

## Guidance for Curriculum Design Teams

### Purpose

The Design Team (under the lead developer/Programme Leader) is responsible for ensuring academic content and coherence, academic quality and standards, and conformity with University regulations. As well as preparing programme and module specifications (as appropriate) the Design Team must also ensure that the Programme Design and Consultation Document is completed ready for the CAP.

### Design Phase

The lead developer, in discussion with the Head of Department, will identify a programme design team. Whilst the membership of the design team may vary depending on the nature of the development it must include the following:

Lead Developer	Co-ordinate design team, oversee the development plan, draft documentation, nominate external reviewer
Quality Account Manager	Arrange communications, oversight of appointment of, and liaison with appropriate external input, assist in drafting and development of documentation, provide advice to the programme team on process, requirements and regulations, agree timeline for submission to CAP, ensure deadlines are met by team
Director of Studies/Scheme Director (if appropriate)	Oversee the development of the proposal from a modular scheme perspective.
Module leaders	Draft module specifications
Representative from collaborative partner (if appropriate)	Coordination of documentation required from partner institution, contribute to design team deliberations from the perspective of the partner institution
Subject External Advisers (e.g. employers, industry experts, service carers and users)	To advise on the development of the curriculum in the context of their specialist expertise. This must include advice in the context of current developments in the discipline and relevant benchmark statements

Professional, Statutory and Regulatory Bodies (as appropriate)	To advise on the development of the curriculum in the context of PSRB requirements
Student Representation	To provide insight from a student perspective
Academic Partnerships	To provide advice on requirements for

The design team may wish to include other input such as the National Teaching Fellow/UWE L&T Fellows, specialist input for alternative forms of delivery (e.g. staff from EDT, Director of WBL) or a nominated link tutor for collaborative provision who will act as liaison between the partner and UWE when the programme has been approved. In addition, UWE alumni may also provide useful input into the design process.

Student input into the design phase is a key part of the process. This can be achieved by using the existing representation system in the Student Representation/Staff Forums (SRSFs), inviting student representatives to join design meetings or by holding open fora for students to attend.

### **Internal Consultation**

During the design phase a number of UWE professional services **must** be consulted as part of the process with regard to additional resource requirements. The Programme Design and Consultation form must be completed to confirm that this discussion has taken place.

### **Documentation**

The following documentation must be completed as part of the design process:

- Programme Specification
- Module Specifications (where existing modules remain on an old template an up to date specification must be completed)
- Programme Design and Consultation document
- Academic Profile Template (CVs - for non UWE staff involved in delivery and/or assessment of the programme)

Practice-led External input should be sought from a variety of sources during the design phase, such as subject experts, employers, industry experts, service users and carers as well as alumni. The External Academic Adviser (subject-based academic external) input must be able to comment on the content of the proposal and its currency in the market, as well as its fit to subject benchmark statements or professional body requirements as appropriate. Evidence of this input must be attached to the programme design and consultation document.

In addition, a CAP External Reviewer will be appointed, who will be a member of the CAP, to review the programme and module documentation to ensure that the learning outcomes are appropriate and meet external reference points such as the Framework for HE Qualifications.

### **Expectations**

Ultimate the Design team is expected to:

- meet to discuss the design and development of **new** programmes and high impact changes to programmes (it does not have to meet to talk about individual new modules unless they have a high impact on a programme – your Account Manager can advise)
- ensure that sufficient consultation takes place during the design and that appropriate services are consulted for their expertise and input into the design (library, careers, disability services, WP, academic partnerships, UWE Global etc)
- ensure that the documentation is correct and fit for approval. A checklist is attached to assist. **Documentation must not be sent to the ASQC which has not been through a final scrutiny exercise**
- the **Design Consultation Document must be completed** as the ASQC will use this to decide whether the programme is fit to go forward for approval at the CAP.

**For more information please contact:** your Account Manager

## Curriculum Approval Checklist for Design Teams

### Curriculum areas to check in documentation:

Area	Required
FHEQ (Framework for HE Qualifications)	Chapter A1 of the Quality Code (page 8) CertHE FdA BA (Hons) Master's PhD <a href="http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/UK-Quality-Code-Part-A.aspx">http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/UK-Quality-Code-Part-A.aspx</a>
Subject benchmark statements	Chapter A2 of the Quality Code (page 2) <a href="http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/UK-Quality-Code-Part-A.aspx">http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/UK-Quality-Code-Part-A.aspx</a> (Check that appropriate benchmarks have been used and whether the programme designed meets the benchmark statement)
Level descriptors	SEEC level descriptors (Southern England Consortium for Credit Accumulation and Transfer) <a href="http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010">http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010</a>
Employability	Ensure this is considered in the design. <a href="#">Employability</a>
Sustainability	Use the Education for Sustainable Development Guidelines which can be found at <a href="#">ESD prompts</a>
Disability and Inclusive Curriculum	Ensure this is considered in the design. <a href="#">Disabled students</a> ( <i>Guidelines to Inclusive Curriculum</i> ( <a href="#">link</a> ))

