstone (dissertation or other approach)

Stackable Blocks of Learning
Students can be admitted to and exit from each block of learning or be admitted for a complete and stand-alone PGCert, Dip or Masters. Period of study for each block of learning could be 1 semester, 1 year or up to 5 years. Blocks can be stacked for aggregate QA/governance)

Greater flexibility of study period

B1
60 credits of course work
Exit PG Certificate

B2
60 credits of course work
Exit PG Diploma

B3
60 credit capstone (dissertation or other approach)
Exit Masters

Undergraduate Curriculum Framework

Four UG Programme Archetypes

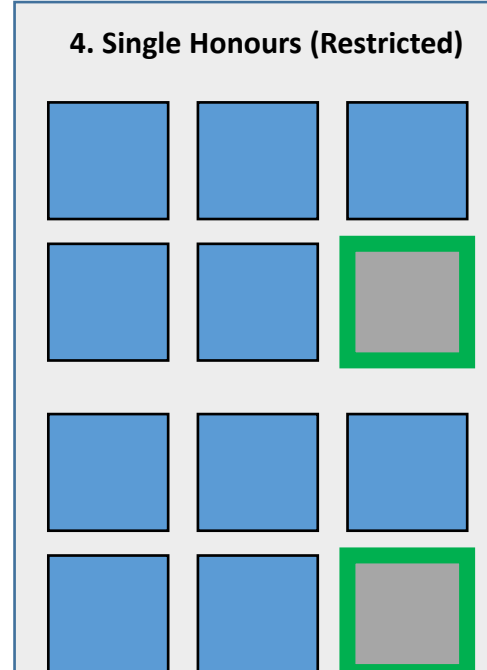Range of archetypes intended to address extrinsic (accreditation) and intrinsic requirements for disciplinary depth
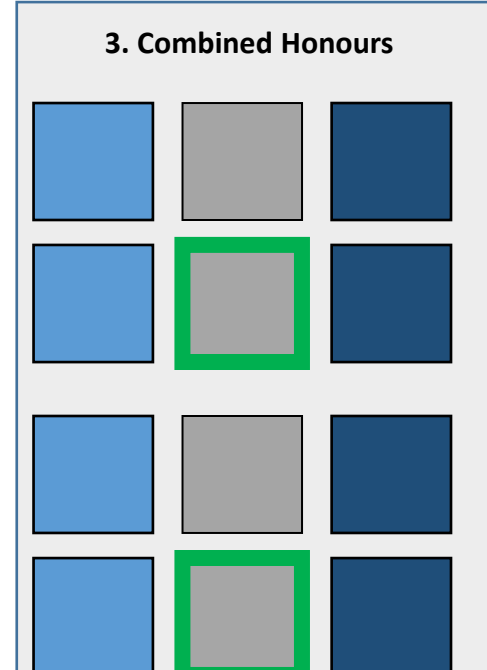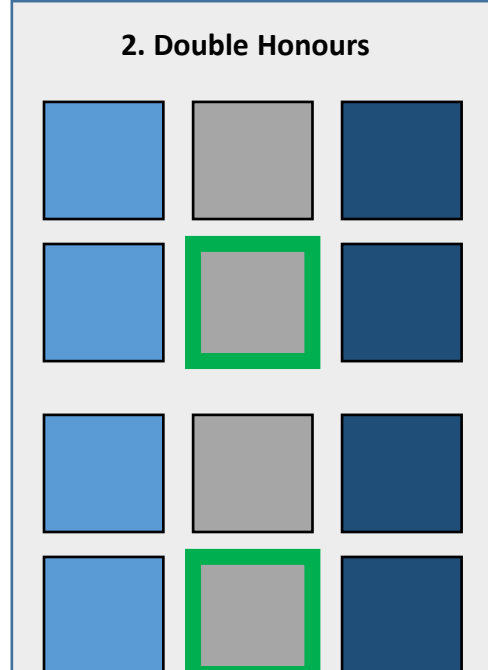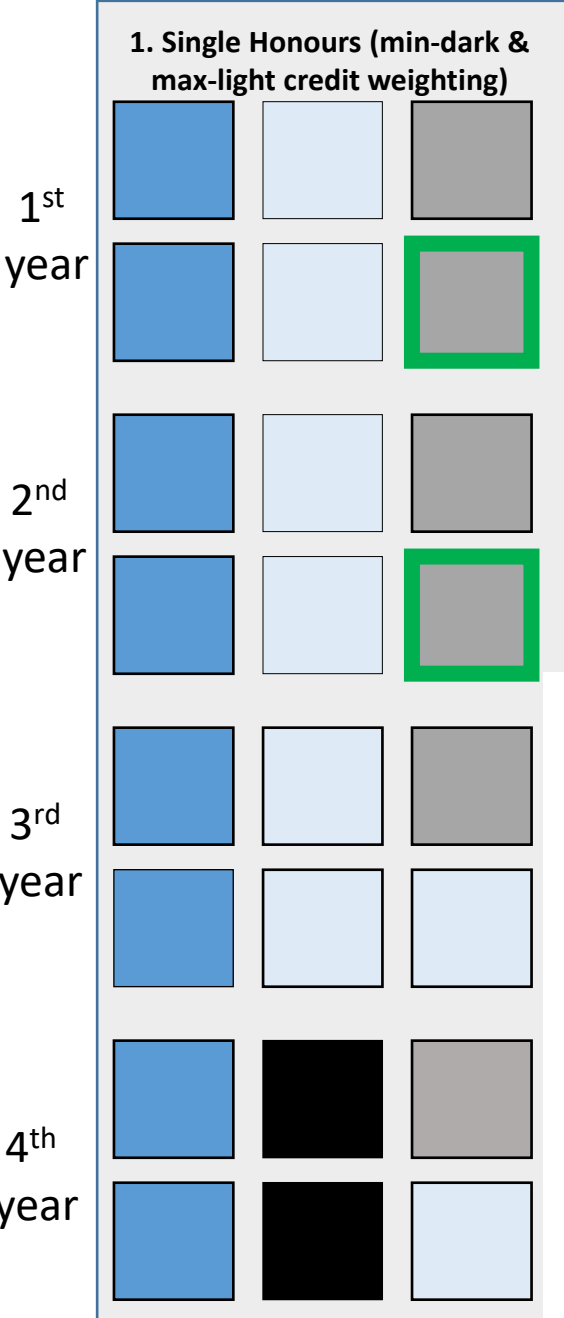
Anchor Discipline(s) in blue minimum (dark shades) and maximum (light) limits for disciplinary credits

