University of Salford MANCHESTER

ICZ Curriculum Readiness

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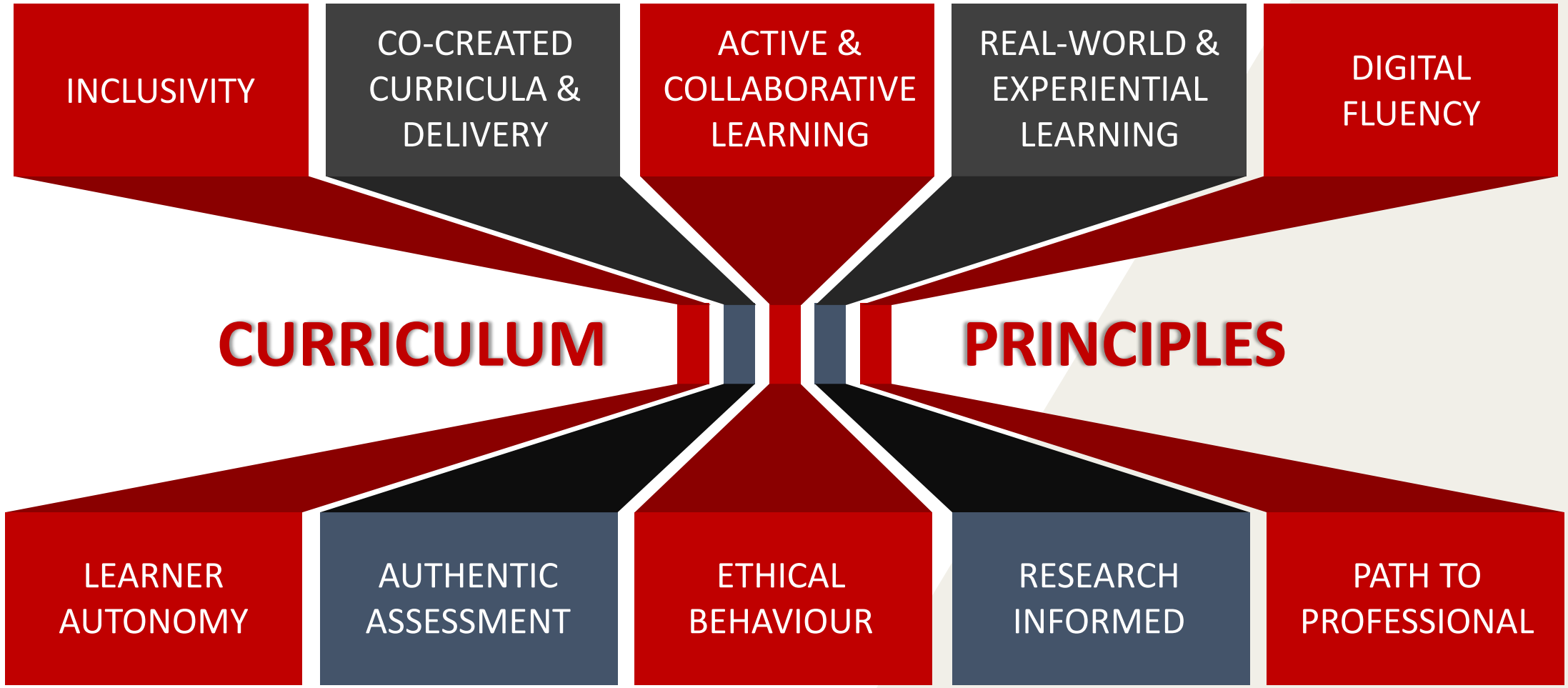
INDUSTRY COLLABORATION ZONE STRATEGY

1. Placing mutually beneficial, exceptional partnerships at the heart of everything we do.

2. Providing inspiring infrastructure that enables staff, students and partners to learn and practice in environments that reflect industry standards.

