

Curriculum Transformation Phase 1

Addendum: additional guidance on completion

This additional guidance is provided following the successful approval of the Early-Adopter PGT Phase 1 activity in February 2019 by the Curriculum Transformation Committee and is provided at the Committee's request.

Note: no changes have been made to the information entry fields themselves in any of Parts 1-3. The following is a summation of guidance prompts that have been inserted to aid completion.

Part 1B: Record of stakeholder engagement and data gathering activities

- Reflection on particular stakeholder engagement activities (e.g. by highlighting key points raised by particular stakeholders/activities) can be recorded within this table where this will help make the background to the reflection against the principles (2A) and the Course Vision (2B) clearer.

Part 2A: Reflecting on stakeholder engagement activities and data sources

- Reflection recorded against each of the key principles should be based on stakeholder engagement/data (e.g. noting which stakeholders inform each point of reflection).
- Key areas or ideas for transformation (whether based on existing strengths or areas for development) should be clearly indicated.
- The Priority Ranking (red-amber-green) should be used to indicate those areas that courses may wish to focus on within Phase 2 and 3 development activity. This prioritisation could reflect building on areas of existing strength and/or areas for development.

Part 2B: Course Vision

- An approximate length of 1000 words is suggested; please extend as appropriate to fully set out rationale and evidence for transformation proposals and/or strategic changes.
- The statement should encapsulate your thinking at this stage and should include:
 - Clear expressions of what the new/transformed course will seek to do differently based on stakeholder engagement/data;
 - The rationale for the proposed approach. Any strategic changes (e.g. change of course title) should be highlighted and a clear rationale, with supporting evidence, provided;
 - A clear articulation of individual course distinctiveness, particularly where presented as part of a common vision across a suite of courses.
- Examples of good practice in writing the Course Vision are available on the Resource Hub. [Click here to access.](#)

Part 3: Proposal

- Student-facing language should be used throughout.

Checks, feedback and endorsements coversheet

- An updated version of the checks, feedback and endorsements coversheet is now included within the Phase 1 documentation available from the Resource Hub. [It is also available as a separate document here.](#) This supersedes the previous version. Based on feedback, the latest version incorporates space for signatories to provide comments/feedback and for Course Development Teams to provide a response as appropriate.
- A guidance template is also provided on the Resource Hub detailing the role and specific areas of oversight that each signatory is asked to consider. [Click here to access.](#)
- Please contact your respective Faculty Assistant Registrar in regards to the checks, feedback and endorsements process.