# Institutional Approaches to Curriculum Design

## Institutional Story

### Project Information

<table>
<thead>
<tr>
<th><strong>Project Title</strong></th>
<th>Viewpoints</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Date</strong></td>
<td>September 2008</td>
</tr>
<tr>
<td><strong>Lead Institution</strong></td>
<td>University of Ulster</td>
</tr>
<tr>
<td><strong>Project Director</strong></td>
<td>Dr. Alan Masson</td>
</tr>
<tr>
<td><strong>Partner Institutions</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Project Website/Blog</strong></td>
<td><a href="http://viewpoints.ulster.ac.uk">http://viewpoints.ulster.ac.uk</a></td>
</tr>
<tr>
<td><strong>Project Download Site</strong></td>
<td><a href="http://wiki.ulster.ac.uk/display/VPR/DOWNLOAD+PACK+-+ALL+RESOURCES">http://wiki.ulster.ac.uk/display/VPR/DOWNLOAD+PACK+-+ALL+RESOURCES</a></td>
</tr>
<tr>
<td><strong>Design Studio</strong></td>
<td><a href="http://jiscdesignstudio.pbworks.com/w/page/29227748/Viewpoints%20project">http://jiscdesignstudio.pbworks.com/w/page/29227748/Viewpoints%20project</a></td>
</tr>
<tr>
<td><strong>Programme</strong></td>
<td>Institutional Approaches to Curriculum Design</td>
</tr>
<tr>
<td><strong>Programme Manager</strong></td>
<td>Sarah Knight</td>
</tr>
</tbody>
</table>

### Document

<table>
<thead>
<tr>
<th><strong>Project Title</strong></th>
<th>Institutional Story: Viewpoints, University of Ulster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors</strong></td>
<td>Dr. Alan Masson, Dr. Vilinda Ross, Mrs. Catherine O'Donnell</td>
</tr>
<tr>
<td><strong>Related Reports</strong></td>
<td>This report should be read in conjunction with the Final Evaluation Report written by Professor David Nicol</td>
</tr>
</tbody>
</table>
0. Executive Summary

Viewpoints is a JISC-funded curriculum design project which has created themed workshops and reflective resources to inform, inspire and help teachers, support staff and learners plan effective curriculum designs. These resources are focused around four main areas: assessment and feedback, information skills, learner engagement and creativity in the curriculum. Each theme is underpinned by well-established pedagogical approaches and has been designed to help teams build ideas towards a more learner-centred curriculum design model. They provide a series of simple, user-friendly reflective tools/prompts that promote a creative and effective approach to the curriculum design process and help them think about important stages for their students at different points on the learner timeline.

The Viewpoints workshop process have stimulated constructive dialogue and fostered collaboration among informal groups and course teams, and, staff and students helping them build ideas towards a learner-centred curriculum design model. The project used an agile development methodology to engage stakeholders throughout the design, development and implementation phases of its workshop resources. The project team worked closely with these key stakeholders (e.g. Students’ Union, SCONUL, Library, Staff Development, CHEP, JISC) to ensure that project benefits and support resources were effectively disseminated to all key stakeholder groups.

The Viewpoints curriculum development workshop format provides:
- easy to use, quality resources to help inspire staff
- themed prompts which initiate conversation and debate
- a team-based approach to curriculum design
- staff reflection on curriculum design from different perspectives
- a creative and inclusive approach to curriculum design
- learner participation in the curriculum planning and review processes
- engagement with a range of stakeholders allowing creative discussion and sharing ideas around course design
- an opportunity to design more learner focused courses
- a suite of free to use resources in HE and FE.

The project resources have been extensively used and evaluated across the University of Ulster and are formally embedded within Academic Induction, PGCHEP, Course Validation and Course Review processes. The Viewpoints resources are also being used to directly support a number of key Teaching and Learning initiatives, e.g., in Assessment and Feedback and Digital Literacy.

The Viewpoints approach has been formally adopted by the Educational Development Unit of the University of Greenwich and is to be nationally disseminated via the elearning Embedding Benefits Programme. Viewpoints resources is also in use by individuals and groups of staff to support curriculum development in a number of institutions across the UK including the University of Nottingham, Open University and Sheffield Hallam University.

It is anticipated that the outputs generated by Viewpoints will provide the inspiration, guidance and support to enable individuals and institutions to successfully introduce and integrate the use of Viewpoints resources to realise meaningful educational and cultural change benefits.
1. What are the headline achievements of your project?

What are the headline achievements for your institution and what are those that might be of particular interest to other institutions? (Evidence from the evaluation could be used to demonstrate why these are ‘headline’ achievements, perhaps because the evidence shows the value gained by stakeholders, the breadth of uptake, or the extent of savings that are possible.)

The Viewpoints project sought to “provide staff of the University (of Ulster) with a fresh approach to reviewing and enhancing course curricula and to better engage with learners and other stakeholders in the process”. (PVC Teaching and Learning, University of Ulster)

During the project duration (2009-2012), Viewpoints have focused on the delivery of flexible and reflective curriculum design workshops and information sessions to over 370+ staff internal and external to Ulster. A typical Viewpoints workshop walkthrough which was, in the main, delivered to course teams and staff in higher education, is provided in Appendix 1.

Key achievements of the Viewpoints project include:

- **“Enhanced curriculum design and helped embed new educational thinking and practices”** (Viewpoints Final Evaluation Report[1], Professor David Nicol)

The Viewpoints project has successfully developed a suite of resources that can be used to support dialogue amongst academics and others as they engage in curriculum design activities. The resources include a timeline worksheet to provide a narrative context to the workshop and sets of themed prompt cards to provide a choice of “viewpoint” or lens on curriculum design and the learner experience.

The use of a face-to-face “tactile” resources provides a creative and safe environment for course teams to collaboratively and creatively reflect upon and (re)design key aspects of the course curriculum.

“I think you come out of the Viewpoints workshop with a different perspective, a different way of thinking. I think it leads to greater openness amongst the course team – the cards encourage that sort of open discussion and willingness to share and change....This continues after the workshop”.

The workshop format also provides course teams with an informal but structured environment that encourages discussion, debate and consensus building amongst the key stakeholders in the curriculum design process including teaching staff, support staff, learners and employers.

“Working in a group to rethink curriculum in a fun and productive way”.

The Viewpoints workshop and resources have provided the university with an effective curriculum development tool and a framework to promote cultural change that can

“make the linkages across the different agendas visible to others and to enable different groups of staff to have discussions about these ideas”.