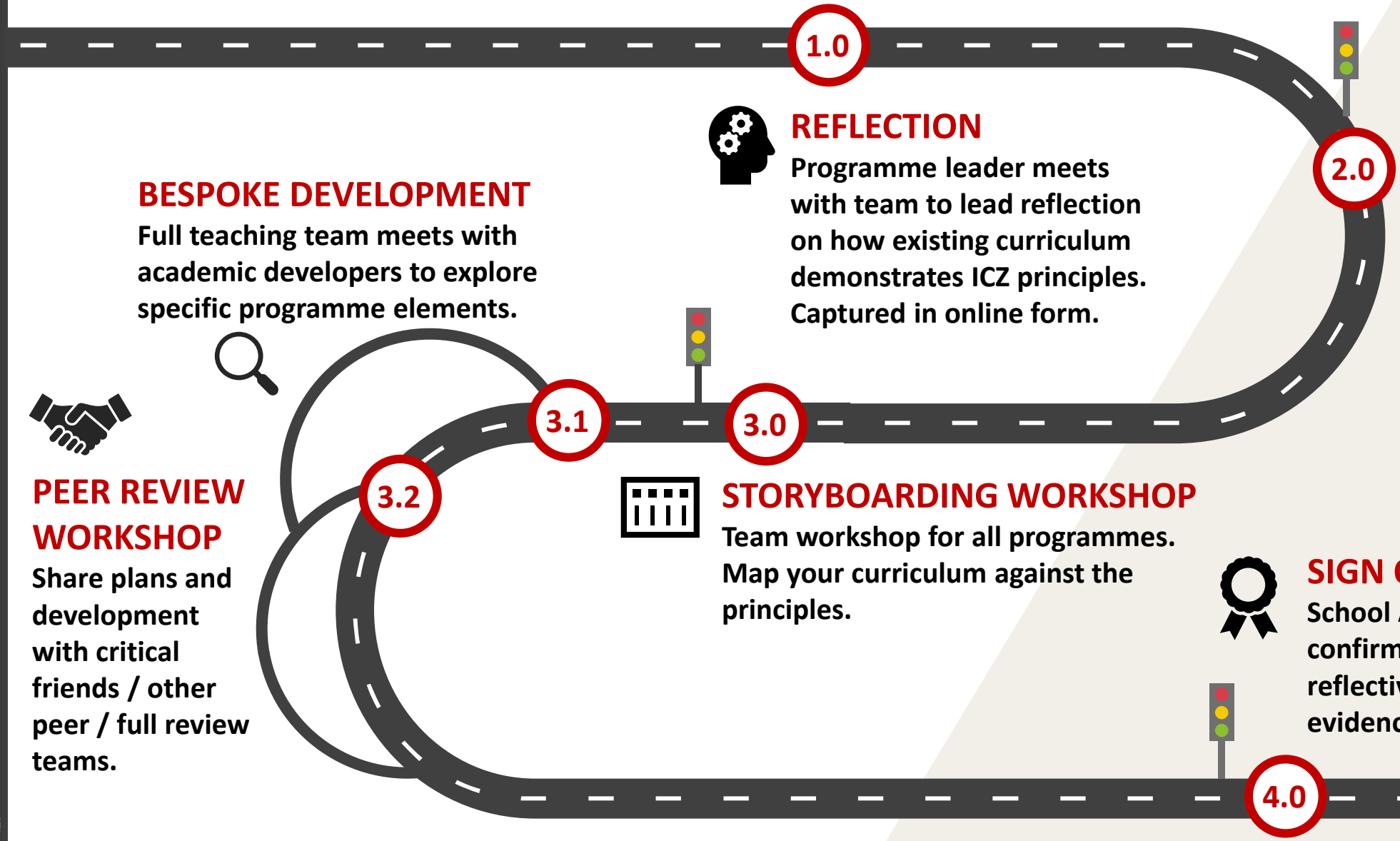


https://www.salford.ac.uk/qeo/iczready

DELIVERY METHOD

1. Finite review project.
2. Ownership by Schools.
3. Managed by Associate Deans.
4. Facilitated by Academic Development.
5. Not a central review. Collegial and reflective.
6. Opportunity to share practice.
7. Opportunity to fast-track changes to curriculum.

