

# Operation of Design Sprints: Guidance for Facilitators

## 1. Introduction

- 1.1 The School takes on the role of facilitation which will ensure that there are opportunities for professional development across the School. It will also help to ensure that School-specific design constraints are built into the course.
- 1.2 The responsibilities of the Sprint Facilitator and the activities they will undertake, will provide School colleagues with opportunities to develop and demonstrate a range of skills in relation to curriculum and course design, in learning, teaching and assessment processes and in facilitation. These can be used as evidence for applications for Senior or Principal Fellowship of Advance HE and in Associate Professor (Teaching and Scholarship).

## 2. The role of facilitator

- 2.1 The facilitator will oversee the course design sprint from the preliminary meeting to Sprint Day Two. The facilitator will be required to ensure the sprint events achieve their objectives and progress according to the established timeline. The facilitator will be supported by the sprint co-ordinator and an educational developer from CADQ who will have expertise in design sprints and the associated activities. The sprint design team will also include: the course leader or course sponsor; core module leaders with expertise in key areas of course design; School Employability Manager; a student (or alumnus) from a cognate discipline; and an academic colleague from another school (Senior Lecturer or Principal Lecturer with expertise in learning and teaching). In addition, the following people may also contribute to the sprint: collaborative partner or sub-contractor; FlexNTU learning designer; quality management team experts; apprenticeship manager; employer; representative from PSRB. The sprint is structured in the following format:
  - Preliminary meeting
  - Getting ready activities
  - Design Sprint Day 1
  - Intervening design period
  - Design Sprint Day 2

## 2.2 **Preliminary meeting (to last up to one and a half hours):**

- To be led by the facilitator, supported by the Sprint co-ordinator.
- The course team to share some background about the proposal.
- To talk through the expectations regarding the preparatory work and to discuss ways of ensuring that this gets completed.
- To discuss the status of the outline business case.
- To agree key dates for the Sprint days and who will be attending.
- To be attended by two people from the course team, with the Head of Department or PL, Sprint co-ordinator and Educational Developer. The quality manager and or Learning and Teaching Manager may also be invited if they are not facilitating.

## 2.3 **Getting Ready Activities (completed one week before Day One):**

- The primary purpose of the getting ready activities is to ensure that participants arrive at Sprint day one with a shared understanding of what they are planning to achieve. This will help ensure a good outcome of the Sprint. The course team will work through a set of activities which prompt discussion about the broad aims of the course. These will be shared with the rest of the Sprint team via the dedicated Teams page.
- The getting ready activities are primarily undertaken by the course team, although the Sprint co-ordinator or link School Quality officer or Educational Developer may provide guidance.
- The Facilitator should ensure these activities have been completed at least one week prior to the start of the Sprint.

## 2.4 **Design Sprint Day One (full day)** - Sprint Day One is the key design event which results in a broad framework of the course: intended learning, learning, teaching and assessment strategy and contributing modules. This provides a 'blueprint' from which further refinements are made, detailed costings calculated, and initial assumptions tested. The meeting will involve the following:

- To be led by the facilitator, supported by the Sprint co-ordinator and Educational Developer.
- To be attended by all members of the design team.
- Sprint day One is the key design event which results in a broad framework of the course: intended learning, learning, teaching and assessment strategy and contributing modules. This provides a 'blueprint' from which further refinements are made, detailed costings calculated, and initial assumptions tested.
- The facilitator will take the participants through a series of pre-planned activities designed to prompt discussion and decision about the design of the course. Specifically, the focus areas are: Intended learning; The learning experience; Sequencing learning; Assessment strategy; Module planning. The Educational Developer and Sprint co-ordinator will support the design team in undertaking the activities.

- 'Sense checking' points are built in throughout the day to ensure coherent and consistent decision making. The facilitator should ensure all parties are in agreement with the decisions made and provide opportunity to discuss any areas of debate. The facilitator, guided by the Sprint co-ordinator, should ensure that all specific course requirements are addressed within the course.
- The facilitator should ensure that the course team understand action to be completed in the Intervening period before Sprint Day Two.

**2.5 Intervening design period: Course Development and Viability Check** (2-6 weeks, depending on the type of course. This length of time is agreed at the preparatory meeting.)

- The intervening period has three purposes: to check the viability of the proposal; to complete further design of the course; to determine the students/alumni and external stakeholders who will be invited to Sprint Day Two to test the proposal.
- The course team/department/School will determine who is involved in the intervening design period and will allocate tasks.
- The sprint co-ordinator will check in with the course team once a week during this period and update the Facilitator on progress. In the event of insufficient progress made, the Facilitator should discuss with the course team.

**2.6 Design Sprint day two: Stakeholder Testing and Refining (one full day)** - The main aim of Sprint Day Two is to test the design proposal with key stakeholders. Time is also provided to refine some of the decisions made in day 1 in relation to course learning outcomes and the student journey. The day will involve the following:

- To be led by the facilitator, supported by the Sprint co-ordinator and Educational Developer.
- To be attended by all members of the design team, except for the non-School academic colleague. Stakeholders will only be required for the morning session.
- The main aim of Sprint day two is to test the design proposal with key stakeholders.
- Time is also provided to refine some of the decisions made in day one in relation to course learning outcomes and the student journey.
- The facilitator will take the participants through a series of pre-planned activities designed to further discuss and reflect on the design of the course.
- The course team will present the student journey to the stakeholders. This will include how the course team has got to this point - making clear in advance to stakeholders the outputs of the first sandpit day, the steps and decisions made to get to the course design we have today.
- There will then be an opportunity for the course team to identify areas/questions they would value stakeholders' experience/input/thoughts on.
- The afternoon is spent refining the proposal on the back of the stakeholder feedback and completing key fields in the course database.



- Final agreement to approve in principle will be made at the end of the day.
- The facilitator will ensure the stakeholders are welcomed to the event, have opportunities to ask questions and engage in a discussion. Supported by the Sprint co-ordinator, they will ensure the activities keep to time and achieve their objectives. They will ensure the relevant artefacts have been completed for input to the course database.
- On successful completion of Sprint Day Two, the facilitator will confirm final approval of the course and guided by the Sprint co-ordinator, will confirm any outstanding actions that may be required, specific to the course, along with a timeframe for completion.

### 3. Support for facilitators

3.1 School-based facilitators will be provided with support from CADQ in a number of ways to ensure they have the confidence and knowledge to fulfil their role:

- Detailed guidance will be given in relation to the activities and intended outcomes at each stage of the Sprint. The role of the facilitator and other members of the design team will be made clear.
- The facilitator will be offered the opportunity to observe a Sprint before undertaking facilitation. This may be full or part of the process.
- The Sprint Co-ordinator and Education Developer have experience in course design sprints, some in the role of facilitator, and will be on hand to support the school-based facilitator throughout.
- CADQ will provide face to face or online training for facilitators, this can be arranged as a school group or separately.

<b>Policy owner</b>
CADQ

<b>Change history</b>			
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