- **Effective stakeholder engagement**

Early engagement with all key stakeholders has ensured that the benefits and context of the project resources have aligned with and been adopted by key academic processes within the
Institutional Approaches to Curriculum Design

Institutional Story

University such as course (re)validation, academic induction, PG Certificate in Higher Education and staff recognition and reward programmes.

This underlying design philosophy of ‘relevant to the individual, aligned to the institution’ has provided the project with a powerful combination of enthusiastic top down and bottom up dissemination and championing of the benefits of the Viewpoints approach.

Close involvement of staff and learners in the design process has also ensured that the project resources are intuitive to use and have provided a range of social and educational benefits including discussing and sharing learning designs encouraging “frank and open discussion” and “team ownership of course design”, learner centred curriculum design planning “providing a supportive ‘spine’ to challenge the students in a supportive manner”, and, “growing confidence in teams” when other staff facilitated workshops.

- **Embedding and adoption (internal and external)**

The use of established and well-researched educational principles packaged in a plain English format that provide scaffolded support and contextualisation has ensured that the project resources are relevant and effective across disciplines and institutions.

“Common language that everyone can agree with due to the sound pedagogical principles upon which it is based”.

Stakeholder informed institutional alignments have enabled the Viewpoints project resources and outputs to be integrated into the following academic processes and activities of the University of Ulster.

- The project has actively supported the establishment and implementation of the University’s “Principles of Assessment and Feedback for Learning” initiative.

- In addition to formal adoption of Viewpoints resources across a range of institutional curriculum and academic development processes, the project outputs have been used in a number of institutions across the UK and beyond.

“Viewpoints…has received glowing reviews from course teams at several universities who have found it highly stimulating and constructive when used in an early meeting of a curriculum design or review process” ([13 Things for Curriculum Design Blog](#)).

- The project team has been successful in obtaining JISC Benefits Realisation funding to pilot the use of Viewpoints resources in six UK FE and HE institutions and to disseminate the use of Viewpoints across the UK HE and FE sectors ([Panorama Project](#), Appendix 2).
2. What were the key drivers for undertaking the project?

Institutional Context

The University of Ulster formally launched a new Teaching and Learning Strategy (2008–2013) in response to a number of challenges facing the University and the HE sector. Two of the new strategic aims were “to enhance the quality of the student learning experience” and “to promote and foster creativity and innovation in curriculum design and delivery”.

Alongside the introduction of this new Teaching and Learning Strategy, a review of Standards and Quality Assurance Arrangements was undertaken to establish as a guiding principle:

“the creation… of a safe environment for experimentation and risk-taking for curriculum development and for teaching and assessment practices and for students”.

This review resulted in a number of measures to streamline bureaucratic processes in order to encourage risk-taking and more flexibility in the curriculum and multi- and inter-disciplinarity. Another related strategic initiative was the development of a formal set of guidelines for First Year Undergraduate Teaching. A key element of this was the co-ordination of the first year experience, in particular:

- A first year course team should strategically plan, co-ordinate and implement an integrated first year experience for students;
- Curriculum, study skills development and assessment strategy should be co-ordinated across the range of (core) first year modules.

What Viewpoints set out to address

JISC funding for Viewpoints was timely as the project set out to address these strategic goals and to help the University strive towards:

- Developing niche professional courses and learner defined pathway awards necessary to meet the demands of the Leitch Report, 2004 and widening participation agendas;
- Providing curriculum offerings that best meet the growing diversity of the student body, and that supports widening participation;
- Targeting effective changes in course curricula to address identified and potential retention challenges.

Curriculum Design at Ulster

Ulster recognised that curriculum design should be at the core of the education process and wanted to establish the University as a sector leader in promoting creativity and innovation. Typically curriculum design was supported in an ad-hoc fashion, placing huge responsibilities on teaching and support staff. Such staff were required to address a number of underlying issues/challenges such as retention, widening participation within the context of institutional agendas such as the academic plan, Teaching and Learning Strategy, widening participation and student retention. Curriculum design and review processes at Ulster typically focused on course-based outputs such as the course document, learning outcomes and module specifications. This emphasis on teaching centred outputs could obscure a number of key learner related issues and
Institutional Approaches to Curriculum Design
Institutional Story

the need to design a learning experience that best meets the needs of the subject and the target student cohort.

From the onset the project sought to provide curriculum designers and teachers with a co-ordinated range of tools to help them consider a fresh approach to the review of these issues in isolation from the context of formal curriculum documents so that the quality of such documents could be improved. The project wanted to provide practitioners with an efficient and flexible method to identify changes in curriculum design in a creative manner, informed by the changes/development of learners and in a format that facilitates collaboration with key stakeholders. This approach also encouraged course teams to take ownership and encourage them to make informed team decisions based on good practice, theory and pedagogy.

Technical Issues and Development of Viewpoints Themed Workshops

At the beginning of the project developing an online tool was the main focus to align with curriculum design (Phoebe, LDSE) and learning design tools (LAMS). This shifted towards creating themed workshops and reflective resources when the benefits of the face-to-face workshops became evident. In the early stages of the project, Viewpoints engaged with 7 groups taking part in the CETL for Institutional E-Learning Services[6] (CIES) Assessment and Feedback Reward and Recognition Programme IV[7]. It produced resources and delivered workshops to each group as it hoped doing so would help inform requirements for the online assessment and feedback tool. Early feedback (see below) indicated that staff valued and welcomed the workshop approach as they had social, face-to-face and team benefits. This in retrospect should not have been a surprise as curriculum design requires a collaborative input from across the course team.

- "The workshop ….structures your thought processes and visually allows you to see if it would work in practice. You can see visually, at a glance, if the sequence is correct at the end. The workshop inspires you to look at alternative ways of assessing. The activity was not all talk – you were creating something that the group could take away”
- “The cards were very useful and a good way to generate discussion and start building a structure for our project”;
- “Enabled the team to get together within a fairly formal setting”;
- “Tasks helped to focus minds on details, instead of just the ‘big picture’…helped us all to focus on tasks”;
- “Teamwork with motivated and proactive colleagues”
- “The interaction throughout our team, good contribution from everyone and lots of useful ideas were discussed”;
- “Good to help team focus more succinctly”.

