PROGRAM TRANSFORMATION PROCESS (Maddock, 2016)
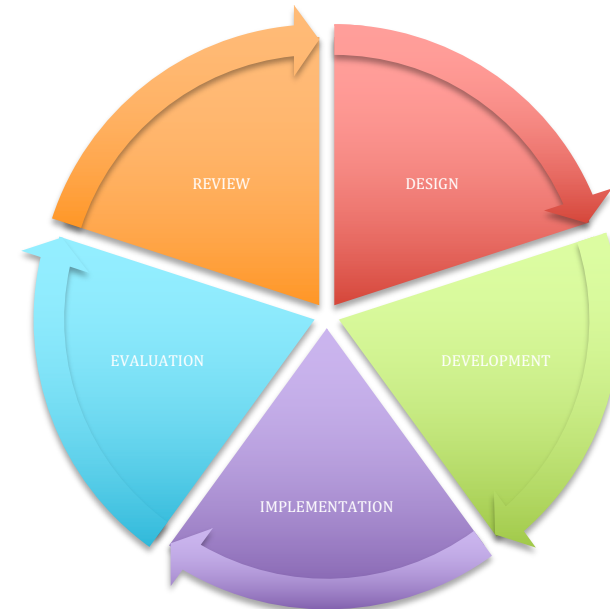
Introduction

"*We need to recognise that a significant and increasing proportion of our students are seeking to study online, either totally or partially, and, increasingly, expect to be able to study anywhere and anytime. Although we anticipate that the majority of our students will continue to seek to study on campus, they will undoubtedly expect their learning experience to be strongly supported by technology, and to enable them to study in flexible ways. This will require significant transformation in the way that we teach, and will present both major challenges and exciting opportunities for our staff as we adapt our teaching practices for this new era of technology-enabled learning… We will need to transform our traditional semester system into more flexible study periods in order to meet this type of competition. In summary, our long-term vision is for a university in which the a significant number of our key programs can be studied in either online or on-campus modes, and where our students may opt to study in a flexible way with a mix of modes. Where there is significant demand from students to fast-track their studies, we should offer programs with at least three entry periods each year*" Griffith Academic Plan 2013-17

Overarching Goal: To provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence.

Strategies outlined in the Academic Plan:

- Ensure that academic programs are attractive to students, have relevant content, are flexibly delivered, and aligned with workforce needs.
- Align all programs, entry requirements and pathways in accordance with the Strengthened AQF
- Ensure a clear coherent program structure and learning outcomes, relevant content, strong delivery of teaching, theory-practice links, and appropriate assessment strategies and feedback.
- Ensure that Griffith's academic programs, and policies and practices relating to learning, teaching and the student experience meet the national higher education standards
- Develop and implement a learning analytics approach to provide feedback to students and staff about their learning processes and progress, and to inform enhancements in the learning and teaching process.
- Maintain a strong focus on learning and teaching outcomes within an evidence-based, quality-enhancement approach at multiple levels within the University, including the University planning and review process, school and element reviews, program reviews, and course and teaching experience surveys

Program Enhancement is an ongoing, cyclical process that requires curriculum leadership and teaching team leadership through five phases: review, design, development, implementation and evaluation.

Louise Maddock, Senior Consultant (Learning and Teaching) (2016). *Program Enhancement Cycle.* Griffith University (2 June 2016)

Phase	Purpose	Program Curriculum Leadership	Program Team Leadership	Outputs	Roles

Review	*To conduct a review of teaching, learning, curriculum and assessment in order to ascertain current state*	***Context Scan***
		
		1. Identify relevance of degree programs and competitiveness of graduates
		2. Identify student profile
		3. Identify program stakeholders and partners
		4. Identify recommendations of program review (if appropriate)
		5. Identify delivery mode of program (online on campus or blended)
		6. Identify context constraints including resources
		7. Identify curriculum team
		8. Identify program level data
		