### Programme Specification:

Area	Required
Part 1	Department Name correct Title of award and interims correct Delivery correct
Part 2	Aims appropriate for level

Area	Required
	<ul style="list-style-type: none"> <li>• Does it indicate what the teaching is intended to provide?</li> <li>• Is it easy to tell what the purpose of the programme is?</li> <li>• Aims might cover: <ul style="list-style-type: none"> <li>○ provision of a general educational experience</li> <li>○ preparation for knowledge creation</li> <li>○ preparation for a specific vocation</li> <li>○ general preparation for employment not tied to any one particular area</li> <li>○ meeting a particular local or regional need</li> <li>○ facilitating access to HE, etc.</li> </ul> </li> <li>• Amongst more specific aims to be elaborated upon might be: <ul style="list-style-type: none"> <li>○ innovative design of the curriculum</li> <li>○ distinctive approach to teaching, learning and assessment</li> <li>○ particular orientation to an employer sector or market</li> <li>○ particular links with research or consultancy</li> <li>○ opportunities for learning outside the formal curriculum including experimental learning and study abroad</li> <li>○ particular adaptations that have been made to promote access, etc</li> </ul> </li> <li>• If it is a foundation degree the education aims should reflect the defining features of FD; employer engagement, accessibility (WP), progression (LLL), flexibility and partnership.</li> <li>• How do the aims link to subject benchmarks?</li> <li>• Requirements for PSRBs?</li> <li>• Check educational aims are reflected in learning outcomes and in modules</li> </ul> <p>Is the HEAR statement complete and how does it compare with any previous statement?</p>
Part 3	<p>Learning outcomes appropriate and linked to specific modules by using the table. It is <b>not</b> anticipated that all learning outcomes will be met in all modules.</p>

Area	Required
	<p><b><i>(A) Knowledge and Understanding (subject specific)</i></b>  This sub-section should summarise <b>broadly what a student</b>, on successful completion of the proposed programme (or at different stages within it) is <b>expected to know and understand about the subject matter</b>.</p> <p><b><i>(B) Intellectual Skills (generic)</i></b>  This sub-section should indicate those <b>intellectual (thinking) skills</b> of which a student is expected to be able to give evidence on completion of the proposed programme. Examples of such cognitive skills might include critical thinking, analysis, synthesis of different types of information, evaluation, problem-solving, application and testing of hypotheses, etc.</p> <p><b><i>(C) Subject/ Professional/ Practical Skills (subject specific)</i></b>  This sub-section should indicate any <b>subject-specific, professional or practical skills</b> which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (e.g. in a laboratory or field setting), design, production, etc, or may be related to researching (a topic or problem), using and processing information or analysing textual content, etc.</p> <p>In addition, Programme Planners will need to bear in mind developments in University policies on employability, etc (see below).</p> <p><b><i>(D) Transferable Skills and other attributes (generic)</i></b>  This sub-section should indicate the <b>general skills</b> which successful completion of the programme is likely to enhance. The Dearing Review suggested that all HE programmes should describe their outcomes in terms of the key skills of numeracy, communication, ability to use information technology and learning to learn.</p> <p>In addition, Programme Planners will need to bear in mind developments in University policies on employability, etc (see</p>

Area	Required
	<p>below).</p> <p>Where <b>placement learning</b> is an intended part of the proposed programme, the Team will need to ensure that the <b>intended learning outcomes contribute to the overall aims of the programme</b>, and any assessment of placement learning is part of a coherent assessment strategy.</p> <p>Overall points</p> <ul style="list-style-type: none"> <li>• if this is an award that is at a college the LO will be set by the faculty as it is their award</li> <li>• How is it ensured that the LO is the same for all partner colleges</li> <li>• Do all the terms of assessment and teaching/learning techniques make sense?</li> <li>• Is there a lot of assessment – has this been mapped</li> <li>• Are all the LO assessed? (Do they have to be)</li> <li>• Are the teaching/learning activity to result in all the LO?</li> <li>• Consider if these are matched to the SEEC descriptors / FHEQ.</li> <li>• Are the assessments and T&amp;L activities reflected in the modules (mapping?)</li> <li>• Are they using a VLE- what type, what for? Is it Blackboard?</li> <li>• Are there terms that are unclear ie learning log/ student journal are these fully defined elsewhere?</li> <li>• Do programme LO map clearly to module LO and are they identified correctly in the module descriptions</li> </ul>
Part 4	Make sure this follow the guidelines
Part 5	<p><b>Assessment Regs</b></p> <ul style="list-style-type: none"> <li>• Are they adhering to the Academic Regulations?</li> <li>• If not are there other assessment regulations (variant of the Academic Regulations?) that have already been ‘approved’ or do there need to be changes?</li> </ul>
Part 5	<p><b>Assessment map</b> complete, matches module assessments and adds up.</p> <p>Consider the spread of assessment across the programme to</p>