(Quotes from Ulster workshop participants, 2009)

When emphasis changed towards developing four main themes: assessment and feedback, information skills, learner engagement and creativity in the curriculum, the team realised introducing free-standing tools was not without risk. We appreciated when guidance tools are not embedded into curriculum systems, there is a dependency for some secondary influence to engage staff. For the tools to have impact it was essential to align and embed within the institution and provide supporting documentation e.g. staff training, download site, handbook etc.

Planning the resources was strategic. They aligned to the work of the University’s Assessment and Feedback for Learning Working Group[8], the Library[9] at Ulster and to the Creativity in the Curriculum Working Group[10]. The importance of underpinning each theme by well-established pedagogical approaches (Re-Engineering Assessment Practices, REAP[11]), the SCONUL Pillars of Information Literacy model, SCONUL[12], and the 8 Learning Events Model, 8-LEM[13]) was
Institutional Approaches to Curriculum Design
Institutional Story

fundamental to the provision of quality and informative staff resources. The CETL for Institutional E-Learning Services[6] developed a learner-focused Hybrid Learning Model to assist staff (and learners) to reflect upon and adapt teaching and learning practices to meet the needs of changing student cohorts. The Viewpoints ‘Learner Engagement’ theme builds directly on this work.

The project endeavoured to provide course teams with valuable outputs/focused artefacts (e.g. typed up worksheets, plans created at the workshop/event, photographs, supporting resources etc.) which could be useful for a range of purposes:

- As supporting evidence for new course evaluation, module (re)design, course revalidation etc.;
- To help consider/prepare the ‘aide-memoire’ for members of evaluation and revalidation panels[14];
- For dissemination and sharing of learning designs;
- To aid further brainstorming and curriculum planning;
- To annotate/illustrate key principles/decisions on learner timelines;
- To provide a mechanism for the reflection process to be integrated within institutional curriculum planning;
- To enhance teaching practice and demonstrate professional development.

Sample commentaries to date from an online survey (Viewpoints Project Evaluation Survey 2012) of past workshop participants (370+ staff/students, 2009-2012) illustrate the perceived usefulness and benefits of the Viewpoints approach.

- “It assisted a successful validation”;
- “My practice has changed in that I promote every opportunity I can for colleagues to take part in cross-institutional collaboration”;
- “Awareness of how valuable Viewpoints cards/timeline are when planning a module, in particular in relation to assessment and feedback”;
- “Group brainstorming about integration of modules proved useful”;
- “Learning how to align my module and come up with alternative ideas for teaching and learning”;
- “Team-building’ exercise for course team, encouraged more creative thinking”;
- “The approach embodied in Viewpoints has increased my understanding of staff experience of supporting students (both academic and support/professional services)”;
- “As the focus is very much practice driven staff seem to connect easily to potential benefits they can easily achieve. The timeline is an added benefit encouraging them to think holistically about the module and provides a very useful action plan for implementation”.

(See Table 1, Appendix 2: Perceived Benefits of Viewpoints Workshops, Viewpoints Project Evaluation Survey preliminary findings, June 2012). Please also see the Viewpoints benefits table in Section 6 for evidence.
Institutional Approaches to Curriculum Design

Institutional Story

3. What was the educational/organisational context in which you undertook your project?

When the Viewpoints project began a number of factors influenced curriculum development at Ulster.

Strategic influences

Strategic influences included the Corporate Plan, the Teaching and Learning Strategy, University Committees, Student Handbook, Student Charters, Academic Office, and Quality Assurance processes. The Viewpoints project aimed to build upon their influence and help staff by promoting and enhancing good curriculum design which puts learners at the centre of the process.

The Corporate Plan (2006-2011) set out the University’s overall vision, core strategic aims, crosscutting aims and key supporting objectives. One of the key success indicators highlighted in the new Corporate plan 2011/12 to 2015/16 is “A portfolio of programmes that reflects greater innovation, flexibility and creativity in curriculum design and delivery.” (p5)

The Teaching and Learning Strategy (2008–2013) articulates what was required to help realise the Vision set out in the Corporate Plan. Professor McAllister (Teaching and Learning PVC at Ulster) highlighted in the JISC proposal document that “the project will assist staff to reflect upon and plan the orchestration of the learner experience in a supportive and efficient manner in line with University strategies”.

A number of University Committees contribute to curriculum development in different ways, such as the Academic Planning Sub-Committee (APSC), Academic Development and Enhancement Committee (ADEC), and Course Approval Sub-Committee (CASC). They have influence throughout the typical planning and approval process. Other committees such as the Teaching and Learning Committee and the Research Degrees Committee endorse ‘Principles of Standards, Assurance and Quality Management’. Their purpose is to make sure there are integrated principles which can effectively contribute towards the achievement of the University’s Mission and also underpin the academic planning process.

The Academic Office provides advisory and developmental roles in relation to all aspects of academic policy, procedures and regulations for taught award-bearing provision. The Quality Management and Audit Unit (QMAU) reviews the quality of taught provision by external agencies, internal subject and collaborative provision annual monitoring, internal themed/process audit, module monitoring, Institutional Audit, Academic Governance (including servicing of Senate), Student Feedback Surveys, Staff/Student Consultative Committees, Student Charters and Student Complaints etc. Both the Academic Office and QMAU provide resources and support to help staff complete the necessary paperwork and processes. All students are given a Student Handbook containing essential information such as Student Charters and other services available to them.

Process related support resources

The University already provides a large volume of information and resources, such as handbooks, documents, templates and web resources which staff must refer to, use or complete throughout the curriculum development process. These very much influence how courses are designed for the approval process and how they are later managed and reviewed. When developing a new course proposal or revising an existing one, Faculties are required to use the Programme Approval, Management and Review Handbook. Other handbooks available to guide staff include:
Institutional Approaches to Curriculum Design

Institutional Story

Assessment Handbook[28], Members of University Evaluation Panels[27], Members of University Revalidation Panels[29], External Examiners Handbook[29] etc. The Academic Office also support the course approval process through the establishment and servicing of evaluation/revalidation panels, scrutiny of documentation, provision of reports and monitoring for the implementation of conditions for approval etc.

Viewpoints wanted to provide staff with a fresh approach to reviewing and enhancing course curricula and to help them engage with learners and other stakeholders in the process. The project wanted to provide course teams with an efficient and effective approach to reviewing the learner experience and provide simple student-centred timeline scenarios which allow course teams to identify key strategic objectives and use these as drivers for curriculum change.

Principles of Assessment and Feedback for Learning

The University has also adopted a set of Principles of Assessment and Feedback for Learning[30] based on the REAP principles. The Assessment and Feedback for Learning Working Group (with Viewpoints membership) was established in 2011 to improve assessment and feedback practice at Ulster.

