



*Change, Challenge and Collaboration: Developing Our Staff through Curriculum Transformation at Lancaster University*

**2026 European University Association Learning & Teaching Forum**

# Location

Lancaster University 





North  
Campus

# Our campus

The campus occupies 578 acres of beautiful parkland

South  
Campus



Health Innovation Campus



Sports Centre



South-West Campus



# CTP vision and objectives

**Ensuring a sustainable future for Lancaster University by making our education offer distinctive, attractive, and inclusive for all students while streamlining its design, shape and delivery.**

Publish an unambiguous, universally applicable education framework detailing our educational philosophy, principles, and expectations of learning, teaching and assessment approach which will underpin the re-design of our taught portfolio.

Reduce complexity by rationalising our programme and module structures and portfolio, whilst ensuring marketability, inclusivity, and choice for students.

Streamline our assessment practices, placing more focus at programme-level, on inclusivity and on the utilisation of a variety of different assessment types, including authentic.

Implement agile and efficient academic regulations, business processes, and IT systems to enable effective delivery of the modernised curriculum.

Deeply embed the graduate attributes in the curriculum for all students.

Foster and encourage a long-term culture of innovation, inclusivity and continual improvement in teaching, pedagogy, and curriculum development.

# Education Framework themes



**Teaching and learning environments**



**Inclusive and authentic assessment and feedback**



**Embedding signature values**



**Enabling and supporting educators**



**Personalised learning**

**Infrastructure:** processes, systems, regulations

# Education Framework development: Curriculum Design Architects

---

- A team of ten leads- both academic and professional staff plus seven graduate interns.
- Collaborative and inclusive process involved a diverse range of stakeholders, including academic staff, professional services colleagues, students, and external experts including:
  - Internal workshops and meetings
  - Student engagement
  - Sector benchmarking
  - Delphi study
  - Global environment scanning
  - Literature reviews
  - Conversations with other institutions and local schools
  - Think pieces
  - CTP resource library
  - Regular updates to CTP Board

Lancaster University  
Curriculum Transformation Programme  
Design Hub Development Session, 13 February 2025

Programme

- 13:00 Welcome and introductions:
  - Outline of the afternoon and intended outcomes
  - Our desired impacts for the Design Hub team
- 13:10 Agreeing and testing our ways of working
  - Discussion on how the ways of working are demonstrated in our practice (based on pre-work)
  - Agreeing the artefact as a manifesto
- 13:45 Using action learning to share at an individual level what we've learned
  - Dividing into 2-3 action learning set groups, focus on 20-30 minutes to provide support and challenge
- 15:15 Refreshment break
- 15:30 The scope of the Design Hub's work
  - Exploring what else the Hub might support (around module or assessment, etc.)
- 16:10 Evaluating our progress and process
  - How we can build a co-constructed narrative and what this might feel like
- 16:50 Review and round-up
- 17:00 Close



Question re: learning hours

Answers - is someone to provide a response to the below:  
Dear Curriculum Transformation team,  
We've been looking at how to allocate the learning hours for modules.  
120 credits = 1200 learning hours, divided by a 40 hour working week = 30 weeks.  
This would mean that we have to allocate full-time working hours for students through assessment and teaching weeks, or we have to expect students to work more than a full-time job to support student wellbeing.  
Could you clarify what the CTP attention is for allocation of learning hours?

Open 3 hours from Andy, Emma (JAMES), Gillian, Alison and Maria, Ruth

Maria, Ruth, 10/04/2025 17:28  
Yes, this requirement for students to be undertaking around 40 hours a week is a bit out of QAA guidance! They do need to remember this is a rule of thumb, hours. For the being clear how the learning hours for each module should be spent see more

Gillian, Alison, 02/04/2025 17:28  
Yes, fully agree Maria, Ruth

Andy, Emma (JAMES), 30/04/2025 09:54  
Thanks both - I'll get back to them

Reply

Print in channel

CTP reflections

Your reflections for your CTP

The Highlights

Key Points

Reflections on the methodology

What might we have done differently

1. I think that I have something to offer from my experience of implementing with different approaches to teaching, learning and assessment. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students.