Area	Required
	<p>ensure a good experience for students. At this point, you may also want to consider the spread of assignment hand-in dates as the student body is badly effected if hand-in dates are bunched.</p>
Part 6	<p><b>Structure</b> of programme includes:</p> <p>Module numbers and names  Credit size of modules correct for each year (eg compulsory and optional choices add up to 120 per year for UG)  Interims are included, together with credits required</p> <ul style="list-style-type: none"> <li>•Does the credit add up to the qualification</li> <li>•Does it have the right number of modules at the correct level</li> <li>•Are there compulsory and optional modules (but no options in year 1)? <ul style="list-style-type: none"> <li>• Are they right/appropriate number</li> <li>• Is there student choice</li> <li>• Is there too much choice</li> </ul> </li> <li>•Are there pre-requisites for the optional modules?</li> <li>•If there is a lower award do certain modules have to be completed in order to receive the award or is any combination ok in order to fulfil specialist knowledge?</li> <li>•If there are a lot of modules to choose from how is the student guided in making a decision</li> <li>•If this award is already being run at a partner college how do these modules compare – they have to reach the same learning outcomes.</li> <li>•Does it show part time or full time?</li> <li>•Does the programme diagram make sense? Can you tell which modules are in which year?</li> </ul>
Part 7	<p>Entry requirements are appropriate to university requirements</p> <ul style="list-style-type: none"> <li>•How to asses and select students</li> <li>•How to assess students with non standard entry requirements</li> <li>•How are students on non-standard entry requirements</li> </ul>



Area	Required
	<p>supported (ongoing)</p> <ul style="list-style-type: none"> <li>•Have they define clearly what is 'appropriate employment/experience'</li> <li>•For Fd - Is there an existing HNC how does this relate to the new course can students transfer from the HNC to the Fd?</li> <li>•How to manage a distribution of student ability</li> <li>•How do they manage AL?</li> </ul>
Part 8	<p>Reference points appropriate and complete</p> <p>Have correct benchmarks been used?</p> <p>Reference should be made to the graduate outcomes identified in the <a href="#">QAA – HEA ESD graduate outcomes identified</a></p>

#### Module Specifications:

Area	Required
Part 1	<p>Module code correct</p> <p>Faculty / Field correct</p> <p>Credit size matches code</p> <p>Module type matches assessment</p> <p>Valid from complete</p>
Part 2	<p>Learning outcomes grammatically fit with statement 'On successful completion of this module ...'</p> <p>Contact hours meet with university policy</p> <p>Reading list is appropriate and up to date</p>
Assessment	<p>Assessment strategy is indicated</p> <p>Final assessment is identified</p> <p>Assessment is appropriate to module type and complies with the regulations</p> <p>Assessment must enable students to achieve the learning outcomes BUT not through passing only part of module, eg if one component only and two pieces of assessment, students can pass module by only doing some of the assessment (dependent on weighting). One component, two elements, 50/50 means high mark in half and students can achieve module but get a low mark.</p>

#### Design Consultation document:

Area	Required	Checked

Section A	<p>Table fully complete</p> <p>Check against MIA outcome</p>	
Section B	<p>All parts:</p> <p>Should indicate what sort of consultation took place in the design of the programme and the outcomes of that consultation, including an indication of areas of good practice and some sort of evidence that the consultation took place.</p> <p>Particularly for the Careers Service, Disability Service and WP (if relevant) make sure that the design team has consulted and indicate where in the programme any recommendations have been considered and included in the design of the programme.</p>	
Section C	<p>Especially check for PSRB involvement and ensure section completed appropriately</p> <p>Ensure that consultation with the Team has been appropriately recorded</p>	
Section D	Name of External Examiner to be used must be included.	
	Ensure form is signed off appropriately.	