The close alignment between the assessment and feedback principles and the Viewpoints resources has permitted the project to actively support the implementation of this key Teaching and Learning initiative.

Support and resources which influence practice/pedagogy

Staff Development[31] provides developmental opportunities for all staff. As part of its provision it delivers a range of pedagogic workshops, Academic Induction workshops and the Postgraduate Certificate in Higher Education Practice (PGCHEP) course.
Institutional Approaches to Curriculum Design

Institutional Story

The Centre for Higher Education Practice (CHEP) is closely allied to Staff Development and has responsibility for implementing aspects of the Teaching and Learning Strategy (2008-2013). The Centre provides opportunities for enhanced pedagogic practice in relation to Creativity, Research and Teaching and Learning funding projects bi-annually. It also provides a rolling seminar and discussion fora programme, comprising of externally and internally invited speakers. Both Staff Development and CHEP offer support to teams in preparing for evaluation and revalidation.

This work is complemented by the Department of Access and Distributed Learning which provides a leadership role and supports the design and development of e-learning programmes across the University.

The Baseline Report (Appendix 3) of institutional curriculum development related processes enabled the Viewpoints project to identify the following key issues for the project and other groups looking to inform and influence curriculum design:

- Curriculum design is an ongoing activity, which can be driven by a number of different agendas (personal, module, course and institutional);
- There is potential to influence curriculum development during three main phases (during initial course approval, when courses are delivered/managed and during course revalidation);
- Most curriculum innovations take place in the period between course (re)validations and the educational context to these changes may be influenced by quality related processes and/or staff developing their own practice.
Institutional Approaches to Curriculum Design

Institutional Story

4. What was the technology context?

The project proposal identified that the project would “provide a co-ordinated range of tools and services that will provide practitioners with a fresh approach to curriculum design/redesign helping them focus on key themed areas in isolation from the context of formal curriculum documents. It will focus on key cultural challenges and will seek to develop a co-ordinated range of tools and services based on identified user requirements. The initial development of these tools and services will be based on face-to-face facilitated approaches” (Viewpoints Project Bid Proposal Document).[33]

The initial development of these tools was carried out using a number of visual prototyping tools including Balsamiq[34] and Adobe Illustrator to permit early stakeholder engagement and rapid user feedback on key issues such as user experience, expected workflows and signposting/language. Review and feedback from these initial prototype workshops identified that the face-to-face/collaborative nature of the workshop format provided a significant contribution to the realisation of quality curriculum outputs from participating course teams and also provided a number of significant social benefits for the teams and individual participants.

- “Having it online would save trees and allow personalisation, but giving a printed set [of resources] to all new lecturers might symbolise institutional encouragement to reflection on teaching better” (13 Things for Curriculum Design Blog[2])
- “One comment – best to use this free of technology rather than put it online” (External Workshop Participant, 2010)

These findings led to a shift in focus for the project and to the further development of the workshop format, removing the development of the proposed online tool as a priority output for the project. The project did not actively investigate data integration issues with other curriculum systems as the University, during the lifetime of the project, hosted course curriculum documentation as templated word format documents.

The data captured in the Viewpoints process is at a strategic level above that which is typically articulated in a traditional course document and outside the scope of schemas such as XCRI and the LDSE. The project team will continue to liaise with JISC CETIS to identify opportunities to align Viewpoints data to inform key learning design tools such as LDSE and LAMS.

The success of the project has benefited from a number of technologies and related issues.

Wiki

The project has a private wiki (confluence) to store and comment upon key project developments and outputs. The wiki provided the project team with a knowledge repository and a focus for communication and comment about key initial project outputs in a manner that was more effective and efficient than traditional approaches such as e-mail.

Use of social media

The project has made extensive use of social media in particular a [project blog][35], [Flickr][36], [Slideshare][37], and [YouTube][38]. The availability of real life scenarios has provided the project team with a powerful set of resources that capture and convey the educational and social benefits of the Viewpoints approach.
Digital stories and data capture

The project team has used a number of hardware and software technologies to capture stakeholder ‘digital stories’ to support the dissemination and evaluation of the project (e.g., [Students’ Union Perspective](#)). Other project related technologies included:

- Digital camera (Panasonic DMC-FZ38) to take still digital pictures and short video burst movies of project resources and activities;
- Elluminate/Collaborate to deliver online seminars and for virtual meetings;
- Video/telephone conferencing to facilitate meetings with remote end users and programme colleagues;
- iPad for text, picture and video capture;
- Mituu iPad app to gather, collate and review structured stakeholder feedback in text and video formats;
- Audio notetaking recorder (Olympus WS-550M) to record audio feedback from stakeholders;
- SurveyMonkey for evaluation purposes.

All project outputs have been made available to the sector using a [Creative Commons License](#). The outputs incorporate the JISC logo and have been designed with an institution neutral “brand” and include “ready to go” printable resources such as workshop cards along with original illustrator artwork files to permit institutions to freely adapt and brand the Viewpoints resources at zero cost (with attribution).

A core feature of the Viewpoints project has been the use of a simple and flexible underlying data model to scaffold the design process and promote reflection and discussion through the use of recommended sets of unambiguous ‘action based’ principles, which reflect key aspects of the learner experience. This structured provision of supporting information is in line with User Interface Design best practice regarding the management of choice and supporting information to enhance the cognitive engagement of the user/participant.

The project has incorporated opportunities for participants to annotate and to add extra principles and implementation ideas to maintain a simple and flexible data model that can be easily localised and extended by users in both physical and virtual formats. The evaluation of the project has highlighted the potential for the project resources to be repurposed as knowledge gateways to facilitate alignment and embedding of key issues such as the use of learning technologies with the curriculum development process and to support other important change management processes such as the [University of Ulster Principles of Assessment and Feedback for Learning](#) initiative.

**Note:** The effectiveness of the Viewpoints process and the simple underlying data structures has led to two of the other projects in the Programme ([Cambridge CourseTools project](#) and the [Bolton Coeducate project](#)) to develop prototype annotation tools based on Viewpoints resources. The Coeducate tool in particular is based on open framework technologies and has the potential to provide the project/sector with a means to develop a data capture tool for Viewpoints workshop facilitators and independent curriculum designers.

A key potential future benefit of such online tools will be to provide a mechanism for users to capture workshop outputs in an electronic, structured data format to permit the representation of workshop outputs in a number of formats (mindmaps, annotated images and word tables) and open up the opportunity to reuse and data sharing with other curriculum/learning design tools.
5. How did you approach the project?

