A guide to Curriculum Innovation
Opening up choice within learning
Quick reference guide

- Name: Curriculum Innovation Modules (UOSMXXXX)
- Type: Optional module
- Level: Year 2 (Level 5)
- Semester: Semester 1 and 2, please see website for details. www.southampton.ac.uk/cip
- Points awarded: 15 CATS (7.5 ECTS)
- Registration: Via the online option system or change of option form
- Eligibility: See programme menu of choice at www.southampton.ac.uk/cip
- Caps on modules: Various, see page 6 of this document
- For more information and module profiles, visit www.southampton.ac.uk/cip

Glossary of terms

- Menu of choice – the list of modules available to students on each programme
- Forward/backtracking – an agreement enabling students to take a module one year either side of their year group
- NQF – National Qualification Framework
- Curriculum Innovation module – an interdisciplinary module designed to broaden student learning
- ECTS/CATS – European Credit Transfer and Accumulation System/Credit Accumulation and Transfer Models. The points awarded to students for each completed module
- CI – Curriculum Innovation
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Innovation at Southampton

**Why should we innovate?**
The next generation of graduates will face future challenges that we haven’t even imagined and take jobs that may not even exist yet. The increasing pace of change is such that they will need to develop new knowledge and skills throughout their working life. It is our responsibility, through our education provision, to prepare them appropriately. We will do this by:

- Providing a world-class student experience that attracts the most talented students and staff
- Providing choice and flexibility which allows students to personalise their learning and maximise the value they get from their study at university
- Recognising the importance of employability to our students and prospective students and doing everything we can to enhance this aspect of their education
- Continuing to grow our research excellence across the disciplines and using this as a basis to develop new and innovative education programmes.

**What are the benefits of reforming our curriculum?**
The benefits of reforming our curriculum will be:

- Students who are better prepared to excel in employment and enterprise
- Being able to clearly articulate the distinctive Southampton educational experience to current and future students
- Enabling us to embed our multi and interdisciplinary research ethos into our education offering.

We already offer choice in some of our programmes. Whilst there will always be students who will want to focus exclusively on their subject, others will increasingly demand more choice in what and how they study. This could include choosing modules from outside of their discipline, modules which give them an interdisciplinary perspective, or studying part-time.

Changes to the way their education is funded will only increase the trend for students to become more demanding of what we provide.

It is also worth noting that a more innovative approach to our curriculum places Southampton amongst a leading group of universities shaping global trends. Melbourne, Aberdeen and Hong Kong are just three other universities already gaining a high profile for creating such opportunities in ways appropriate to their context.

**How are we reforming our curriculum?**
A number of decisions have been made about the curriculum since 2011 which affect how students study their degree:

- All modules should hold a 15 CATS (7.5 ECTS) value *
- All programmes across the University should offer optional choice at some point during a student’s degree *
- Students on an undergraduate programme should be allowed to forward and backtrack by one year onto selected optional modules where regulations allow without it affecting their degree *
- A new finance model has been agreed to enable fees to follow the student at a modular level *
- A new set of interdisciplinary modules are being developed to enable students to broaden their learning experience, if they wish to do so
- Students should be encouraged to broaden their learning, if they wish to do so.

**How does this affect my role at the University?**
Curriculum Innovation affects the entire University community. We are all involved in providing the experience that students have at the University of Southampton, from Student and Academic Administration (SAA) who deal face to face with students’ queries, to communications staff who promote what we offer, and lecturers and professors who research and deliver our academic programmes.

Please use this as a guide to make yourself aware of changes to the curriculum within your Faculty. This guide should enable you to; suitably advise students about their degree programme in relation to Curriculum Innovation and the options available to them, process Curriculum Innovation module choices accordingly and be aware of the regulations affecting our students’ degree programmes, and support and inform the general University community about Curriculum Innovation.

*Senate papers June 2009 and 2011
How are the Curriculum Innovation modules developed and why are they important?

As part of the curriculum reform, a new set of interdisciplinary modules have been developed to enhance and broaden our students learning experience here at Southampton.