THE PROCESS



REFLECTION

Programme leader meets with team to lead reflection on how existing curriculum demonstrates ICZ principles. Captured in online form.

SCHOOL REVIEW

Programme lead meets school based critical friend to review online form and decide a pathway. Self, peer or full review.

BESPOKE DEVELOPMENT

Full teaching team meets with academic developers to explore specific programme elements.

STORYBOARDING WORKSHOP

Team workshop for all programmes. Map your curriculum against the principles.

PEER REVIEW WORKSHOP

Share plans and development with critical friends / other peer / full review teams.

SIGN OFF

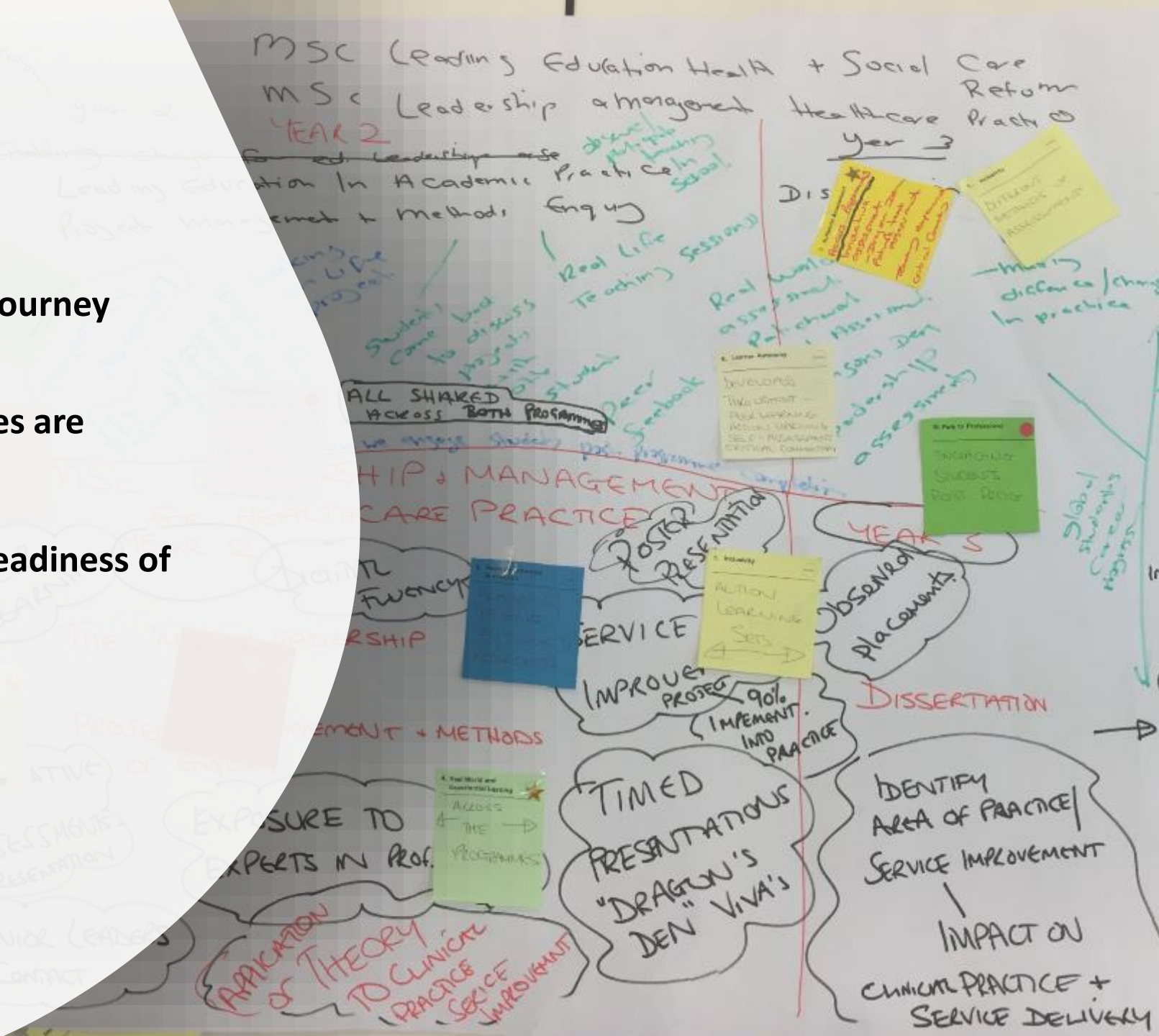
School Associate Dean Academic confirms ICZ Readiness from reflective form / workshop evidence.

