

Focused and Just-in-Time: A Case Study of Staff and Curriculum Development

Prof. Mark E Allinson
*Academic Director,
London Campus*



The Challenge



Building a new
London-based
academic team



Developing courses at
pace



Creating consistency
in teaching &
assessment

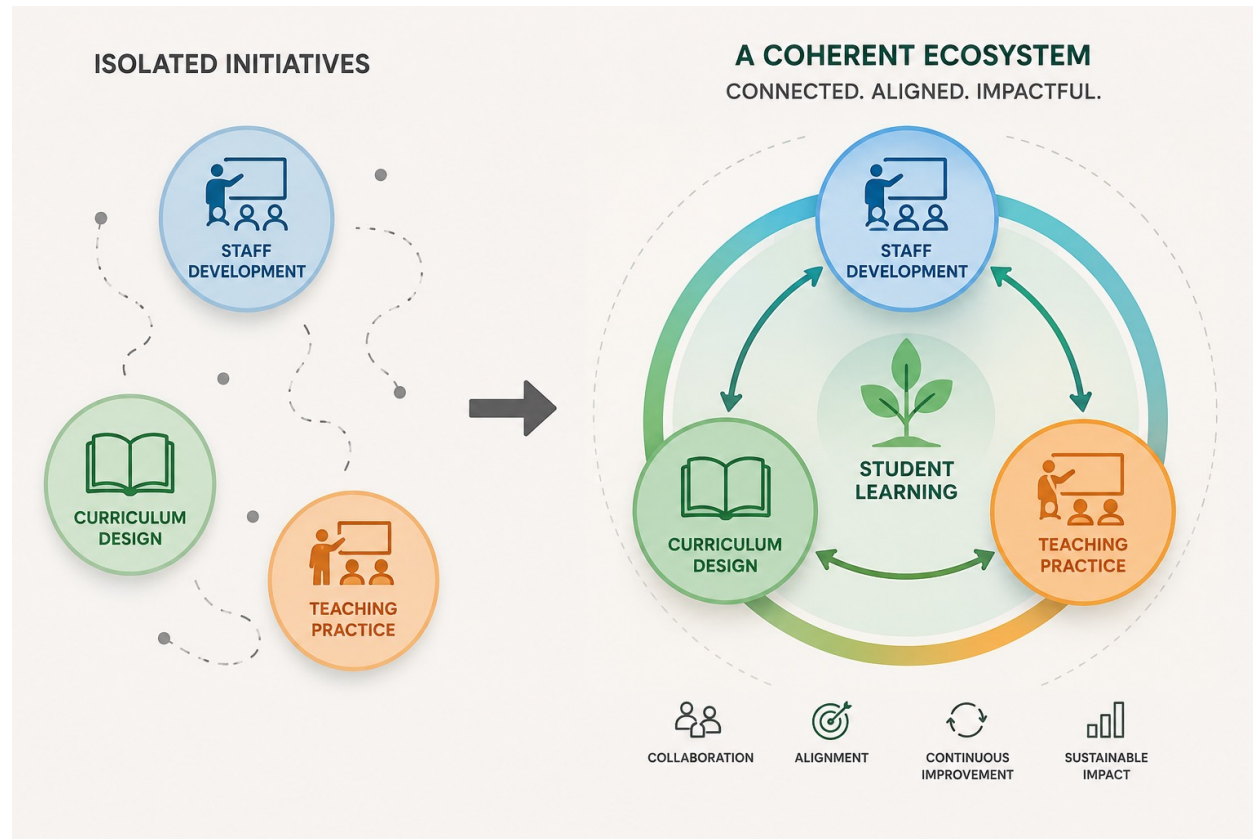


Supporting staff
through rapid
organisational growth



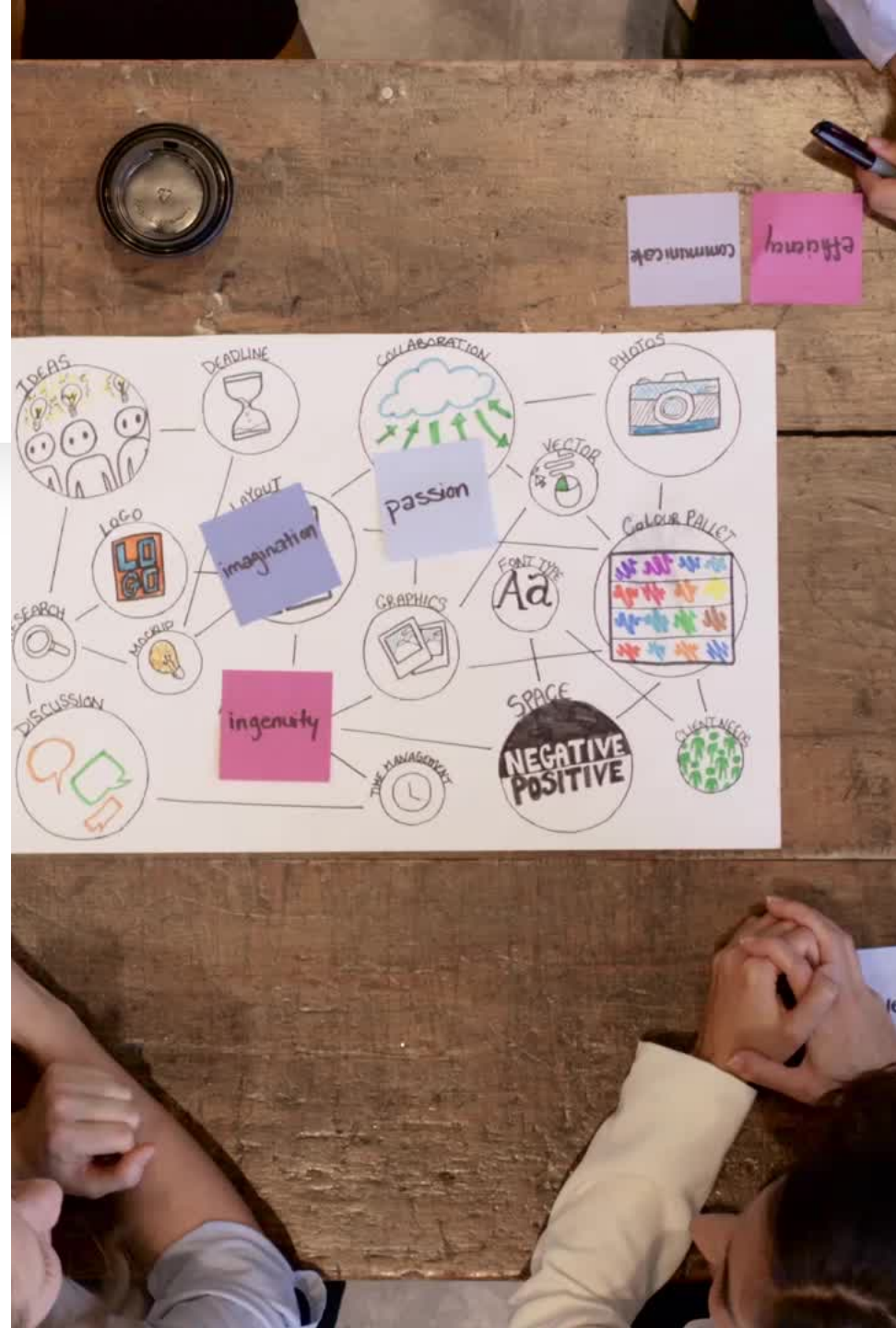
Balancing innovation
with quality
assurance

A Developmental Ecosystem



An Ecosystem for Change

- Leadership
- Shared educational ethos
- Staff development
- Curriculum design



Just-in-Time Staff Development

Development activities emerged from immediate challenges
Support requested for specific needs
Collaboration with CADI
Rapid application in practice
Continuous cycle of development and implementation



Building a One-Team Culture

Shared responsibility for decisions
High levels of collaboration
Open discussion and problem-solving
Commitment to agreed approaches
Strong sense of collective identity



Outcome 1

14 new courses designed and approved (from UPAG to signed off conditions) in less than one year



While simultaneously re-designing our existing 12 course for CC.

Building better together
Co-creating inclusive education

LEGO® SERIOUS PLAY®
Helping us build ideas, share perspectives and shape the future together

Listen Deeply
Build Ideas
Share Stories
Create Change

Co-creating solutions for more inclusive, accessible and belonging learning experiences

What does inclusive education look like at Portsmouth?