The modules have been developed in line with specific criteria and should:

- Be innovative in content
  - content not being taught in the University as an open topic
  - address relevant and key issues facing today’s society and/or topics to benefit our students future
- Have an interdisciplinary element
  - Encompass elements from different disciplines
  - Modules should be open to students across a broad range of faculties
- Be innovative in assessment
  - Encompass alternative means of assessment other than exams/coursework
- Be innovative in delivery
  - Encompass alternative means of delivery rather than standard lectures
- Enhance employability
  - Enable students to gain transferable skills e.g. teamwork, communication, presentations skills etc.
  - Include an international/global dimension
    - Encompass aspects of national and international impact and offer a variety of perspectives and wider objective understanding of the subject
- Require no pre/co requisites
  - The modules should be available to all students
- Set at level 5 (year 2)
  - The modules should be accessible to all undergraduate students years 1-3. This criteria will enable students to forward and backtrack on to the modules (see page 7)
- Award 15 CATS (7.5 ECTS)
  - All Curriculum Innovation modules across the University should award 15 CATS (7.5 ECTS).

Module development so far

In 2011/12, semester 2, a set of five CI modules, a selection of existing modules and some languages, were offered on a menu of choice for students on some programmes across Social and Human Sciences and Humanities.

In academic year 2012/13, 20 Curriculum Innovation modules are available across 7 faculties and 128 programmes on the personalised menu of choice.

The modules available to students on each programme were decided by the Director of Programmes. They based their decision on current content studied within the main degree programme of the student and suitability of the content dependent on degree.

You can view the full list of modules available to your students via the website www.southampton.ac.uk/cip or via the online option system.

Why are these modules important to our students?

The Curriculum Innovation modules offer our students the chance to choose a broader learning experience, to interact with students from other disciplines and to improve their transferable skills for their future.

We recognise that not all students move into employment or further study within their discipline sector after graduating, and it is our responsibility to ensure that any student, no matter what path they wish to take after they graduate, has the skills to succeed.

Students who have already taken one of these modules have told us about the new skills and perspectives they have developed. They have a strong belief in the benefits this will provide for their future, with some already using their new skills and experience in job interviews.
### The modules; names, codes and who owns them