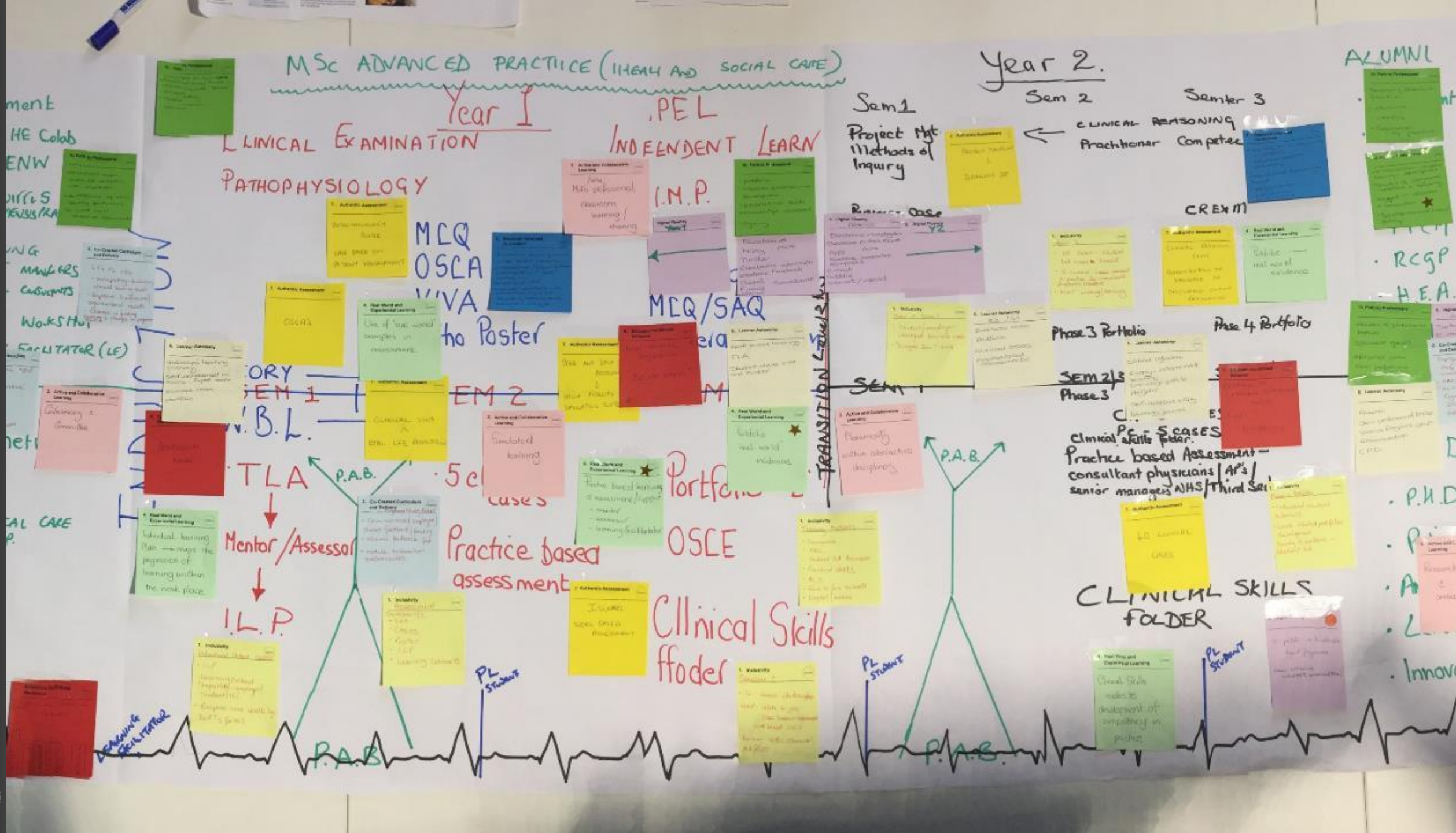
WORKSHOP GOALS

Identify key events in the student journey throughout the programme.

