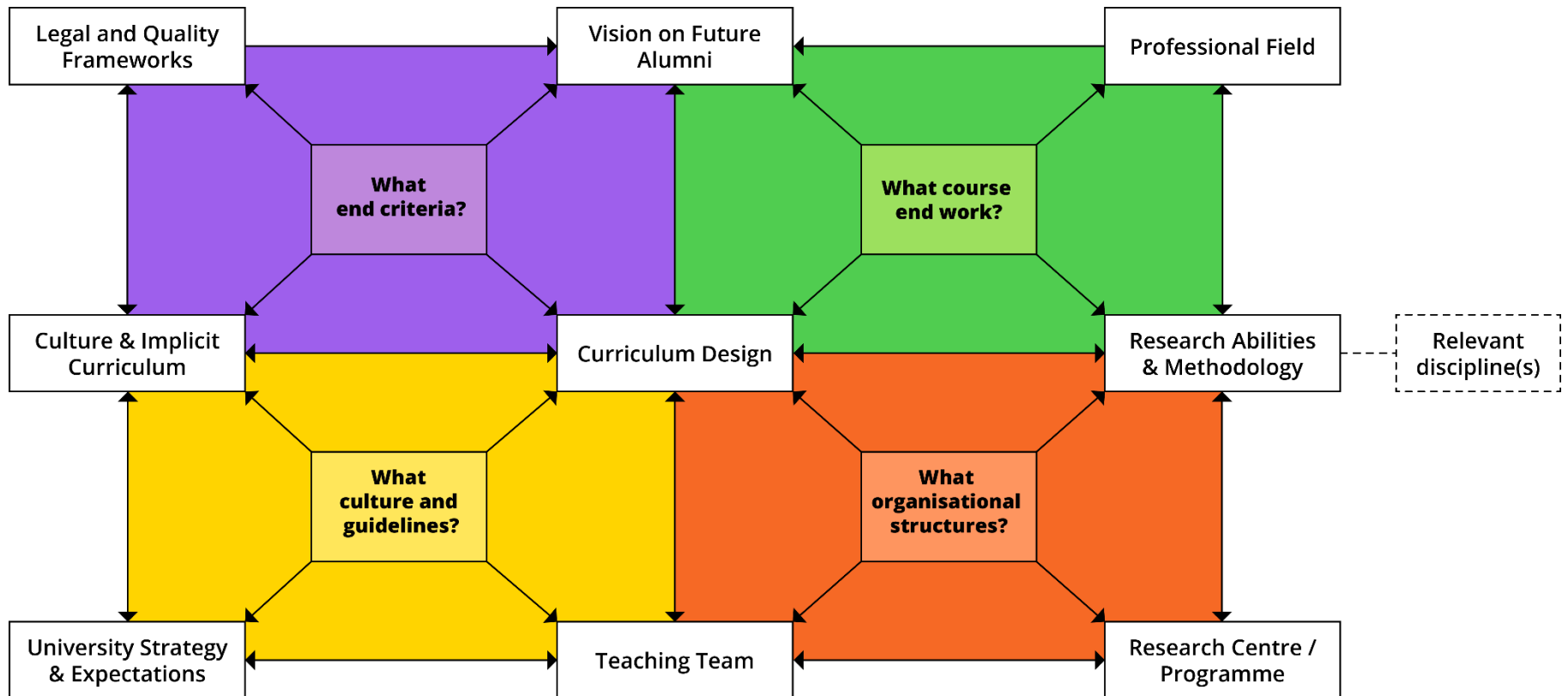


# Landscape Overview Instrument

Workshop guide



## Landscape Overview Instrument

Higher Education, Research and Innovation Department  
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## Aim

The starting point for a change in educational programmes can come from different places in the landscape of higher education. This tool helps you get an overview of the relevant factors affecting your change project.



## Equipment

- Large (A2) poster paper and coloured markers
- Post-it notes and pens
- Stickers or tokens (5 for each participant)



## Preparation

- **Topic of discussion.** Determine a question or topic to be discussed. For example: "Evaluate the recent change in the educational module and its impact on the students, teaching team and research centre".
- **Prepare the diagram.** Print the Landscape Overview Instrument on A2 paper or draw out the instrument on an A2 paper sheet. Write the question/topic of discussion (in short) at the top of the poster paper.
- Divide post-it notes and pens around the table for the participants. Give every participant 5 stickers/tokens.



## Workshop

1. **Identify the starting point.**
  - Ask the group to identify a starting subject or arrow ( connection) on the diagram, related to the change project.
  - This subject or connection can be anywhere on the diagram, for what is urgent, easy, or interesting to the group.
2. **Facilitate the discussion.**
  - Ask the group: How does this subject relate to other subjects? As people discuss their thoughts, encourage them to summarise this on the post-it and stick it onto the diagram.
  - Move to the next connection, until all four quarters of the diagram have been covered. It is likely that some connections will have more detail than others.
  - To encourage the discussion, you may ask further questions (see, Questions to aid discussion).



### Workshop (continued)

#### 3. Balance priorities:

- With 10 minutes before the end of the session, ask participants to identify which connection(s) they think are the most important.
- Ask them to place their stickers/tokens on a connection (they can give all 5 to one connection, or spread them equally).
- Reflect on the connections with most tokens with the participants. You can also discuss how these are impacted by the other aspects in the instrument.

#### 4. Summarise:

- Let a participant summarise the discussion by referring to the question/topic at the top of the paper, or do this yourself.

### Questions to aid discussion

- How does this currently impact the change project?
- What is needed here for the change to be a success?
- How can this be improved?
- Who needs to be involved in making this change?
- If this connection changed, what would the impact be on other connections?
- Is this change realistic to achieve?



### Adapting the workshop

Some of the variables and connections on the Landscape tool will be more accessible than others, depending on your team. You can adapt the discussion for your target group, for example groups at the student level, within a teaching team, or at an organisational level.

#### For students

Students are likely to experience the educational change directly. These experiences are often a reflection of the wider culture and structures within the organisation. Questions to aid your discussion could include:

- Is there anything currently missing from the curriculum that feels needed?
- Do you feel that the teaching is preparing you well for your future (education, professional training, practice)?
- What kind of support do you need (from teaching staff, from the wider organisation)?

#### For teaching teams (curriculum level)

Teaching teams directly affect the learning of students while also being aware of the wider strategic aims of the organisation. Questions to use in your discussion could include:

- What are the wider trends (legal, research, strategic) that affect what needs to be in the curriculum?
- Do teaching teams have the skills and capacity to carry out the change?
- What realistically can this team change? Who else would you need to involve to make the change happen?

#### For your organisation (university or wider policy level)

Questions to use in your discussion could include:

- What are the wider trends (legal, research, strategic) that affect what needs to be in the curriculum?
- What stakeholders are important to involve during this change? When do they need to be involved?
- Are the expectations from the organisation clear to other people (to students, to teaching teams?)