		Mapping of current program
		
		1. Map program learning outcomes (knowledge, skills and values) (PLOs), graduate attributes (GA), Career Development & Employability Skills (CDES) and intercultural capability (IC)
		2. Map the assessment of PLOs, GAs, CDEPs and IC across the lifecycle of the program to ensure that they are achieved (taking into account a program level assessment task if relevant)
		3. Map the curriculum - appropriate placing of knowledge, skills & professional values to ensure coherent sequencing and appropriate scaffolding across the program
		4. Analyse maps to determine gaps
			1. Program Strategic team meets to determine program vision, priorities and direction
			2. Set up the curriculum team under the leadership of the Program Director
			3. Communicate rationale and importance of change
			4. Discuss collaborative program design and development process, miles stones and timelines
			5. Construct shared vision and strategy (action plan) for program development with curriculum team
			6. Determine process evaluation features
			7. Communicate the vision with Stakeholder Group and External Enablers Group and encourage feedback and advice
			8. Conduct a force-field analysis of factors that enable and constrain program development success
			9. Discuss strategies for supporting enabling factors and for weakening constraining factors
			10. Discuss features of a quality programs - cultural, pedagogical and structural
			11. Identify gaps in expertise (knowledge & skills), resources, support
			12. Identifying and conduct professional learning activities to support program development, i.e.
			  - Program Director Leadership
			  - Program level data collection and analysis
			  - Use of tools for technology enhanced learning
			10. Communicate progress to program staff and encourage input
				PRODUCTS
				
				1. Maps of Program Learning Outcomes
				2. Map of Assessment
				3. Map of curriculum
				4. Map of Learning Activities
				5. Program Planning Profile
				6. Program Review Implementation Plan (if appropriate)
				
				PROCESSES
				
				1. Meeting processes
				2. Agreed practices
					Strategic team (potentially)
					
					- Dean L&T
					- Head of School
					- Deputy Head of School
					- Program Director
					- Program Advisors
					- Senior L&T Consultant
					
					Curriculum team
					
					- Program Director leads the curriculum team
					- Curriculum consultants
					- Educational Designers
					- Blended Learning Advisors
					- Core course convenors
					- Student Success Advisors
					- Current Students and/or Alumni
					- Senior L&T Consultant

Design	*To create a blueprint for the program enhancement development, implementation and evaluation phases*	1. Negotiate and construct the program's identity and purpose and the narrative that will communicate its qualities and value propositions
		2. Determine the cultural, pedagogical and structural features of the program
		3. Write/identify the program learning outcomes (knowledge, skills and values) and Graduate Attributes
		4. Map assessment across the program – align assessment with PLOs – consider program level assessment eg. ePortfolio
		5. Embed the structural, pedagogical and cultural features across the program (see Program Quality Framework)
		6. Identify the key knowledge, skills and professional values (KSV) to be developed (including threshold concepts)
		7. Identify the additional disciplinary knowledge, skills & professional values
		8. Bring together related knowledge skills and values to create courses / modules
		9. Write course learning outcomes (CLOs) that are aligned to PLOs
		10. Map curriculum across the program – CLOs to PLOs
		11. Write a Program Proposal or Major/Minor change proposal
		12. Create a Program Profile site (either through SharePoint or L@G organisation)
		  13. Design implementation plan including support measures for staff
		  14. Design evaluation plan including formative (monitoring) and summative evaluation
			1. Conduct professional learning activities to support program development, i.e.
			  - Program Syllabus Writing
			  - Course Profile Writing
			  - Curriculum mapping
			  - Writing PLOS, CLOS and program level assessment tasks
			2. Communicate progress to program staff and encourage input
				PRODUCTS
				
				1. Program level design document
				2. Program Proposal
				3. Major Change Proposal
				4. Program Profile Site
				
				PROCESSES
				
				1. Program level site contributions
				2. Collaborative spaces for contributions
				3. Processes for communication
					Curriculum team
					