The Viewpoints proposal outlined the following design and development framework for the work of the project.

The project team first undertook a stakeholder analysis to assist it to identify key stakeholders and the ways in which they could best support the project as part of a collaborative iterative design approach (planning day photographs[^33]).

This was supported by the development of a project stakeholder analysis review, which was informed by a number of JISC Infonet Infokit[^44] resources in particular.

A key early priority for the project was to develop indicative visual representations of the project proposal and expected benefits and outputs to assist the awareness raising and dissemination of the project within the University of Ulster:

- Viewpoint's Pitch[^45]
- Viewpoint's Briefing[^46]

[^33]: planning day photographs
[^44]: JISC Infonet Infokit
[^45]: Viewpoint's Pitch
[^46]: Viewpoint's Briefing
Institutional Approaches to Curriculum Design

Institutional Story

The project utilised a rapid development approach to assist the project to engage with stakeholders and to ensure that the best possible user experience could be identified before key development resources were committed.

The project proposal identified a number of potential design perspectives and associated sets of principles that were used.

“The initial development of the curriculum tools and services will be based on face-to-face facilitated approaches. These tools and services will assist course teams/teachers to reflect upon the learner experience and identify adjustments in the curriculum that are relevant to the needs of the subject and stakeholders. A key benefit of these scenario-based tools will be the creation of focused artefacts that will facilitate debate among stakeholders and provide a mechanism for the reflection process to be integrated with key institutional data and curriculum workflow tools.”

(Viewpoints Project Bid Proposal Document\textsuperscript{[33]}).

To refine the initial versions of the project resources, the Viewpoints team worked closely with a number of trusted stakeholders (colleagues who had collaborated on earlier projects, teaching fellows, visiting professors). These early development iterations ensured that the early public versions\textsuperscript{[47]} of project resources were educationally effective and easy to use.

The iterative design process included on-going reflection and evaluation, which allowed the project resources and processes to be continually refined. Key examples of this stakeholder input include:

- Development of the ‘Learner Engagement’ theme to explore activities learners do, who they interact with when doing these activities and what benefit (i.e. feedback) they derive from these interactions. (Recommendation provided by Professor David Boud\textsuperscript{[46]}, University Visiting Professor, June 2009);
- Design of the Creativity in the Curriculum cards (to support the work of the University’s Creativity in the Curriculum Working Group\textsuperscript{[50]});
- Inclusion of blank implementation ideas on the back of resource cards and the design of blank cards to suggest and support creativity in the use of the resources (verbal feedback received at ALT workshop\textsuperscript{[49]}, September 2010);
- Landscape worksheet created (following observations about how Speech and Language Therapy\textsuperscript{[59]} participants used the portrait worksheet, May 2011). (See Appendix 1 for a screenshot of a landscape timeline worksheet).

Once the effectiveness of the Viewpoints resources and methodology had been established, the project team continued to liaise closely with key stakeholders to align and embed the project resources with key University Teaching and Learning processes and initiatives. Examples of this ongoing stakeholder engagement are:

- Inclusion of an introduction to Viewpoints in briefing events for course teams approaching revalidation;
- Inclusion of Viewpoints in key academic Staff Development activities including PGCHEP, Academic Induction;
- Viewpoints staff providing key development input and implementation support to the University of Ulster Principles of Assessment and Feedback for Learning\textsuperscript{[30]};
- Adoption of Viewpoints resources by staff in departments engaged in curriculum design and support (CHEP\textsuperscript{[52]}, Staff Development\textsuperscript{[31]}, Technology Facilitated Learning\textsuperscript{[51]}, Lifelong Learning\textsuperscript{[52]}, Library\textsuperscript{[53]});}
Institutional Approaches to Curriculum Design
Institutional Story

- Development of resources to support graduate attributes by the Career Development Centre (CDC) at Ulster using the Viewpoints process framework.

Review of early workshop sessions identified that the Viewpoints resources and the workshop format were facilitating a number of important cultural change benefits beyond the creation of a workshop output, i.e. brokering important conversations among the course team to share meanings, prioritisations and promotion of a team consensus in decision making. This led to a switch in focus for the project to a further development of the workshop format to best exploit these social benefits, which are key to effecting cultural change. This shift in development was matched in a change in emphasis in the evaluation and stakeholder engagement work of the project which was extended to explore these cultural impact issues to capture the personal, educational and institutional benefits that were being realised by the use of project resources in the context of the curriculum design process.

The benefits of close stakeholder engagement and the use of structured prompts as catalysts for cultural change have been shared to the JISC community and the sector as a whole through conference presentations and webinars (See project blog). This awareness raising has included sessions not involving the project team, for example the 11 June 2012 JISC Dev8ed Workshop: Blending Face-to-Face Engagement and Technology Tools for Programme Teams (http://devcsi.ukoln.ac.uk/2012/06/11/dev8ed-workshop-blending-face-to-face-engagement-and-technology-tools-for-programme-teams/).
### Viewpoints Benefits

**Design and development of new and existing courses**

- A simple but effective way of engaging course teams in curriculum (re)design
- Supports course teams to identify and articulate improvement and innovations to the curriculum
- Enables course teams to reflect on their curriculum from different perspectives

**Viewpoints resources:**

- use a learner timeline
- facilitate discussion about curriculum design among staff and learners
- promotes a shared ‘plain English’ vocabulary approach to curriculum design planning for staff and learners

- Delivery of curriculum (re)design workshops and related events organised by Viewpoints to HE and FE 2009-2012
- Design and development of new courses such as an online blended module to train Student Reps at Ulster
- 34 Viewpoints workshops delivered to date since 2009
- 60+ Viewpoints events (workshops, information sessions, webinars etc.)