2. I think that I have something to offer from my experience of implementing with different approaches to teaching, learning and assessment. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students.

3. I think that I have something to offer from my experience of implementing with different approaches to teaching, learning and assessment. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students.

4. I think that I have something to offer from my experience of implementing with different approaches to teaching, learning and assessment. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students.

5. I think that I have something to offer from my experience of implementing with different approaches to teaching, learning and assessment. I think that my approach to the design of learning tasks, which are designed to be challenging, but also to be fun and to be a good fit for the needs of the students.



Be creative

If you were to tell the story of your experience of being part of the CTP programme - in words, pictures, synops, metaphors - how would you capture it?

Story Board/Poster Exercise

# DISCOVERY PHASE Sept 2023 – April 2024

## Subject matter experts & key stakeholders

- 33 1:1 conversations
- CTP team meeting guests
- 5 expert workshops
- Senior Fellows Network



## Wider university community

- Drop-ins
- 12 open workshops
- Teams forum
- Regular town hall meetings
- Informal conversations



## Student voice

- 4 x Student Reps Faculty Fora
- College Student Voice Sessions
- 4 x Pop-up stalls
- 2 x student surveys
- Student Champions



## External stakeholders

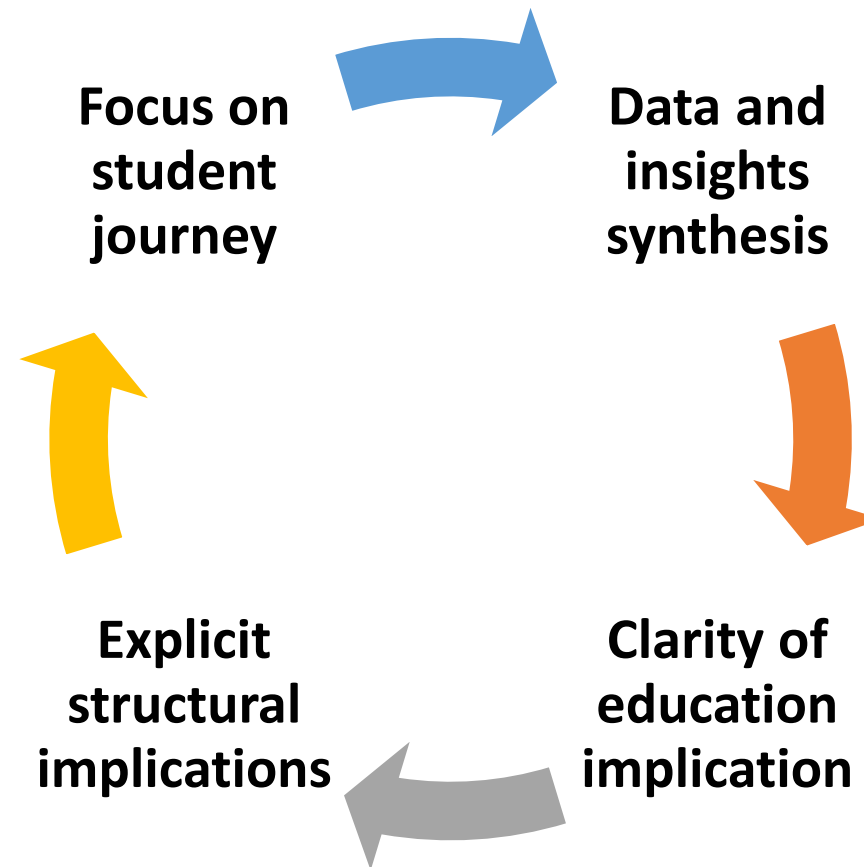
- School visits
- Wider university networks
- Delphi study and external research analysis of themes



# FRAMEWORK DEVELOPMENT PHASE

April 2024 – Sept 2024

---



# The Education Framework

## Design principles

Programme focus

Inclusion

Contemporary

Coherent

Graduate attributes

## Structural approach

Student journey

Workload

Choice

## Assessment approach

Meaningful

Varied

Consistent

Formative

# Ongoing Support to implement the Education Framework: The Design Hub

CTP Design Architects currently working with programme teams to support programme design which aligns with the education framework and new approvals processes ready for delivery.

