UNIVERSITY ACADEMY 92

MANCHESTER

Quality Assurance and Enhancement: Course Design, Development, Approval and Modification

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		Code of Practice
		Guidance
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		Governance and Compliance
		Marketing and Engagement
		Operations
		People
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Version	**Date**	**Revision description/Summary of changes**	**Author**
1.1	4th September 2020	Update to include specific reference to external engagement in	Registrar

		the new course approval process for the programmes. Also include requirement for minutes all course development task force meetings to be taken.	
1.2	2nd February 2021	Minor amendments to diagram in 3.15 to bring nomenclature up to date	Registrar
1.3	9th August 2021	Update nomenclature Change 'project teams' to 'task forces' Add new course approvals group 3.12 add reference to conditions/recommendations. Update flowchart in 3.16 to include final resources check following academic approval	Registrar
1.4	2nd September 2021	Add reference to apprenticeships, OFSTED and ESFA	Registrar
1.5	23rd August 2022	Add reference to B conditions assurance at course approval Update course approval panel members	Registrar
1.6	29th August 2023	Routine updates	Assistant Registrar

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1. Purpose

1.1. The purpose of this document is to provide an overview of University Academy 92's (UA92) approach to course design, development, and approval.

2. Scope

2.1 The policy applies to all UA92 staff and all UA92 courses.

2.2 The oversight and management of UA92s quality assurance and enhancement policies and procedures is operated by the Registry and Quality team at UA92 working in partnership with colleagues in the Academic team and Lancaster University.

3. Policy statements

Course Design and Development

3.1 In line with the UK Quality Code for Higher Education, UA92 in designing, developing and approving its courses, in conjunction with Lancaster University, its awarding body will ensure that:

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.
- Courses are well-designed, provide a high- quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

3.2 For Apprenticeship provision, UA92 is cognisant of the requirements set up by the Education Skills and Funding Agency (ESFA) and ensures that these are considered and applied through course design, development and approval, as appropriate.

3.3 The following key principles underpin UA92's approach to course design and development:

- UA92 encourages innovation in curriculum development and design.
- All courses will be designed to be delivered in block delivery mode.
- Each full-time block will be six weeks in length and cover a maximum of 30 credits (part-time equivalent would be thirteen weeks in length).

- All modules will be independent of each other and there will be no pre-requisites.
- All courses will include UA92's unique Character and Personal Development (CPD) which consists of 55 credits in total, which is 20 credits at each of the levels 4, 5 and 15 credits at level 6.
- UA92 courses will be developed in conjunction with industry.
- UA92 courses will be developed to meeting the changing needs of the employer market.
- Courses development teams will follow UA92's guidelines for inclusive curriculum, and learning and teaching
- UA92 courses will ensure industry/partner engagement in the delivery of its courses.
- UA92's course will align with subject benchmark statements as appropriate.
- At undergraduate level, UA92 will normally develop Certificate of Higher Education (120 credits) and Bachelor's Honours degrees (360 credits).

3.4 Course development task forces will be established to develop new course provision. Representatives from academia, employers/industry and Lancaster University to ensure externality in the development process will be invited to be part of the team. Where appropriate, this will also include students.

3.5 Notes will be taken of Course development task force meetings to support providing evidence of externality in the development of new courses at UA92.

Course Approval

3.6 The UA92 Academic Development Group (ADG) is responsible for planning and developing UA92's course portfolio on behalf of UA92. Following consideration by APG, it makes recommendations to the UA92 Leadership team to approve the development of new courses for UA92.

3.7 Following approval by the UA92 Leadership team, new course proposals are submitted to Lancaster University (via the Joint Implementation Group) for approval.

3.8 Proposed new courses may not be advertised until approval has been granted to proceed to course development and then must only be advertised as being "under development" until final Course Approval has been confirmed by Lancaster University.

3.9 Following completion of UA92 approval, for Apprenticeship provision, all courses will require approval by the ESFA and the awarding organisation for EPAO (where this is applicable).

3.10 Offers of places may not be made to courses which have not been fully approved, and course approval events will be scheduled to ensure courses are fully approved in advance of the next applicant cycle.

3.11 There is normally a 2-year lead in time for new course developments at undergraduate level. Where there is a strong business need, course planning and development may be fast-tracked – please consult Registry and Quality for further information.