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Code</th>
<th>Module caps 2012/13</th>
<th>Owning Faculty</th>
<th>Module coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building the Human Body</td>
<td>UOSM2006</td>
<td>20</td>
<td>Medicine</td>
<td>Dr Claire Smith</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr Scott Border</td>
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<td></td>
<td></td>
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<td></td>
<td>Dr Mike Guilder</td>
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<tr>
<td>Business Skills for Employability</td>
<td>UOSM2001</td>
<td>96</td>
<td>Business &amp; Law</td>
<td>Dr Andrew Stainton</td>
</tr>
<tr>
<td>Communication Via Web Based Maps</td>
<td>UOSM2002</td>
<td>50</td>
<td>Social &amp; Human Sciences</td>
<td>Richard Treves</td>
</tr>
<tr>
<td>Being Human: Critical thinking in the Digital Humanities</td>
<td>UOSM2007</td>
<td>100</td>
<td>Humanities</td>
<td>Dr Leif Isaksen</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr Graeme Earl</td>
</tr>
<tr>
<td>Living and Working on the Web</td>
<td>UOSM2008</td>
<td>20</td>
<td>Business &amp; Law</td>
<td>Dr Lisa Harris</td>
</tr>
<tr>
<td>Education for Health &amp; Wellbeing</td>
<td>UOSM2003</td>
<td>100</td>
<td>Social &amp; Human Sciences</td>
<td>Dr Marcus Grace</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr Kath Woods-Townsend</td>
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<td></td>
<td>Dr Janice Griffith</td>
</tr>
<tr>
<td>Ethics in a Complex World</td>
<td>UOSM2009</td>
<td>36</td>
<td>Health Sciences</td>
<td>Dr Julie Wintrup</td>
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<tr>
<td>Global Challenges</td>
<td>UOSM2010</td>
<td>100</td>
<td>Physical &amp; Applied Sciences</td>
<td>Dr James Dyup</td>
</tr>
<tr>
<td>Global Health</td>
<td>UOSM2004</td>
<td>150</td>
<td>Social &amp; Human Sciences</td>
<td>Dr Sabu Padmadas</td>
</tr>
<tr>
<td>Impact of Micro-Organisms</td>
<td>UOSM2019</td>
<td>100</td>
<td>Engineering &amp; the Environment</td>
<td>Dr Paul Stoodley</td>
</tr>
<tr>
<td>Intercultural Communication in a Global World</td>
<td>UOSM2017</td>
<td>60</td>
<td>Humanities</td>
<td>Vicky Wright</td>
</tr>
<tr>
<td>Living with Environmental Change</td>
<td>UOSM2005</td>
<td>150</td>
<td>Humanities</td>
<td>Dr Fraser Sturt</td>
</tr>
<tr>
<td>The Management of Risk and Uncertainty</td>
<td>UOSM2016</td>
<td>50</td>
<td>Business &amp; Law</td>
<td>Dr Alasdair Marshall</td>
</tr>
<tr>
<td>Online Social Networks</td>
<td>UOSM2012</td>
<td>40</td>
<td>Business &amp; Law</td>
<td>Dr Lisa Harris</td>
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<tr>
<td>Pathological Mechanisms of Disease</td>
<td>UOSM2013</td>
<td>30</td>
<td>Medicine</td>
<td>Dr Norman Carr</td>
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<tr>
<td>Piracy, Security and Maritime Space</td>
<td>UOSM2014</td>
<td>30</td>
<td>Humanities</td>
<td>Dr Stephanie Jones</td>
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<td></td>
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<td></td>
<td>Dr Jesse Ransley</td>
</tr>
<tr>
<td>Sustainability in the Local and Global Environment</td>
<td>UOSM2015</td>
<td>84</td>
<td>Engineering &amp; the Environment</td>
<td>Simon Kemp</td>
</tr>
<tr>
<td>The Human Brain and Society</td>
<td>UOSM2016</td>
<td>45</td>
<td>Health Sciences</td>
<td>Prof Lindy Holden-Dye</td>
</tr>
<tr>
<td>Understanding Modern China</td>
<td>UOSM2018</td>
<td>40</td>
<td>Social &amp; Human Sciences</td>
<td>Dr Mark Cranshaw</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dr Hui-Chi Yeh</td>
</tr>
<tr>
<td>Work and Employability in Theory and Practice</td>
<td>UOSM2000</td>
<td>30</td>
<td>Social &amp; Human Sciences</td>
<td>Dr Pauline Leonard</td>
</tr>
</tbody>
</table>
Management and administration ownership

Each module is owned by a Faculty, who are responsible for the management of the module including registration, assessment, general administration, curriculum and QA etc. The decision of ownership is allocated dependent on the main academic who is coordinating the module. The module codes are assigned by the Curriculum and Timetabling Team and will all start with UOSMXXXX.

Module caps

To manage student expectation there are student number caps on most of the Curriculum Innovation modules. This is to ensure that the students participating on the modules receive the best possible experience and to ensure that when the modules run for the first time they run successfully and within their resource. Most of the caps are expected to rise over the next few years but will remain in place. The caps are managed within Banner, and have been input by the Curriculum and Timetabling Team based on guidance from the module coordinators and the resources available. Module places are allocated on a ‘first come, first served’ basis. We are not able to hold waiting lists for the modules as this would create a very complex system which would be hard to manage across multiple faculties, particularly for continuing students. We advise that students who are interested in a module that is full, should contact their Student Office intermittently to enquire after available space.

Module enrolment and change of module

The modules are treated the same as any other optional module within a discipline. They form a part of the online option system, and are listed under each programme where applicable. The Curriculum Innovation modules do not replace the Free Elective choice; they are additional optional modules and have been separately listed so that they are highlighted to students. To find out more information about the modules, students should click on the module code on the online option system, and this will take them to the module profile on the Curriculum Innovation website.

If a student would like to change a Curriculum Innovation module, they should follow the standard process by completing a ‘Change of Option Form’ and hand it into their Student Office. The Curriculum Innovation team does not need to be notified about these changes.

