

**IEEC** | International  
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Conference



# Creating the Future: Shaping the Curriculum and Assessment

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## Creating the Future: Shaping the Curriculum and Assessment

- HEA-BMAF's Special Interest Group in Entrepreneurial Learning and Enterprise Educators UK workshops over the past year have identified a potential need...
- NCGE's International Entrepreneurship Educators Programme concur...

# Questions

- Should enterprise be embedded into the curriculum?
- Why (or why not)?
- What are the barriers?
- Who are the 'gatekeepers'?

# Questions

- What are the Quality Assurance Agency's 'Subject Benchmark Statement'?
- How can they / have they helped?
- What do they say?



# Answers?

- “Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.”

Source:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

# Answers?

- QAA has published subject benchmark statements for a range of disciplines to set out clearly the academic characteristics and standards of UK programmes... they allow for flexibility and innovation in programme design, within an overall conceptual framework established by an academic subject community.
- They are intended to assist those involved in programme design, delivery and review. They may also be of interest to prospective students and employers, seeking information about the nature and standards of awards in a subject area.

Source:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

# Question?

- As a new 'enterprise' course developer, where, in the list of subjects supplied would you look first?
- Please list your top 4 and write a short sentence to justify your decision.

Accounting (2007)  
Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (2002 Anthropology (2007)  
Archaeology (2007)  
Architectural technology (2007)  
Architecture, architectural technology and landscape architecture (2000)  
Area studies (2008)  
Art and design/ History of art, architecture and design (2008)  
Biomedical science (2007)  
Biosciences (2007)  
Construction, property and surveying (2008)  
General business and management (2007)  
Chemistry (2007)  
Classics and ancient history (including Byzantine Studies and Modern Greek) (2007)  
Communication, media, film and cultural studies (2008)  
Computing (2007)  
Criminology (new 2007)  
Dance, drama and performance (2007)  
Dentistry (2002)  
Early childhood studies (new for 2007)  
Earth sciences, environmental sciences and environmental studies (2007)  
Economics (2007)  
Education studies (2007)  
Engineering (2006)  
English (2007)  
Finance (new for 2007)

Geography (2007)  
Health studies (2008)  
History (2007)  
Hospitality, leisure, sport and tourism (2008)  
Housing studies (new for 2007)  
Landscape architecture (2007)  
Languages and related studies (2007)  
Law (2007)  
Librarianship and information management (2007)  
Linguistics (2007)  
Materials (2008)  
Mathematics, statistics and operational research (2007) Annex to the subject benchmark statement for Mathematics, statistics and operational research to cover integrated master's degrees (2009)  
Medicine (2002)  
Music (2008)  
Optometry (2007)  
Osteopathy (new for 2007)  
Philosophy (2007)  
Physics, astronomy and astrophysics (2008)  
Politics and international relations (2007)  
Psychology (2007)  
Social policy and administration (2007)  
Social work (2008)  
Sociology (2007)  
Theology and religious studies (2007)  
Town and country planning (2008)  
Veterinary science (2002)  
Welsh (2008)  
Cymraeg (2008)  
Youth and community work (2009)

# What subject is?

...concerned with the provision and analysis of information for a variety of decision-making, accountability, managerial, regulatory and resource allocation purposes.

## *Nature and extent of accounting*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Accounting.asp#p2>

# What is it?

...interdisciplinary subjects which seek to understand the relationships between the consumer and the economic, technical, social and environmental forces which influence the development and consumption of goods and services

*Consumer science/studies - Agriculture, forestry, agricultural sciences, food sciences and consumer sciences*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/agriculture.asp#1>

# What is it?

...generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity... be resourceful and entrepreneurial

*Art and design: Subject-specific knowledge and understanding, attributes and skills*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/ADHA08.asp#p6>

# What is it?

...pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.

*General business and management:  
knowledge and understanding*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/GeneralBusinessManagement.asp>

# What is it?

...using appropriate cognitive and intellectual strategies... deal with uncertainty when it arises

*Medicine: Generic graduate skills and clinical competencies*

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/medicine.asp#4>

# Creating the Future: Shaping the Curriculum and Assessment

- There are recent indicators that suggest that a benchmark statement is needed for enterprise education
- To help guide new course development and make validation and accreditation procedures more equitable, transparent and manageable.

## Creating the Future: Shaping the Curriculum and Assessment

- Existing statements offer a ‘patchwork quilt’ of potential guidance – which new course developers may need to investigate and seek out and use in argument
- Is it time for a more centralized resource?

# Creating the Future: Shaping the Curriculum and Assessment

...as a means of making more explicit the nature and level of academic standards in higher education and, in turn, providing a foundation for employers, public and others to have confidence in the academic awards of higher education institutions

# Creating the Future: Shaping the Curriculum and Assessment

“...providing a foundation for employers, public and others to have confidence in the academic awards of higher education institutions”

Source:

[http://www.qaa.ac.uk/academicinfrastructure/benchmark/Recognition/recognition\\_scheme04.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/Recognition/recognition_scheme04.asp)

# What's needed – some tasks?

- to make explicit the nature and standards of awards that carry the subject in their title;
- to explain the conceptual framework which gives the discipline its coherence and identity;
- to set out the attributes and capabilities expected of graduates, in order to represent the general expectations of standards in awards;
- to establish a consensus within the academic community on the nature and standards of awards.

Source:

QAA - Recognition scheme for subject benchmark statements - November 2004

# Table tasks -to get started???

- defining principles;
- nature and extent of the subject;
- subject knowledge, understanding and skills;
- teaching, learning and assessment;

Source:

QAA - Recognition scheme for subject benchmark statements - November 2004

# What next?

- This is the very first workshop, it may lead to many others
- Wider consultation is needed and other potential partners identified / consulted
- Your contribution is twofold – to help kick off our thinking and to (hopefully) disseminate the potential challenges ahead

# What next?

- The QAA's view?

“our perspective is a responsive one - if the community perceives a lack of available guidance we can work with you to develop some”

Laura Bellingham – Quality Assurance Agency

# Thank You

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