Our shared goals
• Equity
• Accessibility
• Representation
• Collaboration

Building a culture of inclusion and belonging

UNIVERSITY OF PORTSMOUTH
enABLE
Enhancing Accessibility and Belonging in Learning

Explore our enABLE resources:

- Inclusive Curriculum Design
- Student Partnership and Voice
- Accessible Learning Resources
- Digital Accessibility and Technology
- Inclusive Assessment
- Belonging and Wellbeing

www.port.ac.uk/enABLE

LEGO® SERIOUS PLAY®
Build understanding

CO-CREATE
Share perspectives

TAKE ACTION
Shape the future

Different perspectives.
Stronger together.

Outcome 2 – Industry Educators



Engagement with industry professionals



Not just 'guest lecturers'



Live briefs and real-world projects



Increased relevance for students



Stronger links between academic learning and professional practice



Authentic assessment opportunities

Outcome 3 – Moving Beyond Essays and Exams



BETTER ALIGNMENT
WITH PROFESSIONAL
PRACTICE



GREATER
AUTHENTICITY



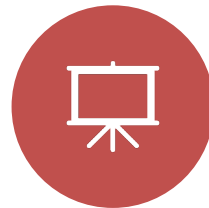
ENHANCED STUDENT
ENGAGEMENT



PROJECTS



PORTFOLIOS



PRESENTATIONS



APPLIED
PROFESSIONAL TASKS

Academic Autonomy and Collective Decision-Making

- Consistent implementation of agreed approaches
- Not unanimous agreement on every decision
- Distinction between co-creation, consultation and consensus
- Shared commitment to collective outcomes

Key question: How much individual autonomy is compatible with institutional innovation?



SONNET

Shall I compare thee to a summer's day?

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date;

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance, or nature's changing course, untrimm'd;

But thy eternal summer shall not fade

Nor lose possession of that fair thou owest;

Nor shall beath brag thou wander'st in his shade,

Nor shall beath brag thou wander'st in his shade,

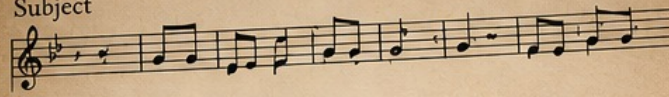
When in eternal lines to time thou growest:

So long as men can breathe, or eyes can see,

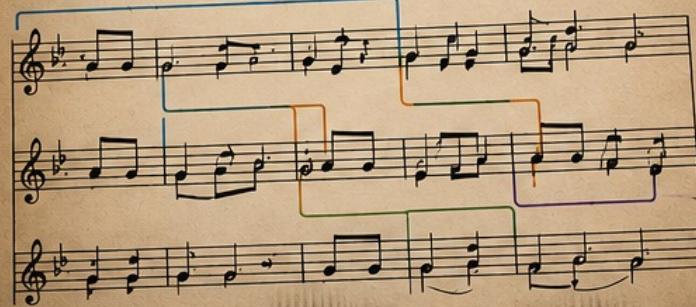
So long lives this, and this gives life to thee.

FUGUE

Subject



Entries



12-BAR BLUES

I	I	I	I
IV	IV	I	I
V	IV	I	V

```
1 def fibonacci(n):  
2     a, b = 0, 1  
3     sequence = []  
4     for _ in range(n):  
5         sequence.append(a)  
6         a, b = b, a + b  
7     return sequence
```

Constraints stimulate innovation

Constructivism

- responsive, based on needs and aspirations of academics & students
- more likely to be integrated into practice if owned by staff
- dissolves disciplinary and other differences
- tends to favour early adopters and may leave behind some staff
- resource-hungry (set-up)
- incremental, not step-change, so slower