Forward and backtracking onto Curriculum Innovation modules

The modules will be set at Year 2 (Level 5), given that the NQF will allow forward and backtracking between Years 1-3 by one year without it having an effect on their studies. A student studying within these levels, with no prior experience of the discipline, should be able to engage with the learning, cope with the studies and successfully pass the module. A high priority in Curriculum Innovation is to safeguard the disciplinary rigour of programmes. However, if programme-learning outcomes can be delivered in a subset of programme modules, there is scope for students to broaden their horizons by learning about alternative disciplinary approaches and getting a taste of the research being undertaken in the University into today’s big issues. There is no intention or likelihood of the Curriculum Innovation modules being “easier” options - indeed students may find it challenging to leave their comfort zone and have to think in unfamiliar ways.

Pre/co-requisites, programme regulations and professional accreditation

The modules are only available to students where they already have free optional choice within their programme. Students cannot take a Curriculum Innovation module in addition to their 8 modules (120 CATS) per year.

The CI modules are required to have no pre/co-requisites and the modules will not affect any student’s professional accreditation linked to their programme, as they are only offered on an optional basis.

Because of the professional accreditation requirements for certain degree programmes, not all students are able to participate on these modules. There must be existing choice imbedded within their programme.

Module assessment and special considerations

The assessment of each module is managed by the owning Faculty. This includes collection of coursework, exam grids, exam marks and other forms of assessment. Assessment methods and weightings can be found on the module profile on the CI website.

Special considerations should be dealt with in the usual way following your Faculty process.
Programme participation and student eligibility

To find out which modules are available to your students, please view the Curriculum Innovation website www.southampton.ac.uk/cip.

If a student wishes to take a Curriculum Innovation module which is not part of their menu of choice, they should contact their tutor or Director of Programmes to ask for written agreement and submit it, along with a Change of Option Form, to the relevant Student Office.

Timetabling and clashes

The modules, as they are approved, will be registered onto the Banner system and timetabling will be undertaken. Students will be able to view the timetable for their module in the normal way, via SUSSED.

Should a student have a clash between a Curriculum Innovation module and another module, they will be contacted by the Curriculum & Timetabling Team. If they have not been contacted, the student should email timetabling@soton.ac.uk, who will resolve the clash.

Provisions exercise

As each module is owned by a specific Faculty, the relevant modules should be included in the provisions report exercise. Please take note of the module table on page four of this document, listing modules owned by your Faculty and ensure they are included during this exercise. Steps are being taken to enhance the Discoverer report for provisions and you should be able to search by Faculty for modules rather than subject code, this will then include the Curriculum Innovation modules for your Faculty.

Support and contacts

Most questions can be answered by viewing the website www.southampton.ac.uk/cip

On the website you can find:
- Information about the modules, including full module profiles
- Programme information, showing which students are eligible to take the CI modules
- Answers to frequently asked questions from students and staff
- General background information about Curriculum Innovation.

Should you have any queries not covered in this document or on the website about the CI modules, you can contact cip@soton.ac.uk. For queries about timetabling on the CI modules, please contact timetabling@soton.ac.uk
Frequently asked questions

Modules and processes

1. How will students be told about the new Curriculum Innovation modules?

Students will be able to see module profiles in the same way as they do for other optional modules via the online option system and the CI website. There may also be module fair events, which have proved a popular way of informing students about the modules.

2. Which programmes are taking part in Curriculum Innovation?

Please view the programme information page on the website for a full list of participating programmes and the module menus. www.southampton.ac.uk/cip

3. Are there waiting lists for full modules and how are the numbers managed?

Numbers will be managed within the Banner capping system, and places will be allocated on a ‘first come, first served’ basis. There are no waiting lists for full modules due to the number of eligible students; it would be hard to manage this effectively and fairly.

One of the reasons for offering menus of choice tailored to specific programmes is so that the number of students given access to a module will be more manageable. As students sign up for the modules for Semester 2 next year, we will be able to start to assess demand. In the longer-term, modules will need to be scalable to allow for greater demand. We will aim to use technology-enhanced delivery to reduce some of the constraints.

4. Why are the Curriculum Innovation modules listed on the online option system where other optional modules are not?

The modules are listed on the online option system to highlight them to students. Although they are treated the same as any other optional module with regards to the administration and enrolment, we feel these modules provide our students with distinctive experiences and skills which they may not obtain from other areas of their study. Therefore we are keen to make students aware of the modules, and provide as much information as possible.