Thematic Workshops – redesigned to align to the Education Framework:

- Assessment design
- Digital learning
- Embedding Graduate Attributes
- Inclusion
- Programme focus fundamentals

Design Architects are:

- 1-1 support, drop ins, focused meetings
- Critical friends to programme teams who need additional support and guidance
- Members of and chairing approvals panels
- Custodians and champions of the Education Framework

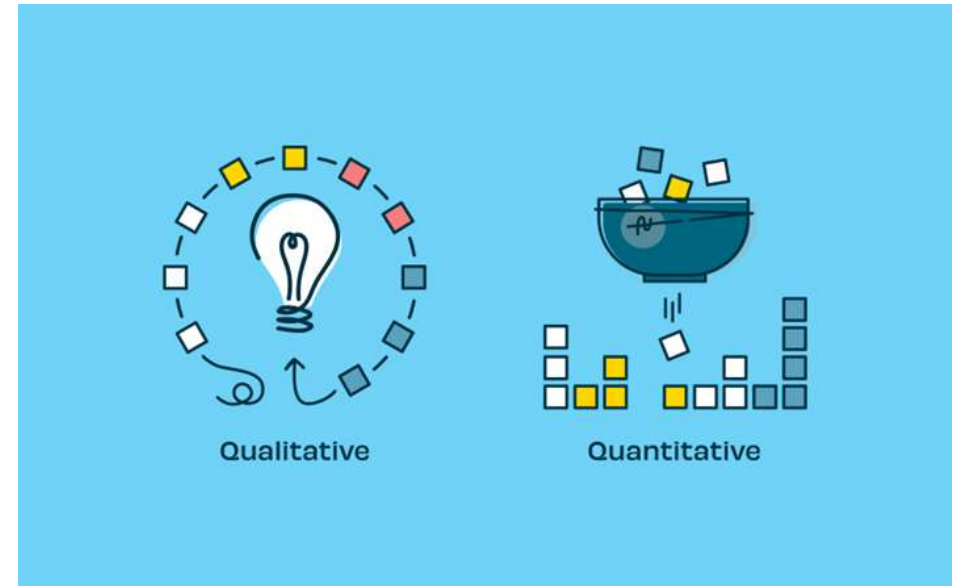
## Curriculum Mapping Exercise

Expanding on existing benchmarking  
Team of 7 Strategic Projects Graduate  
Interns.