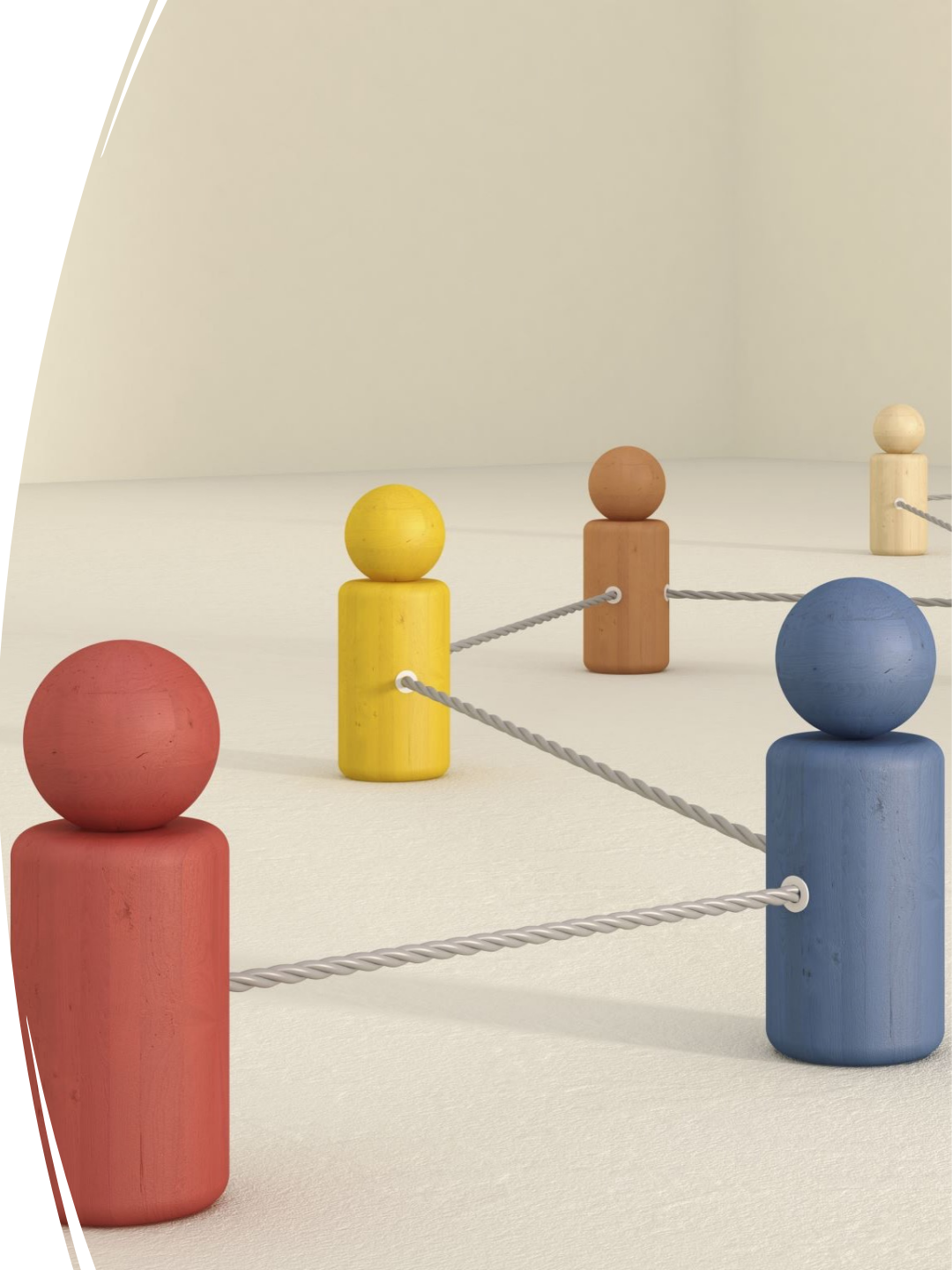
Behaviourism

- proactive, based on strategic needs
- likely to face resistance if top-down
- one-size fits all may not feel relevant to all
- can potentially bring along all staff
- issues about consequence of non-compliance
- targeted focus of resource
- institution-wide change fairly quickly



Outcomes

- Increased staff engagement
- Greater pedagogical confidence
- Consistent educational practice
- Sustainable approaches to innovation
- Faster implementation of change



Transferable Lessons

1. Build ecosystems, not isolated initiatives
2. Develop staff at the point of need
3. Align staff development with curriculum change
4. Create structures encouraging shared ownership
5. Prioritise implementation and impact over complete consensus



Questions

Thank you

Mark.Allinson@port.ac.uk