Space for Challenge courses

Experiential embedded in anchor discipline(s) and/or offered as University level option (years 3-5)

Black shading is final year capstone element (with flexibility on what this is)

Grey for unallocated credits (can be used for enrichment elements)

1st year

2nd year

3rd year

4th year

1. Single Honours (min-dark & max-light credit weighting)

2. Double Honours

3. Combined Honours

4. Single Honours (Restricted)

- Adoption of four programme archetypes providing disciplinary content architectures and content flow
- Introduction of Challenge Courses aligned to our research strategy a
- Inclusion and stren learning
- Development of En opportunities to co additional theme o

Greater consistency in structure and flow of disciplinary content: student learning journeys easier to navigate, greater focus on programme level learning & assessment

Challenge Courses: definition, criteria, illustrative examples

Healthy Eating for People and Planet
SCQF Level 8 (VETS08016)

Summary Description
This course will explore food and eating for a healthy body, mind, and planet during climate change and globalization. Together we will examine human nutrition science, nutritional epidemiology, dietary guidelines, the social and cultural aspects of eating and food, and the linkages between the food system, climate, and health.

Key Features
- **Healthier people:** Students will develop a deeper understanding of food and nutrition for physical and mental health. They will learn frameworks to encourage healthy, sustainable dietary habits for life.
- **Healthier planet:** Students will develop a deeper understanding of the dynamic relationship between food systems and climate change. They will learn about proposed individual and collective actions to promote a food system that is healthier, more sustainable, and more just.

Why wo...
- This cour... factors – ... eat affec...
- **Engaging** meal pla... a propos...
- **Timely t...** in sustain... action in...

Hea...
Cor...
wo...

Living in the Anthropocene Lab
SCQF Level 7 or 8 (in development)

Summary Description
The course uses experiential learning to prepare students to understand, evaluate and act in the face of climate emergency and ecological crisis. The course will launch students on a tangible Anthropocene Action Project, inviting them to work in multidisciplinary groups to design a better world, and to make the difference by acting on an intervention for sustainable development.

Key Features
- Project-based learning through group work on student-led Anthropocene Action Project will focus on a topic that aligns with their personal values and interests.
- Students will be encouraged to recognize how scientific knowledge is entangled with social, economic and political processes.

