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Journey to Changemaker Certificate Design Planner

Programme: Journey to Changemaker Certificate

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Certificate Design Team

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Useful links

Are there any external benchmark statements or standards that you need to adhere to? If so, please paste them (or a link) below:

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STAGE ONE

1.1 What are our core values?

Use the prompts below, or delete them and replace them with something more suitable

a) We are ...

b) We believe in ...

c) We act with ...

d) We promote ...

e) We teach because ...

Use this time to discuss the Ashoka values and make sure we all understand them.

1.2 What is the purpose of the certificate?

Work in teams to come up with a variety of mission statements for the certificate. Once you have three or four 25 word (approx.) mission statements, consolidate them into one final and agreed statement.

AGREED VERSION:

What does it mean to be a CM Campus? (UoN perspective)

1.3 What should institutions achieve by the end of the certificate?

What are the most important skills/abilities/activities that institutions should have developed/achieved by the end of the certificate?

Aligning syllabus etc to Ashoka values based on experience of UoN as a CM campus.

Working with teachers to equip with our knowledge of what it means to be a CM



campus so that we can show that Polish teachers align with CM campus values etc.

How to make the teachers more CM oriented.

1.4 What must we teach / what must the students learn?

Some of the taught content will be non-negotiable, as it will be specified by professional body requirements e.g. by AshokaU

1.5 What would we like to teach / what would we like the students to learn?

What additional elements do we teach that gives the certificate its unique selling point? You might want to consider employability and Changemaker as well as subject knowledge and skills

1.6 What must be taught before what?

Think about the most logical order for the core components that you need to teach.

1.7 What can be taught anytime?

Are there any stand alone elements that could be dropped in anytime?



1.8 What do we not want to do in the same way anymore?

What feels tired? What no longer works as well as it should? What areas does the module feedback suggest are in need of change?

1.9 What new things do we want to do / what do we want to do more of?

What exciting and innovative things have you heard of that you would like to try out?



STAGE TWO

2.1 Certificate learning outcomes

If you have existing programme outcomes, paste them in below. Do these still reflect the vision you have described above, especially section 1.3? If not, make comments or changes to reflect what needs to change. You may also want to document your reasoning, to inform QA review.

2.2 Mapping to module level

Can you identify broadly where your certificate learning outcomes will be scaffolded and assessed throughout the various component blocks? You may want to start with your existing module structure, or you could start by grouping together the things you want to cover across the programme to create new ones.

Component Blocks	Certificate Learning Outcomes											
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6
Block 1												
Block 2												
Block 3												
Block 4												
Block 5												
Block 6												
Block 7												
etc.												

2.3 Certificate storyboarding

Use flipchart paper, or visualisation tools like PowerPoint or Popplet, to map out the sequencing of each stage of your certificate.



For example, if the programme is currently taught via six, twenty credit 'long thin' modules, think about whether there would be benefits of teaching three 'short fat' modules in term one, and three 'short fat' modules in term two. If you currently use 10 credit modules, consider whether it would be beneficial to wrap some of them up into larger modules. You may need to consider key dates in the calendar, such as holidays, exams and boards.

Upload images of your certificate storyboards below.

2.4 Assessment and feedback/feedforward map

Overlay the formative and summative assessment points on your programme storyboards. Are there long dead spots and points of extreme intensity, or is there a well structured and balanced approach to summative assessment points? Is there a good mix of types of assessment? If not, make a note to review this at module level.

Mark on your certificate storyboard the formative and summative feedback points. Is feedback given early enough to allow the students to make use of the feedback and feedforward?

Upload the images of the certificate storyboard with the assessment points and feedback points below.

2.5 Key skills / ChANGE skills map

There may be specific skills that you want to trace through the programme as a whole, to ensure they are scaffolded effectively and that development is visible to the students. Typically these will be skills that are transferable and used in multiple contexts, such as communication or problem-solving. The students may need to revisit these repeatedly at increasing levels of complexity, so it can be helpful to plan out where in the programme you are supporting these.

Identify the core skills that are important to your programme. You may want to refer to the University's ChANGE skills framework, or you may be looking at something more subject specific.



STAGE THREE

3.1 Action Plan

Tasks	Name(s)	Help needed and sources of help	Risks	Completion date
<i>Finalise updates to programme outcomes</i>	<i>Kate</i>	<i>Quality / Curriculum</i>		<i>February</i>
<i>[e.g.] Change assessment deadlines for module ABC1111</i>	<i>Bob</i>	<i>Quality / Curriculum</i>		<i>End of March</i>

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