**Based on**

- Delivery of workshops in HE and FE that focus on placing the learner experience at the heart of curriculum design

**Links to evidence**

- Project Blog[^39], Final Evaluation Report[^1], Project Interim Reports[^52]
- Workshop outputs are used by course teams as supporting evidence for new course evaluation, module (re)design, course revalidation etc. The Viewpoints methodology/process helps course teams consider/prepare the Aide Memoire for members of evaluation and revalidation panels[^14]
- “The Viewpoints workshop enables teams to focus solely on one objective resulting in a comprehensive, high quality learning design” (TFL Development Programme Manager); “A simple, inclusive and accessible model of curriculum design” (HEA seminar external workshop participant, 2011)
- Development of ‘PPD119: Enhancing Employability through Class Representation Module’[^55] and the Students’ Union Perspective[^39], Interview with Ulster’s Student Engagement Manager

**Supports a student-centred design process**

- Viewpoints resources:
  - based on well-established pedagogical resources
  - informative, supportive and easy to use
  - facilitate discussion among course teams
  - promote a shared language/vocabulary of practice in curriculum design

**Based on**

- Design and development of quality resources (themed cards and course/module timeline worksheets)

**Links to evidence**

- In workshops, staff annotate around worksheet student timelines (Flickr[^40]), “It prompts staff to be mindful of the student learner”; “Encouraged me to consider the importance of the induction period in the assessment process”; “Very learner centred discussion rather than following visual QA process”; “The timeline walks you through the learners’ experience”. (Workshop participants)
- Resources created allows staff to explore key student interactions leading to learner focused designs and fosters discussions about key aspects of the learner experience
- The Students’ Union Perspective[^39], “As I did the workshop with students who had completed the course I received immediate feedback on what would be useful and beneficial” (Student Engagement Manager, Students’ Union)
- “Have seen growing confidence in teams where I have facilitated the workshop” (Staff Development, Ulster)
- 2100+ sets of Viewpoints themed cards and 160 Timeline Worksheets printed

---

[^1]: [Final Evaluation Report](#)
[^39]: [Viewpoints Slideshare site](#)
[^37]: [Viewpoints download site](#)
[^52]: [Project Interim Reports](#)
[^55]: [PPD119: Enhancing Employability through Class Representation Module](#)
[^56]: [Students’ Union Perspective](#)
[^57]: [UG-Flex Project Blog](#)
**Institutional Approaches to Curriculum Design**

**Institutional Story**

<table>
<thead>
<tr>
<th>Viewpoints Benefits</th>
<th>Based on</th>
<th>Links to evidence</th>
</tr>
</thead>
</table>
| **Promotion of staff and learner engagement**  
(Benefits for staff and learners) | Viewpoints collaborations and workshops delivered including:  
- Students’ Union Student Representation Module Workshop  
- TFL Development Programme (AY2010-2011 and 2011-2012)  
- PGCHEP Workshops (AY2010-2011 and 2011-2012)  
- PGCertFE 2012 (to be added)  
- Students’ Union revalidation focus groups (e.g., with Nursing students and Computing and Engineering students) |  
- Engagement of students in the development process of new online blended module (see above). See [Flickr](#).  
- "It enables students to experience the design of an assessment strategy and see that the design of assessments are based on a comprehensive set of good practice principles" (TFL Development Programme Manager)  
- Viewpoints inclusion in the PGCHEP Staff Development course. - Use of the learner voice in the revalidation process (“Some excellent… debates took place with the students” (Student Engagement Manager, Students’ Union).  
- During a revalidation pilot with the Students’ Union a Computing and Engineering student commented that the module evaluation procedure in place at the University was cumbersome. As a direct outcome from this comment a working group has been established to redesign the approach. An online module evaluation form is now in development at Ulster that will allow the simultaneous completion of students’ module evaluation forms |  
| **Fosters a collective team-based approach in curriculum design**  
(Benefits for staff) | - Workshops delivered 2009-2012  
- User feedback collated  
- Follow up requests for workshops from course teams |  
- Flickr[36] and Slideshare[37]  
- Participant Feedback (with staff): “Can stimulate discussion, collaborative team working and initiate new ideas for curriculum design…”; “Working in a group to rethink curriculum in a fun and productive way”; “Invaluable in creating a team”… “Provision of an open and honest environment”  
- Participant Feedback (with learners): “In every way I felt the process was one where everyone in the group took careful time to piece together a structure that the whole group could be happy with” (Student Engagement Manager, Students’ Union) |  
| **Sharing of experiences/practices in curriculum design**  
(Benefits for staff) | - Workshops delivered 2009-2012  
- External demand from UK HEIs  
- ‘Train the Trainer’ workshops to create a network of Viewpoints champions at Ulster, FE and HE  
“Helpful to have a structured session and share examples of practice” (Workshop participant) |  
- Viewpoints workshops and outputs are an integral part of Ulster revalidation briefing events (led by CHEP). Revalidation events at Ulster take place annually for subject teams who are preparing for revalidation.  
- A number of HEIs (University of Greenwich, City University, University of Nottingham, Sheffield Hallam and the University of Cambridge) have expressed a keen interest in using project resources to directly support their curriculum development processes. ([UG-Flex Project Blog](#)), Viewpoints shared outputs, Flickr[36] and Slideshare[37] |
7. What outputs has your project produced?

Give details of outputs and resources that your project has produced that can be used by others. How have they been used in your project and what benefits have been achieved? Please ensure these are available on the Design Studio and provide appropriate links to these resources.

The key outputs of the Viewpoints project are as follows:

- **Timeline Worksheets** (course and module level, portrait and landscape. An example landscape timeline worksheet is found in Appendix 1).
- **Assessment and Feedback cards (principles and implementation ideas)**[58]
  Viewpoints principles of good assessment and feedback are based on the REAP principles developed by the REAP[11] project in Scotland. Viewpoints use nine principles, which are printed on the front of A6 prompt cards. On the back of the prompt cards are examples of how teachers could implement these principles in their teaching practice. The examples have been adapted from the REAP implementation techniques from the Quality Enhancement Themes - The First Year Experience: Transforming assessment and feedback – enhancing integration and empowerment in the first year[59] publication.
- **Information Skills cards (principles and implementation ideas)**[60]
  The Viewpoints principles of good information skills management are based on the Seven Pillars Model of Information Literacy[61]. The examples on the back of the module level cards are adapted from Information Skills Benchmarks,[62] a paper by Peter Godwin.[63]
- **Learner Engagement cards (principles and implementation ideas)**[64]
  The principles of learner engagement are based upon the 8 Learning Events Model (8-LEM) developed by LabSET, University of Liège, Belgium. The principles and associated lists of example teaching activites are based upon the Hybrid Learning Model (HLM)[65] developed by the University of Ulster CIES CETL[6] and is based on the 8LEM. These cards aim to help course teams consider and plan the learning interactions undertaken by their students during their course/module.
- **Development of Creativity and Innovation cards (principles and implementation ideas)**[66]. The Creativity principles listed on these cards are adapted from the work of the University of Ulster’s CHEP ‘Creativity in the Curriculum’ Working Group[10].
- **Viewpoints Handbook and facilitator guidance manual.** The handbook provides briefing documents to staff considering the use of Viewpoints resources.