Why would I want to take this Challenge Course?
- Deepen your understanding of climate and biodiversity crises and learn how you can make positive change.
- Experience the life of a professional in your own field of expertise.
- Develop collaborative skills.

How does it align with the working definition and criteria?
- Sustainable development education
- Transdisciplinary
- Co-created
- Community-building
- Reflective learning

Commentary on alignment with Challenge Course criteria and working definition

> Opportunity to explore globally significant topics beyond home discipline, link to research priorities & institutional mission

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https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Challenge-Courses.aspx

Experiential Learning: definition, approach, illustrative examples

Freedom of Expression Law Clinic
SCQF LEVEL 10 (LAWS10190)

Summary Description

The perspective of the course is both analytical and practical and the key objective is to afford students the opportunity to apply their knowledge of substantive law to a real client case. In so doing, students will be exposed to ethical-social values instrumental to the practice of law and gain first-hand exposure to the professional methods and obligations of legal casework.

Key Features

- It will address cases of violation of Freedom of Expression and human rights violations against journalists.
- It will provide the students with a unique set of substantial knowledge about freedom of expression and the regulation of news gathering activities in a comparative perspective, on the one hand, and practical and usable skills relevant to their future professions, as well as first-hand experience working on human rights cases and drafting petitions to the UN Working Group on Arbitrary Detention.

Why would I want to take this Experiential Learning Course?

- Developing case theory and legal strategy
- Collaboration
- Decision making
- Legal research
- Document and fact investigation
- Advocacy

How does it ali[gn with] criteria?

- Traditional acaden[ ] supervision from e[ ] and with the partn[ ]

Freedom of E[ ]

Commentary [ ]
working defi[ ]

Space, Place and Sensory Perception
SCQF LEVEL 10 (GEGR10116)

Summary Description

It has long been recognised that human experience and knowledge are mediated through the senses. This course will focus on understanding these everyday sensory worlds and their variation across various historical and geographical contexts. In so doing, it acknowledges that sensory perception is as much a social, cultural and political practice as it is a physical or biological function.

Key Features

- Introduction to the broad range of scholarship on the senses currently circulating within geography and related disciplines.
- It encourages students to reflect upon their own sensory engagements and make connections between knowledge gained in class and the wider world.
- Illustrate the ways in which our understandings of distinct sensory perceptions are historically, culturally, and geographically situated.

Why would I want to take this Experiential Learning Course?

- Independent, self-directed learning
- Teamwork skills
- Written communication and critical analysis skills
- Techniques of oral presentation

How does it align with the working definition and criteria?
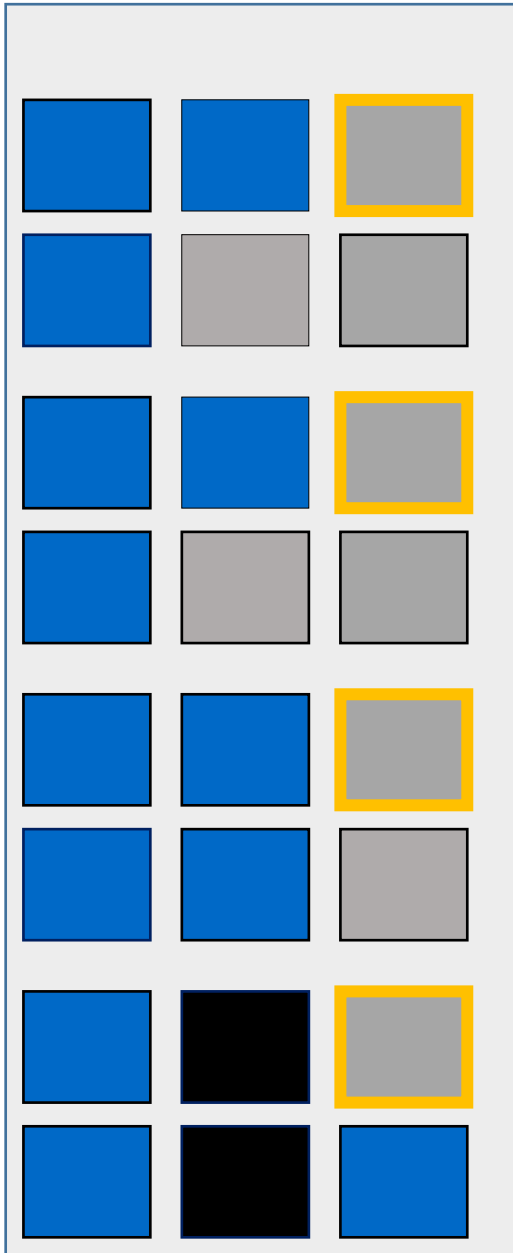
- It includes student-led discussions.
- It offers opportunities for students to physically explore their senses.
- It introduces students to an alternative means of communicating academic research and ideas.