5. How will the timetable cope with the interdisciplinary modules, given we already have constraints on teaching space and teaching time?

The University already teaches a number of modules on an interdisciplinary basis. For continuing students, the timetable is scheduled on an actual module choice. Where possible, activities are scheduled to enable the maximum number of students to study their preferred module.

As students are taking a Curriculum Innovation module in place of an existing module, the demand for space will be, to some extent, mitigated by the reduction in activity sizes elsewhere.

6. Is the Curriculum Innovation primarily UG-focussed or will it include PGT?

For now, Curriculum Innovation is focussed on UG programmes. We are investigating incorporating PG programmes in the longer-term, although it may not be possible as it is more difficult to create space in the intensive, 1-year courses.

7. How are these modules helping students prepare for the future?

Students who have already taken a Curriculum Innovation module tell us that they have gained skills and experiences that they can articulate to potential employers, such as communication skills gained by working with students from different disciplines and with different perspectives. These are the kinds of skills they will need in the future, whether they go into work or further study.

8. What is the feedback from students who are already taking a Curriculum Innovation module?

Overwhelmingly positive. They tell us that they enjoy learning about a different subject and having the opportunity to discuss and understand others’ perspectives. By working with other students from different backgrounds, they get to learn much more and discover how to work together. They also enjoy the innovative delivery methods, such as small group work and closer interaction with lecturers. For more student views, visit the student views and opinions section of the CI website www.southampton.ac.uk/cip
9. Are the modules open to Erasmus and exchange students?

Where the students already have available space on their programme, then yes, the modules can be made available to this cohort of students. The same regulations apply as with our other students, such as only forward and backtracking by 1 year, and following the programme menu applicable to their studies. We are unable to hold places on modules for students who may be choosing their modules outside of the standard timescale.

General Curriculum Innovation

1. Are our comparators all doing the same as us or are we setting ourselves out from the crowd?

We know that some of our comparators are considering similar things, and some have been to visit us to see what they can learn. We are ahead of the game in this area, and aim to end up with something distinctive to us. The University of Southampton co-hosted an international network meeting in January 2011, attended by institutions such as University of Hong Kong, University of Melbourne and Massachusetts Institute of Technology who have already implemented curriculum reform. Developing Curriculum Innovation puts us in a world-leading group of universities.

2. What will the effects be of the new funding model and 2012/13 £9,000 fees?

In 2011 Senate agreed that student fees should be set at a modular level. A percentage of the student fee will be allocated to the home Faculty against core and compulsory modules, the remainder of the fee will go to the Faculties who own the additional modules the student chooses. This will allow 50% of the modular fee for each student taking a particular module to go to the Faculty that is delivering it. This will remove the concept of service teaching, where the fee does not necessarily go to the Faculty of the staff member who is delivering a module. The changes are being introduced in the Academic Year 2012/13 against 1st years only; 2nd and 3rd year fees will remain the same and the model will filter through over the next two Academic Years.

The £9,000 fee and the loss of the HEFCE grant will obviously have implications for all the fees we charge. Assuming our student numbers remain in line with our projections, our overall fee income should be as expected. However, when fees are allocated at a modular level instead of the current programme-level allocation, internal fee distribution will be different. This is something we will monitor closely as it is difficult to predict the precise effect at this stage.

3. What do employers think about Curriculum Innovation?

According to research carried out by the Confederation of British Industry (CBI), the UK’s leading business organisation, employers place a high importance on employability attributes, such as communication skills and the ability to work well in a team. Students need to understand how to articulate the attributes they have developed as part of their programme, as well as what they have gained from extra-curricular activities and part-time work. Curriculum Innovation will ensure that our degree programmes provide the opportunity to develop and articulate these skills. To find out more view the employer views page of the CI website www.southampton.ac.uk/cip.

4. How will Curriculum Innovation make our students more employable?

The next generation of graduates will face future challenges that we haven’t even imagined and take jobs that may not even exist yet. It is our responsibility to prepare them appropriately. The flexibility and ability to view things from different perspectives which they will gain from Curriculum Innovation modules will be invaluable, as will the other graduate skills that have been identified via Curriculum Innovation.

If you have a question which is not answered in this document or on the website, please email cip@soton.ac.uk