University of Hertfordshire
Curriculum Design Toolkit

This approach has been developed to help staff take a considered look at their current curriculum in terms of their learning, teaching, assessment and the learning environments that they provide. The toolkit offers a common framework for colleagues to be able to readily access a set of research-informed principles of good practice, engage with a simple diagnostic tool and then to consider their results in the context of what features their curriculum has, and what the consequences are for their students. It is a digestible, non-threatening way for colleagues to be able to evaluate their practice in the light of a range of literature related to the topic in a quick, timely and personalised manner.

The toolkit is used by colleagues undertaking periodic review of whole programmes, teams rethinking individual or clusters of modules, or individual lecturers thinking about their own professional practice. It is designed in a series of strands which have been designed to complement fundamental practice, like inclusive teaching, as well as draw attention to institutional drivers, like sustainability. Many of the strands of the toolkit have a range of quick ideas and other resources to help colleagues to further develop their curriculum and teaching practice.

You can access the toolkit via the presentation software Prezi.com which will enable you to see all strands of the toolkit together and view all resources: http://prezi.com/cibiptp5pa3d/curriculum-design-toolkit/

Although hosted on our internal managed learning environment, Studynet, the toolkit resources are available on an open access basis via this link: http://tinyurl.com/UHCurriculumDesignToolkit

Current strands focus on:
- Good practice in higher education
- Assessment for learning
- Research informed teaching
- Inclusive teaching
- International engagement
- Sustainability
- Employability
- Enterprise education
Curriculum Design Toolkit
Inclusive Teaching Strand

The toolkit strand has seven principles of good practice which are:

- Ensures the understanding of individual learning needs
- Takes a coherent approach which is anticipatory and proactive
- Provides environments for effective learning for all
- Ensures materials are accessible and representative
- Uses assessment which enables all students to demonstrate their learning
- Makes use of feedback and performance data
- Is informed by professional development

Then each principle is underpinned by five questions which the individual completing the diagnostic will answer: very often, often, occasionally, rarely, never. For example:

Is informed by professional development

- I understand the Equality Act and the duties it place on me as an individual
- I regularly reflect on whether my own teaching style and materials meet the needs of all my students
- I keep up to date with developments within my discipline associated with inclusivity
- I work with students and colleagues to actively promote equality and model appropriate behaviours
- I seek opportunities to learn how to challenge and address unacceptable and discriminatory behaviour

At the end of the diagnostic, the individual is presented with a series of red, amber, green results for each principle within the strand which enables them to identify which of the follow up resources to prioritise, and which of the features and consequences maps to consider.

Your Overall Results

<table>
<thead>
<tr>
<th>Principle</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of individual learning needs</td>
<td>amber</td>
</tr>
<tr>
<td>2. Takes an anticipatory and proactive approach</td>
<td>amber</td>
</tr>
<tr>
<td>3. Provides effective environments for all</td>
<td>amber</td>
</tr>
<tr>
<td>4. Materials are accessible and representative</td>
<td>amber</td>
</tr>
<tr>
<td>5. Assessments enable all students to demonstrate learning</td>
<td>amber</td>
</tr>
<tr>
<td>6. Makes use of feedback and performance data</td>
<td>amber</td>
</tr>
<tr>
<td>7. Is informed by professional development</td>
<td>green</td>
</tr>
</tbody>
</table>

There is also a range of quick ideas and case studies available to support the enhancement of practice, accessible through the Prezi presentation and in more detail on Studynet.