Space, Place and Sensory Perception (GEGR10116) SCQF LEVEL 10

Commentary on alignment with Experiential Learning criteria and working definition

> Build disciplinary identity
> Build skills & experience
> essential for future success

> Real work learning
> Application of
> knowledge and skills

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https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Experiential-Learning.aspx
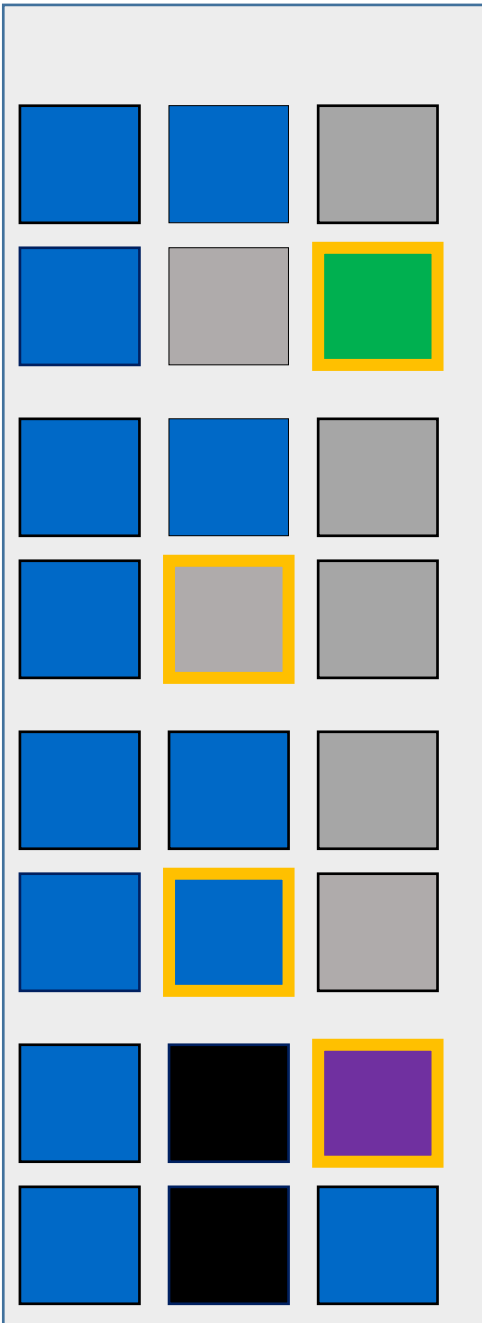
Enrichment Elements - Defined
(Skills focus e.g. language/data/enterprise)
- 20 credits per year
- Could include applied/experiential element (e.g. year abroad/project)

Chance to build second string – language, data, Additional field of study, path to future study or career

Enrichment Elements - Guided
(Linked to interdisciplinary theme e.g. Climate Emergency)

- Challenge course as foundation for interdisciplinary theme
- Outside or core courses that dig deeper into that theme
- Interdisciplinary Experiential Learning course (learning through doing)

