Programme Design and Review Principles at King's

KING'S ACADEMY, 2024

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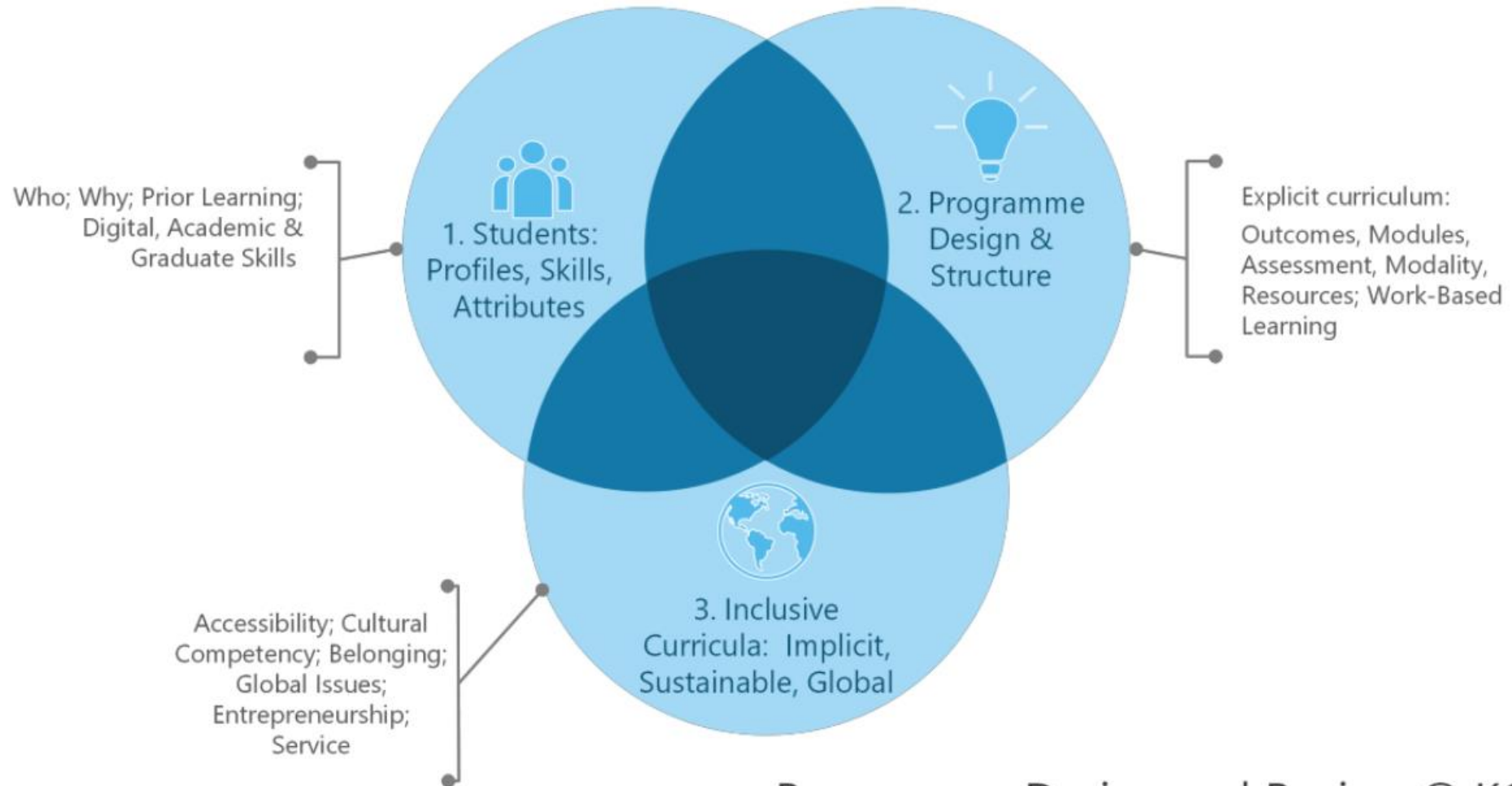
Rationale.

- A programme-level approach to curriculum design and assessment design choices.

- A holistic and collaborative approach to curriculum design where principles of inclusiveness, global issues & transformations, and employability are considered an integral part of the design process from the start.

- A common set of design-principles to support educators embedding human-centred design, strategic priorities and sound and inclusive pedagogy from the start of their design process

- As approved by CEC in March 2024.

Overview: 10 principles in three groups.

Human-Centred Design Thinking: starting with the student and responding to clear need.

Pedagogical Approach is coherent, interconnected and collaborative: programme focus, assessement design, inclusive education

Holistic, outward and forward-looking design: graduate outcomes, King's ethos, agility and robust in wake of social transformations.

Who; Why; Prior Learning; Digital, Academic & Graduate Skills

1. Students: Profiles, Skills, Attributes

2. Programme Design & Structure

Explicit curriculum: Outcomes, Modules, Assessment, Modality, Resources; Work-Based Learning

Accessibility; Cultural Competency; Belonging; Global Issues; Entrepreneurship; Service

3. Inclusive Curricula: Implicit, Sustainable, Global

Programme Design and Review @ KCL

Group 1: Human-centred design principles

1. People-centred design thinking begins **by cultivating empathy** and considers **the whole picture.**

2. Effective design **requires leadership, coordination and collaboration** (academic team and with key stakeholders).

3. Programmes need to have a defined USP**, clear rationale, meet a clear need** and know broadly **who the students are likely to be**.

Group 2: Curriculum Design principles

4. **Students identify with a programme** not a collection of modules. Coherence and interconnectedness are essential and learning outcomes are benchmarked for depth, breadth and level.

5. Programme level outcomes, module outcomes, content and assessment **align**.

6. **Assessment diet** coheres and is varied, inclusive and developmental.

7. **Modality and pedagogic philosophy** align with programme goals and target cohort/s.

Group 3: Holistic and outward-looking

8. The programme **surfaces and embeds graduate skills**, progression and employability possibilities.

9. Programmes are designed to be **rigorous, adaptive, flexible and cognisant of global issues and technological advancements**.

10. Programmes are inclusive, accessible, sustainable and **respect King's ethos and values**.