					- Program Director leads the curriculum team
					- Curriculum consultants
					- Educational Designers
					- Blended Learning Advisors
					- Core course convenors
					- Student Success Advisors
					
					Stakeholder group
					
					- Teaching staff representative
					- Industry representatives
					- Student representatives
					
					External enablers
					
					- Learning Futures Senior Program and Teaching Quality Consultants
					- Academic Service Consultants
					- School Administration Officers/Program Service Officers
					- Information services

| Development | *To create relevant products, outputs and professional learning opportunities to enact the program enhancement design* | 1. Course curriculum teams develop course assessment criteria and standards – aligned to CLOs
2. Course curriculum teams develop course assessment tasks that are aligned to course learning outcomes
3. Course teaching teams develop coherently sequenced learning activities that are aligned to course assessment tasks and facilitate active learning
4. Course teaching teams identify and adopt contemporary pedagogies that facilitate deep learning e.g. Problem-based learning
5. Course curriculum teams select technology to best achieve the purpose of learning activities
6. Course curriculum teams write course profiles (syllabus?)
7. Course curriculum teams develop course learning materials
8. Program curriculum team develops the program profile document (syllabus)
9. Develop/populate the Program site | 3. Conduct professional learning activities to support program development, i.e.
  - Program Syllabus Writing
  - Course Profile Writing
  - Curriculum mapping
  - Writing PLOS, CLOS and program level assessment tasks
4. Communicate progress to program staff and encourage input | **PRODUCTS**

1. Course profiles
2. Program Profile document
3. Populated Program Profile Site

PROCESSES

1. Meeting processes
2. Agreed practices | **Curriculum team**

- Program Director leads the curriculum team
- Curriculum consultants
- Educational Designers
- Blended Learning Advisors
- Core course convenors
- Student Success Advisors |

Implementation	*To implement the newly enhanced program and team processes*	1. Teaching teams enact their course syllabus
		2. Monitor the range of modes of teaching used across the program e.g. lectures, seminars, readings, small group teaching to ensure range and appropriateness
		3. Monitor incorporation of active learning strategies across the program to ensure student-centred rather than teacher-centred approach
		4. Monitor that early diagnostic assessment tasks have been included in the program particularly in foundation courses and data are used to inform learning activities
		5. Monitor alignment of assessment tasks to PLOs
		6. Monitor that assessment tasks are scaffolded within and across courses to enable students to achieve PLOs
		7. Determine the extent to which learning activities provide students with opportunities to acquire knowledge, skills and professional values
		8. Check that staff are monitoring their teaching to ensure they are taking into account the diversity of their students and using differentiated learning activities
			1. Program Directors meet with course convenors to monitor the implementation of the program and identify any issues that need to be addressed
			2. Conduct professional learning activities to support implementation phase i.e.
			  - Active learning
			  - Using data to inform teaching
			3. Communicate progress to program staff and encourage input
				PRODUCTS
				
				1. Diagnostic evaluation in each course
				2. Formative evaluation in each course
				3. Summative evaluation in each course
				
				PROCESSES
				
				1. Meeting processes
				2. Agreed practices
					Program Director
					
					Course Convenors
					
					Teaching Team
					
					Student Success Advisors
					
					First Year Coordinators

Evaluation	To evaluate the success of the newly enhanced program and team processes	1. Regular monitoring of program throughout implementation phase 2. Annual monitoring of program 3. Periodic in-depth reviews following the University's Program Approval and Review Policy 4. Improvement action plan	1. Program Directors organise an annual meeting of Course Convenors to analyse course data (SET/SEC) 2. Develop moderation process to determine program quality 3. Develop actions plans for improvement. 4. Communicate progress to program staff and encourage input	**PRODUCTS** 1. Annual Monitoring review report 2. In-depth review report 3. Improvement action plan **PROCESSES** 1. Meeting processes 2. Agreed practices	**Strategic Team** **Curriculum Team** **Stakeholder group**