Theme complementary to main degree

Four UG Programme Archetypes

Range of archetypes intended to address extrinsic (accreditation) and intrinsic requirements for disciplinary depth
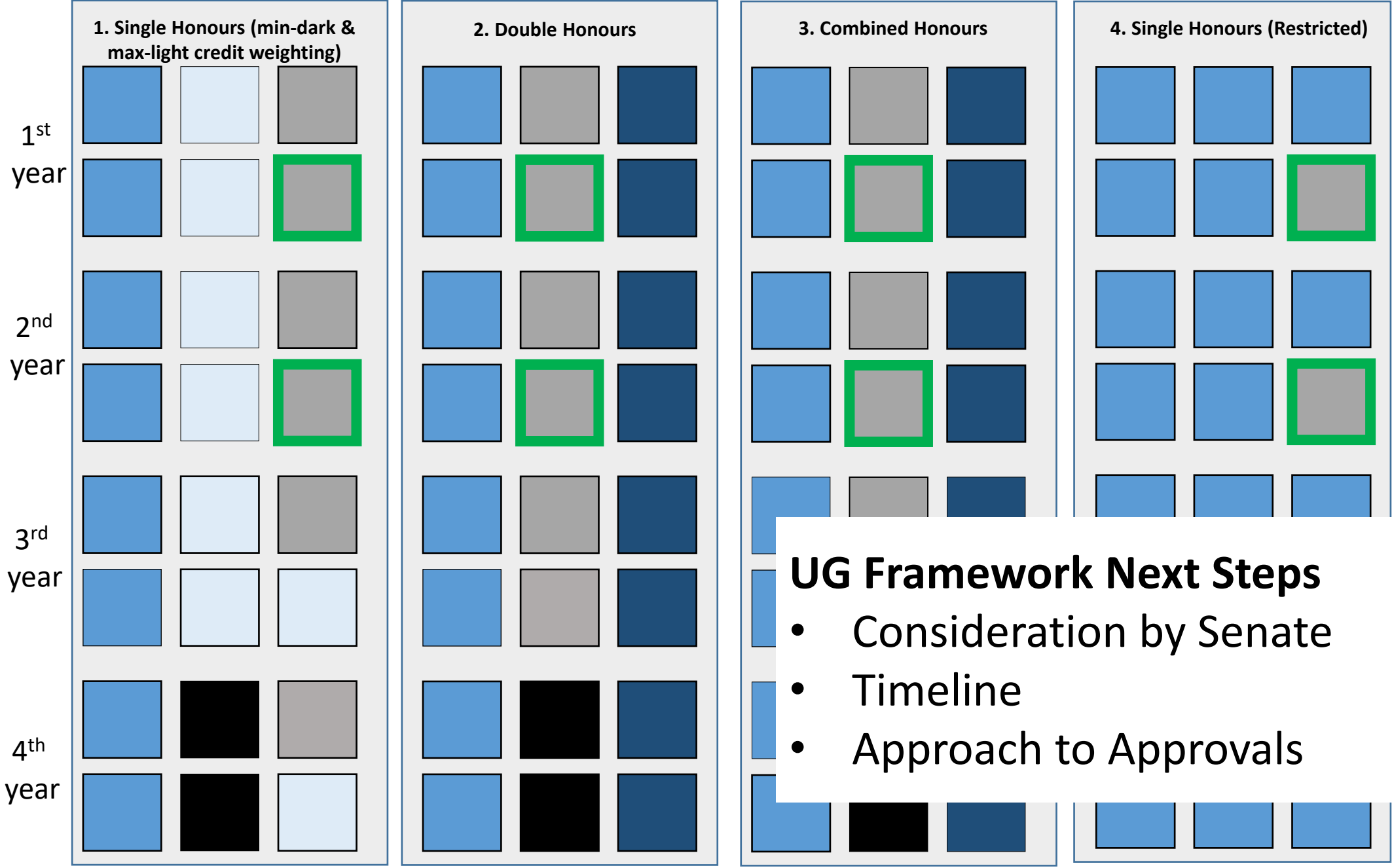
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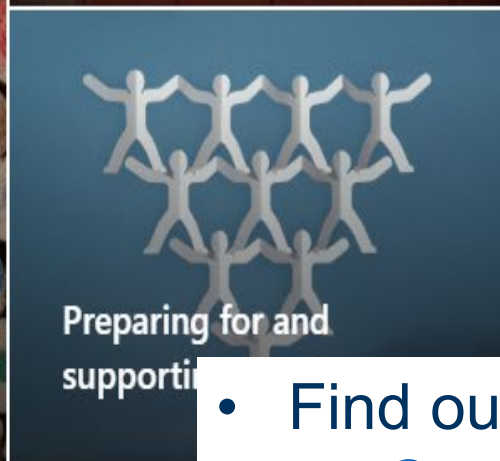Experiential embedded in anchor discipline(s) and/or offered as University level option (years 3-5)

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UG Framework Next Steps
- Consideration by Senate
- Timeline
- Approach to Approvals

Curriculum Transformation Hub

CT

Future Curriculum Framework

Distinctive Elements

Why Curriculum Transformation?

Preparing for and supporti...

- Find out more:
  - Curriculum Transformation Hub
- Contact:
  - J.d.turner@ed.ac.uk