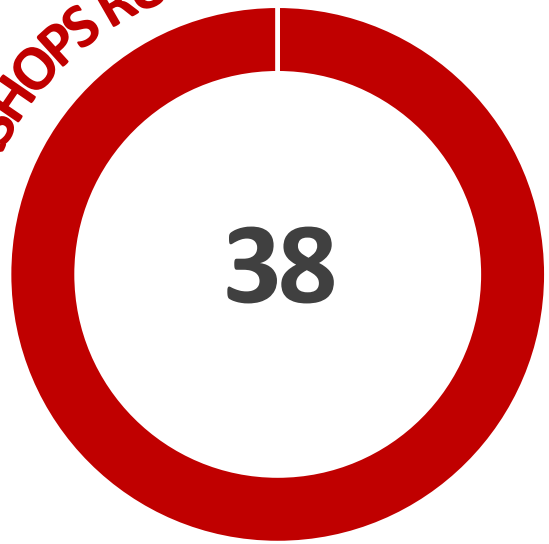
Articulate how the ten ICZ principles are embedded in your programme.

Agree actions to enhance the ICZ readiness of your programme.

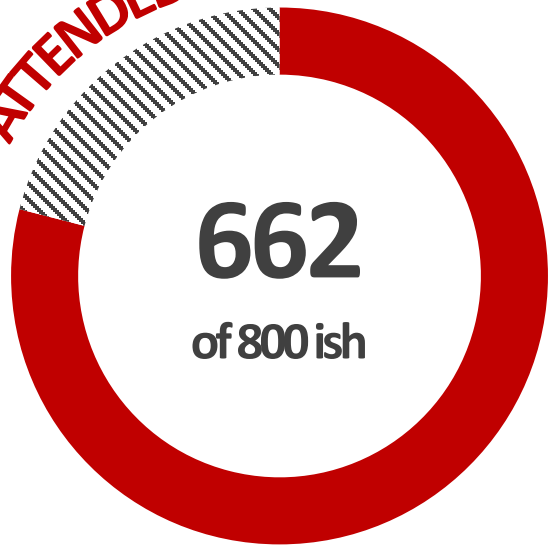



MSc ADVANCED PRACTICE (HEALTH AND SOCIAL CARE)
Year 1
Year 2.
ALUMNI
Sem 1
Sem 2
Semter 3
CLINICAL EXAMINATION
PATHOPHYSIOLOGY
INDEENDENT LEARN
I.M.P.
MCQ
OSCA
VIVA
MCQ/SAQ
Project Mgt
Methods of Inquiry
CLINICAL REASONING
Practitioner Competee
CREXM
Phase 3 Portfolio
Phase 4 Portfolio
SEM 2/3
Phase 3
Clinical skills folder.
Practice based Assessment – consultant physicians / AP's / senior managers NHS / Third Sec
TRANSITION
TLA
Mentor/Assessor
I.L.P.
P.A.B.
Practice based assessment
OSCE
Clinical Skills ffoder
CLINICAL SKILLS FOLDER
PL STUDENT
LEARNING FACILITATOR
RCGP
H.E.A.
P.H.D
Innov