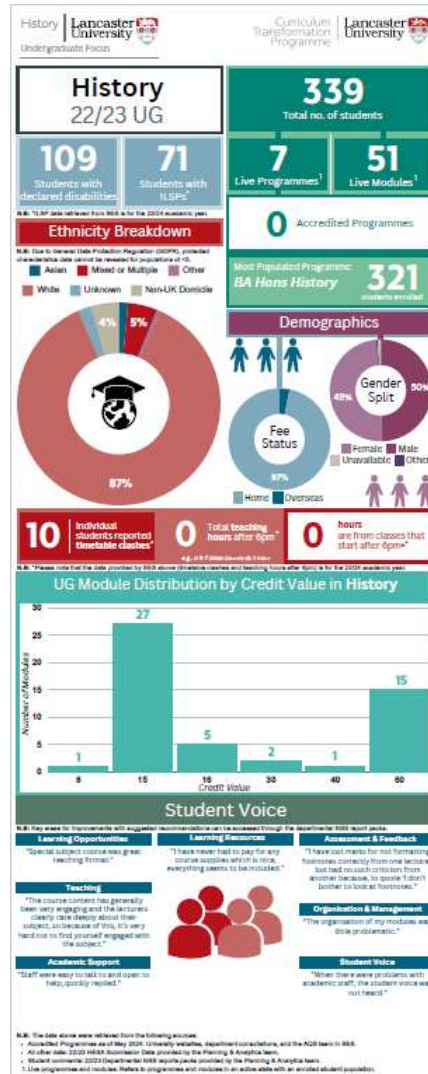
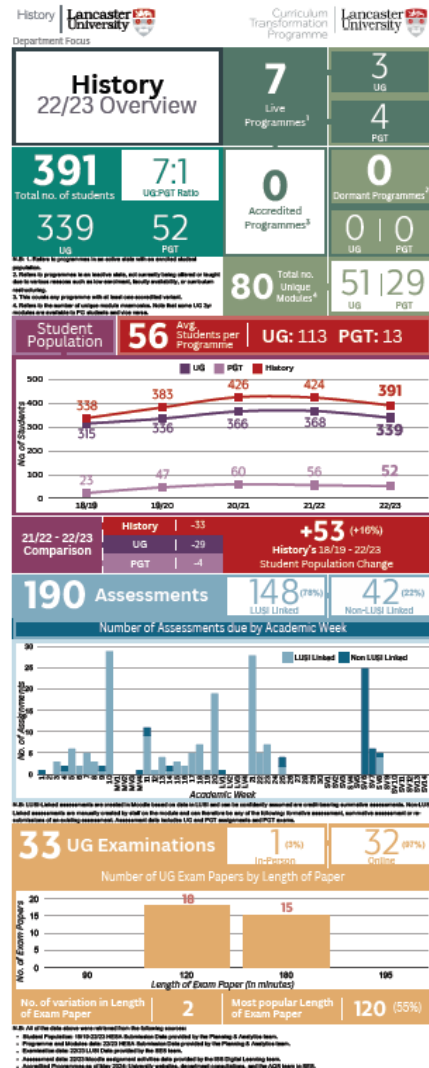
Working closely with Planning & Analytics  
and Student Services.

Output brings together:

- Over 50 qualitative questionnaires and interviews with Directors of Teaching and their colleagues
- Quantitative data: programmes, timetabling and assessment



# Output



Information broken down into university, faculty, department and UG & PGT level including:

- Programme data
- Student population
- Module & exam data
- Timetabling
- Module distribution
- Student voice
- Effective practice

# Lessons Learned

---

- Inevitable challenges of working to tight timeframes and key university decision points.
- Staff engagement was good – but challenge of reaching the ‘hard to reach’ colleagues rather than ‘willing enthusiasts’ could have been handled differently?
- Earlier engagement with students.
- Better engagement with employers.

*Being part of CTP has given us a renewed sense of purpose in curriculum design, and the shared experiences have strengthened our academic community.*

*It was a chance to step back from day-to-day responsibilities and think strategically about how we deliver education.*

*This was an opportunity to align our teaching practices with modern educational needs and ensure that students receive the best possible experience.*

*One of the most exciting aspects was seeing the creativity of staff in reimagining assessments and making them more meaningful for students.*

# Presented in Collaboration with the CTP team at Lancaster University

---



**Curriculum Architects:** Amanda Chapman, Geoff Clark, Andrew Folkard, Sarah Fox, Chris Macleod, Ruth Mewis, Radka Newton, Amy Pearson, Clare Stone, Sadie Whittam.

**Graduate Interns:** Isabelle King, Sam Read.

**CTP Core Team:** Simon Allan, Head of Education Development, Casey Cross, University Associate Academic Dean for Students, Alisdair Gillespie, University Academic Dean, Amy Jackson, Deputy Registrar, Emma Kidd, CTP Programme Manager, Wendy Robinson, Pro Vice Chancellor Education.