All the above resources are branded with the JISC logo and available for re-use under a Creative Commons license[40]. Original artwork is similarly available for institutions who wish to adapt the resources or apply institutional branding to them. These project outputs are available to access and download from the JISC Design studio[67] and the Viewpoints resources download website[55].
Other project outputs such as presentations and photographs are available from the following social media sites:

- The [project blog/website](#) [35]
- [Slideshare](#) [37] (copies of presentations, documents, printable files)
- [Flickr](#) [36]
- [YouTube channel](#) [38] - Viewpoints YouTube videos/digital stories with closed captions for accessibility
8. Has delivering the project brought about any unexpected consequences?

Delivering the project brought about two significant consequences that, while not unexpected, shifted the focus of the development and delivery of key outputs and services.

**Curriculum planning and design is a (course) team activity**

The course team perspective to curriculum design meant that any cultural/curriculum change required group discussion, debate and agreement to take place. The project recognised that facilitating and capturing these collaborative reflections, conversations and agreed priorities and plans was key to realising transformational curriculum change. For that reason, the project extended the development of the face-to-face workshop format at the expense of the development of the online tools which offered significantly more limited benefits for the University of Ulster.

**Sample Qualitative Commentaries from Viewpoints workshop participants**

*Internal and external participants, 2009-2012*

- “Common language that everyone can agree with due to the sound pedagogical principles upon which it is based”
- “Excellent open environment facilitating brainstorming”
- “Open frank discussion and engagement”
- “Useful to chat with colleagues and gain alternative perspectives”
- Creates a group consensus on module design”
- “Working in a group to rethink curriculum in a fun and productive way”
- “Bringing people to a common table”
- “Ideally this whole Viewpoints exercise should be carried out as a group exercise as in reality, a curriculum won’t be changed by just one person but by a whole group of people who’re involved”

*Extracted from [13 Things for Curriculum Design Blog](#).*

**The role of Viewpoints resources as mediating artefacts**

The effectiveness of the resources in the workshop environment has led to a review of what makes an effective "mediating artefact". This has led to an appreciation that more deeply defined "principles" such as REAP facilitate deeper, higher risk conversations relative to more broadly defined verb like prompts which are more effective as storyboarding tools. The project has developed a complementary set of change agents that meet a range of educational challenges faced by course teams with a range of appetite for the depth of debate/discussion. The knowledge and understanding gained through the project will permit the project team to better tune the design of such artefacts to prompt appropriate depths of reflection and debate to meet the needs of a range of specific transformational change activities.
9. How will the project be developed further/sustained?

The promotion and use of the services and outputs developed by the Viewpoint project has been guided by the Project Steering Group and is formally reported to the University’s Teaching and Learning Committee.

Project Steering Group membership:

- **External representation:** (Chair) Professor Mark Stubbs (Manchester Metropolitan University), Sheila MacNeill (CETIS), Professor Peter Bullen (Cluster Critical Friend);
- **Key University of Ulster Stakeholders:** Pro-Vice Chancellor (Teaching and Learning), Pro-Vice Chancellor (Educational Partnerships and International Affairs, Head of Quality Management and Audit Unit, Director of the University Centre for Higher Education Practice, Director of Access and Distributed Learning, Head of Academic Office, User Services Librarian, Faculty Teaching and Learning Co-ordinators;
- **Project Staff.**

The Project Steering Group membership have pro-actively supported the project to inform, review and champion the Viewpoints project within the University, in particular to realise opportunities to embed the work of the project in key institutional Teaching and Learning related processes and initiatives.

**Role adoption**

The Viewpoints methodology and resources have been disseminated to staff in Central Departments including Technology Facilitated Learning (TFL), Centre for Higher Education Practice (CHEP), Staff Development, Lifelong Learning and the Library with a remit to support course teams.

Staff from these departments are using or have indicated that they will use the Viewpoints approach to support teaching and learning at Ulster.

**Process adoption**

The Viewpoints workshop and associated resources have been formally integrated into the following institutional curriculum and staff development processes:

- Course validation process briefing workshop for subject co-ordinators;
- Postgraduate Certificate in Higher Education Practice – module;
- Academic Induction.

**Initiative alignments**

Viewpoints resources and methods have been used to support the development and implementation of a number of important institutional and departmental initiatives:

- **Principles of Assessment and Feedback for Student Learning**[^16]. The project team was represented in the working group that developed these institutional principles. A number of project outputs are being used to support the implementation and embedding of these principles by schools and course teams.
- **Learning Technology Workshops and Training Courses.** The Technology Facilitated Learning Unit at Ulster (TFL) has enriched its development workshops/training so that they are more pedagogically focused and help participants learn/consider tools and technologies that can support articulated educational objectives. TFL staff use Viewpoints resources to elicit educational goals, to provide...
Institutional Approaches to Curriculum Design

Institutional Story

guidance and influence staff (and learners) helping them select and implement appropriate tools and technologies in an informed and supportive manner.

- **TFL Development Programme.** Viewpoints workshop and outputs are an integral part of the creative workshop and dissemination activities of this recognition and reward scheme, funded by the University Teaching and Learning strategic fund.

- **Creativity in the Curriculum Working Group**[10]. A set of Viewpoints resources has been developed to support the work of the CHEP working group.

- **Key National Agendas.** Viewpoints themes also align to national agendas - Assessment and Feedback, Information Skills (Digital Literacy) and Graduate Attributes.

The evaluation report has also identified how Viewpoints provides a cultural change framework using principles to promote discourse (Figure 1). For further explanation see the Viewpoints Final Evaluation Report, Section 7: A Model for Change in Educational Thinking and Practices).

**Figure 1 – Principles as Discourse: Viewpoints approach to transformational change**

**Sustainability Issues**

The University is seeking to embed the use of Viewpoints workshops and resources across the institution on a sustainable basis. The training of staff in key central departments provides a core of knowledge and experience. A key challenge for the University is to develop and maintain a pool of Viewpoints facilitators. To develop and support this process the University is providing briefing and training support for Course Directors and Subject Co-ordinators and providing development opportunities for teaching and learning champions through the inclusion of Viewpoints training and facilitation activities as membership criteria for the University’s Centre for Higher Education Practice.
The project has disseminated its experiences and outputs extensively to a range of stakeholders in HE and FE through 34 conference/event workshops and 5 webinars. User feedback from these events has been extremely positive and has informed the development of key project outputs. An example of this is the verbal feedback elicited during a workshop at the ALT-C 2010 conference which identified use of closed lists of implementation ideas were perceived as directive and not encouraging creativity. The inclusion of additional blank implementation ideas (and indeed cards) provided reassurance for participants that the provided prompts were suggestions rather than enforced choices and encouraged participants to better engage with the resources and workshop process.