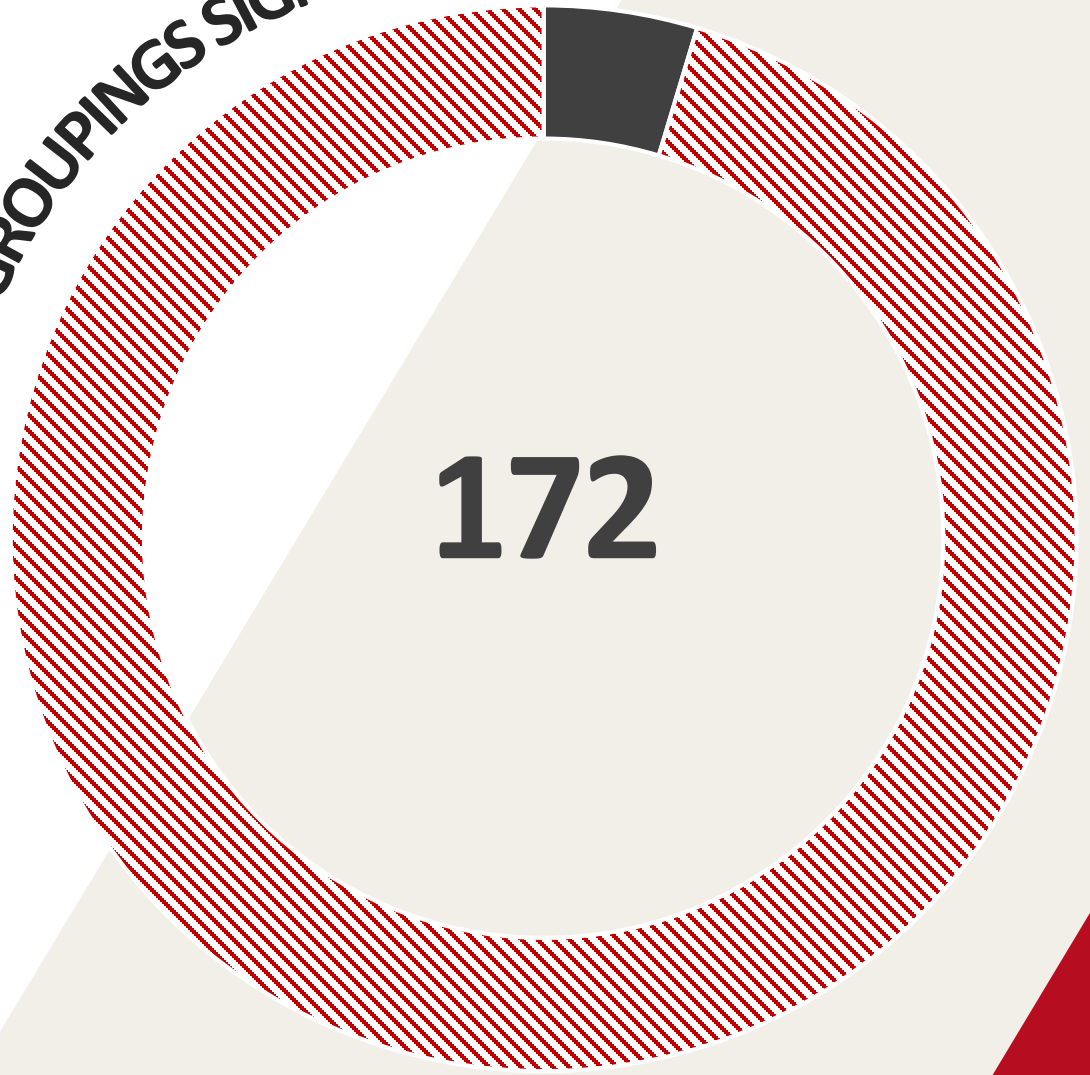
WORKSHOPS RUN

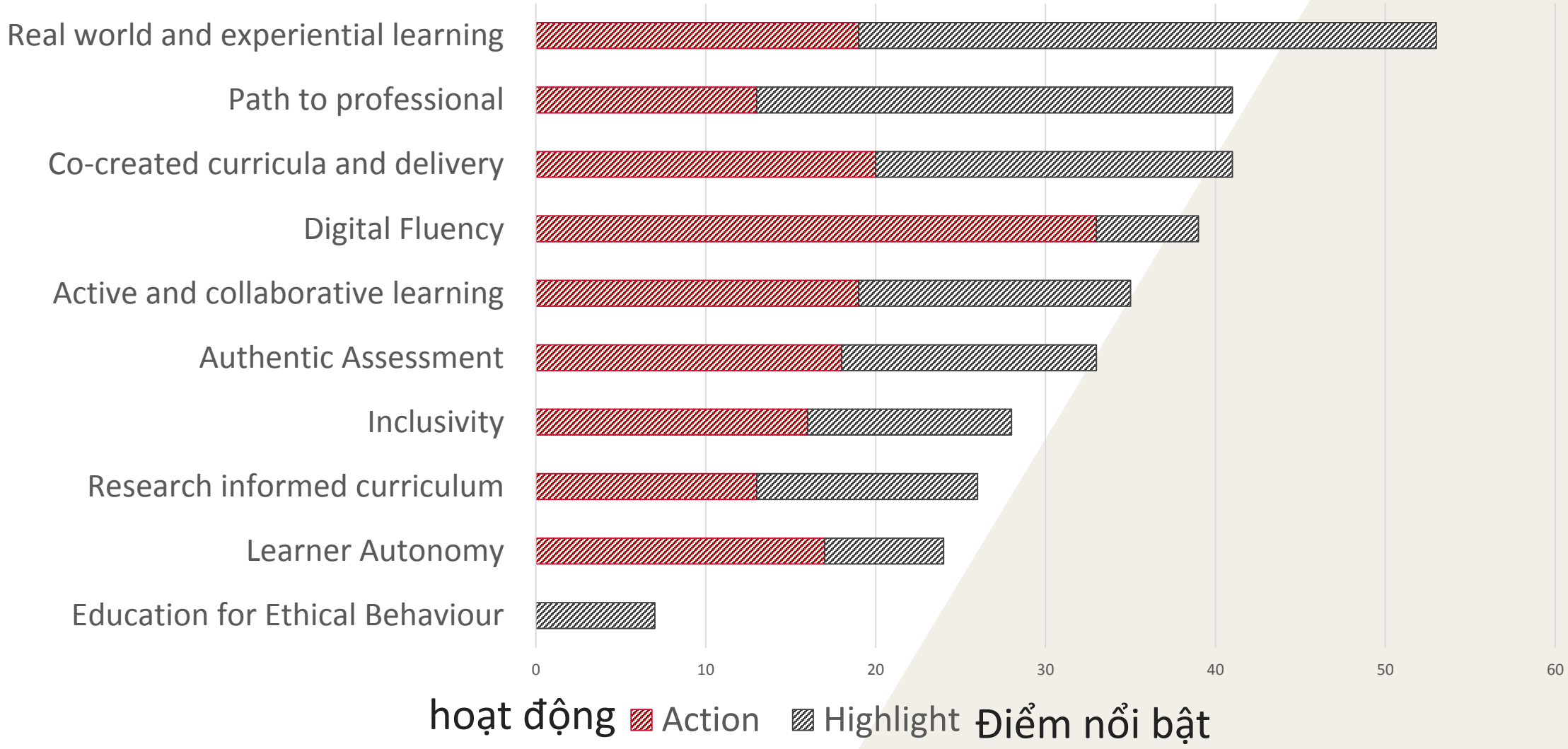


STAFF ATTENDED



PROGRAMME GROUPINGS SIGNED OFF





Summary of ICZ Curriculum workshop highlights and evaluations.

Summary of comments	doing activity as a team	ICZ clarification	sharing/ networking with other teams	Other	repetition of a previous activity	didn't achieve much	Wasn't effective due to poor team attendance
Percentage	71	33	11	4	10	1	1

Feedback from ICZ Curriculum workshop evaluations. 100 responses were received.

LEGACY & NEXT STEPS

1. Embedded in programme proposal and quality processes.
2. Database of ICZ good teaching and learning practice.
3. Further workstreams around:
    1. Digital Fluency
    2. Authentic Assessment
    3. Work-based Learning.
4. Alignment of institutional language around teaching and learning.

QUESTION & DISCUSSION