Viewpoints beyond the University of Ulster
The project outputs have been piloted in a number of institutions including, Nottingham, Greenwich, City, Sheffield Hallam and the Open University. The dissemination and external adoption of the Viewpoints process and resources will be developed as part of the JISC funded benefits realisation programme. The Panorama project[3] will seek to pilot Viewpoints in six institutions, develop the resources if necessary and formally disseminate the project outputs nationally by means of an awareness raising roadshow and the development of an online Viewpoints facilitator OER.
10. Summary and Reflection

The Viewpoints proposal was to provide a scaffolded card sorting/storyboarding approach to help course teams to reflect/review/experiment/plan their course with a fresh pair of eyes such that they:

- develop a visual representation of how selected principles (and possible implementation ideas) could enhance the course to address an identified challenge or opportunity;
- provide a formal framework for some aspect of the course that would provide a focus for further development of the course.

The project has delivered a powerful and flexible transformational change framework that has a proven track record in promoting reflective and collaborative redesign of key aspects of the curriculum by course teams. The project outputs have been positively evaluated by a range of stakeholders (Table 2, Appendix 5) and have been embedded into key institutional curriculum related processes such as course validation and academic staff development. Initial use of the Viewpoints resources in other institutions suggest that the project outputs can be readily adopted by other institutions.

"The beauty of it (Viewpoints) is that it’s low tech – merely sets of reminder cards and a design template – but it taps into individual creativity and seems to help teams reach real consensus swiftly and without being adversarial. It’s a very persuasive talk and will get you thinking in new ways about your students’ assessment." (Quote from University of Greenwich Educational Development Unit 05/04/2011)

"Since the Viewpoints approach (If I may call it that?) has been adapted to develop a tool for retention and transition strategies and embedded into my University’s regular programme of staff development, I believe there has been a clear improvement in the support for new students in their teaching and learning as well as their wider university experience. Evidence from students provided in our New Arrivals Survey shows increased levels of satisfaction and feelings of belonging and the approach we have taken (thanks in part to Viewpoints) is a factor in this improvement." (Quote taken from Viewpoints Project Evaluation Survey, external participant, June 2012)

The project team have been successful in obtaining funding (Panorama Project[3]) to formally pilot the use of Viewpoints resources in six institutions and disseminate the findings and outputs to a national audience. (Panorama Project[3], Appendix 2)

A review of the use of the Viewpoint project resources in the context of a number of institutions will allow the following aspects of the project to be further explored and reported in the form of practice guides and case studies.

1. Guidelines to create effective sets of "prompts";
2. Identify benefits and constraints of different types of "prompt sets" (i.e. verb based versus principle based);
3. Identify potential other prompt sets (graduate attributes) and developments of existing sets (information skills to digital literacy);
4. Identify how established sets of principles (+ other closed vocabularies) can be used more broadly as institutional change agents;
5. To identify benefits and constraints of alternative capacity building and sustainability approaches identified by Panorama project partners.

Finally, the project team believe that the following lessons learnt have contributed to the operational
Institutional Approaches to Curriculum Design
Institutional Story

success of the project and are transferrable to other projects engaged in transformational change.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Benefit</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relate to a lever for educational change</td>
<td>This will establish senior management buy-in and ensure the project addresses an issue that staff are actively engaged with</td>
<td>“If you are going to get change and lead change… it has to be something that colleagues would know is important and you wouldn’t have to justify it”, PVC Teaching and Learning, University of Ulster</td>
</tr>
<tr>
<td>Work closely with stakeholders to ensure outputs are relevant to and intuitive for its intended users</td>
<td>Providing outputs that are relevant to the individual and aligned to the institution which ensure the project benefits from both bottom up and top down support</td>
<td>“Although we didn’t get much time to play with the tools, the use of cards which encapsulate aspects of curriculum design as a way to facilitate design modules is one that is compelling”, Open University Online, Personal Blog[68]</td>
</tr>
<tr>
<td>Communicate openly about the project by being reflective and including stakeholder stories</td>
<td>Capturing stakeholder insights and experiences provide compelling user stories to communicate the benefits and value of the project</td>
<td>Project blog[68], Flickr[68], Slideshare[37]</td>
</tr>
<tr>
<td>Ensure your outputs can be personalized to meet local needs</td>
<td>Providing opportunities to extend and personalize the outputs of the project will promote better buy-in and allow users to better integrate the project with the processes you hope to influence and transform</td>
<td></td>
</tr>
</tbody>
</table>
Institutional Approaches to Curriculum Design

Institutional Story

References

Section 1 (Headline Achievements)


Section 2 (Key Drivers)


Section 3 (Educational/Organisational Context)


Institutional Approaches to Curriculum Design

Institutional Story

Section 4 (Use of social media)


Section 5 (Project Approach)


Institutional Approaches to Curriculum Design

Institutional Story


Section 6 (Project Benefits)


Section 7 (Key Project Outputs)


Institutional Approaches to Curriculum Design

Institutional Story

Section 10 (Summary and Reflection)

Appendices: Viewpoints Project

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Viewpoints Typical Workshop Walkthrough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 2</td>
<td>Panorama Project</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Table 1 (Qualitative Comments, Viewpoints Follow-Up Survey)</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Viewpoints Baseline Report</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Table 2 (Stakeholder Commentaries at Viewpoints Workshops, 2010-2012)</td>
</tr>
</tbody>
</table>

Acknowledgements

- Project Staff: Alan Masson, Catherine O’Donnell, Vilinda Ross, Fiona McCloy, Karen Virapen, Jill Harrison;
- Professor David Nicol (project evaluator);
- External Steering group members and JISC support staff, in particular Professor Mark Stubbs (Steering Group Chair), Prof Peter Bullen (cluster critical friend), Sarah Knight (Programme Manager) and Sheila MacNeill (JISC CETIS);
- University staff, students and conference delegates who participated in the workshops;
- Avril Honan of the Students’ Union;
- Senior Officers of the University who supported and championed this project;
- Other project teams from the JISC Institutional Approaches to Curriculum Design programme.