3.12 The main purpose of course planning is to ensure that the overall portfolio of courses offered by the UA92 is relevant to market needs, reflects the UA92's mission, strategic goals, current academic priorities and resources. Proposals should be informed by market intelligence and a strong rationale for the development of the course.

3.13 All UA92 courses will be approved by UA92 before submission to Lancaster University for approval and any other external body for whom approval is required.

3.14 All courses are required to be approved by Lancaster University, as the awarding body for UA92 courses. Courses go through a 2 stage approval process at Lancaster:

- Departmental approval
- JFTC approval

At each stage, Lancaster will complete a conditions/recommendations proforma outlining the decision of the approval committee.

3.15 Academic and Business approval for UA92 courses will be as follows:

Business approval	**Academic approval**
↓	↓
UA92 Academic Development Group	New Course Approvals Group
↓	↓
UA92 Leadership team	Academic Quality Group (on behalf of the Academic Committee) by Chairs Action
↓	↓

UA92 Board (as appropriate)	Lancaster University

3.16 Academic Course Approval

At Academic course approval stage, UA92's New Course Approvals Group will consider the following to seek assurance that the course complies with the OFS Conditions of Registration at course approval stage:

OFS CONDITIONS OF REGISTRATION **B: Quality, reliable standards and positive outcomes for all students**		
B1	The provider must ensure that the students registered on each higher education course receive a high-quality academic experience. a high quality academic experience includes but is not limited to ensuring all of the following: a. each higher education course is up-to-date; b. each higher education course provides educational challenge; c. each higher education course is coherent; d. each higher education course is effectively delivered; and e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (includes technical proficiency in the English language)	Students registered on the course would receive a high-quality academic experience and that: 1. The course developed is up to date and takes account of industry requirements; 2. The course has been co-developed with industry; 3. The course will provide students with education challenge; 4. The course is coherent; 5. The subject matter is appropriate; 6. The course maps appropriately to the relevant subject benchmark statement; 7. The course requires students to development relevant skills (including technical proficiency in English language). Questions may include: o Is there evidence of progression in skills development and knowledge acquisition? o Are the learning and teaching activities inclusive of all learners, taking into account all dimensions of diversity, and appropriate in terms of the intended learning outcomes? o Are the learning and teaching activities appropriate in terms of the development of skills? o Have the qualifications have been developed to meet the needs of employers?
B4	the provider must ensure that: a. students are assessed effectively; b. each assessment is valid and reliable; c. academic regulations are designed to ensure that	Students registered on the course would receive a high-quality academic experience and that: 1. Students are effectively assessed; 2. Each assessment is valid and reliable; 3. The course aligns with the academic regulations. Questions may include:

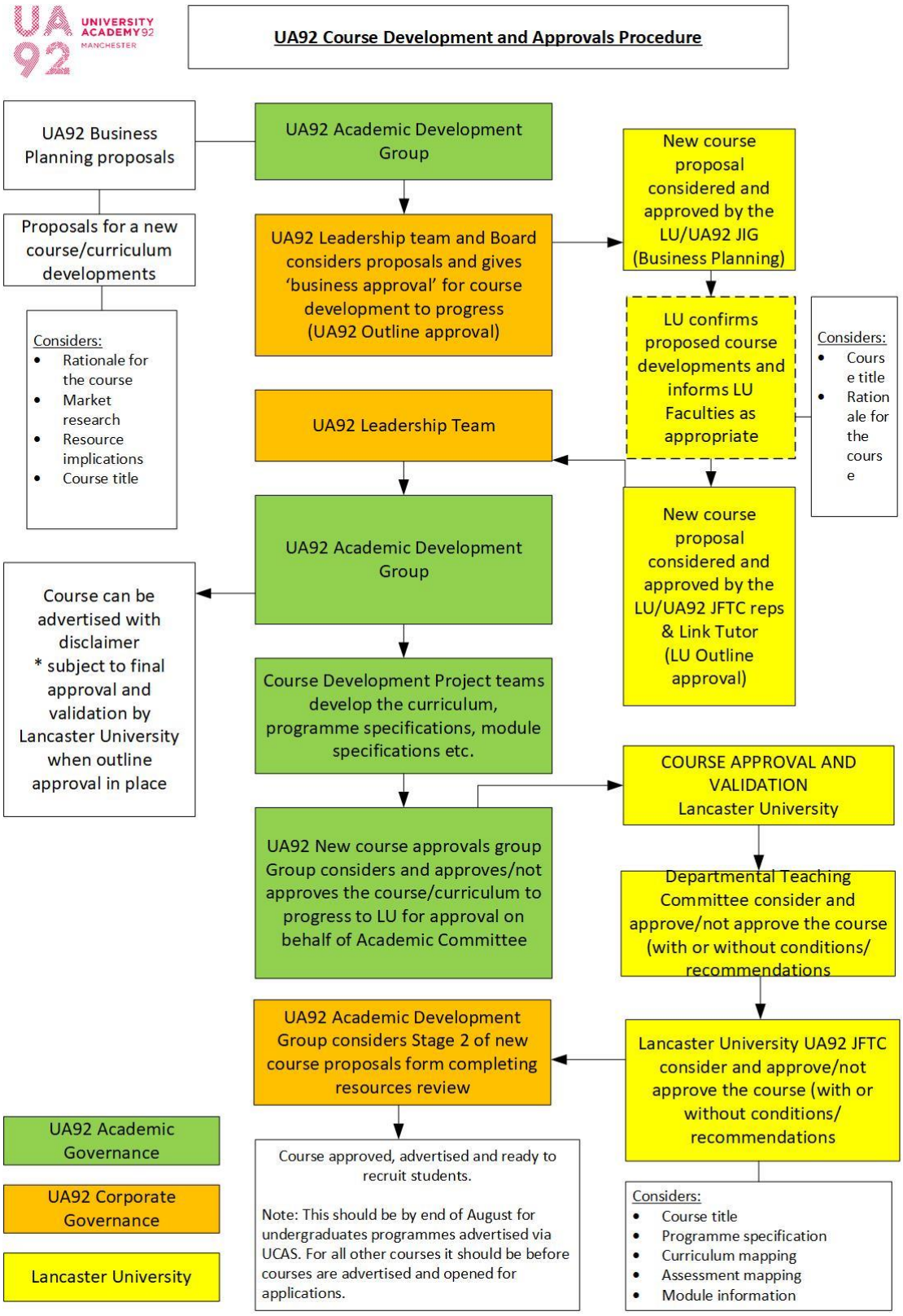
	relevant awards are credible; d. subject to paragraph B4.3, in respect of each higher education course, academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course; and e. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.	○ Does the overall course status assessment enable all learners to demonstrate achievement of the intended outcomes? ○ Does the curriculum, as designed, enable students to achieve the intended learning outcomes? ○ Are the assessment methods chosen appropriate, inclusive and effective? ○ Are there the appropriate number of summative assessments? How is formative assessment used to facilitate learning?
B5	the provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body): a. any standards set appropriately reflect any applicable sector-recognised standards; and b. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards	Awards granted to students who complete this course that: **1.** Standards reflect sector recognised standards (including FHEQ, subject benchmarks) **2.** Programme learning outcomes are appropriate; **3.** Students would be able to develop knowledge and skills that reflect applicable sector standards. Questions may include: ○ How do the intended learning outcomes for the course relate to external reference points including relevant subject benchmark statements, Qualification Characteristics, the FHEQ, competence standard and any professional body requirements (i.e. are they appropriate for the course and its level)? ○ Are the learning outcomes appropriate to the aims? ○ Are there an appropriate number of learning outcomes?

3.17 The constitution of the Academic Course Approvals Group is normally as follows:

- Chair: Head of Learning and Teaching or Registrar (Chairs of Academic Quality and Standards Group)
- Panel: Two members of the UA92 team (drawn from the academic team or quality team

Secretary: Member of the Registry and Quality team3.16 The Chairs of Academic Quality and Standards Group will take Chairs Action decision to progress to Lancaster University for approval.

3.18 Flowchart detailing UA92's course design, development and approval processes:



3.19 B2 Resources

Following completion of academic approval, the new course will be subject to a final resources check to provide assurance of meeting condition B2. This will be undertaken by completing Part B of the New Course Proposal Form. This will be considered by ADG (or LT if ADG is not scheduled to meet).

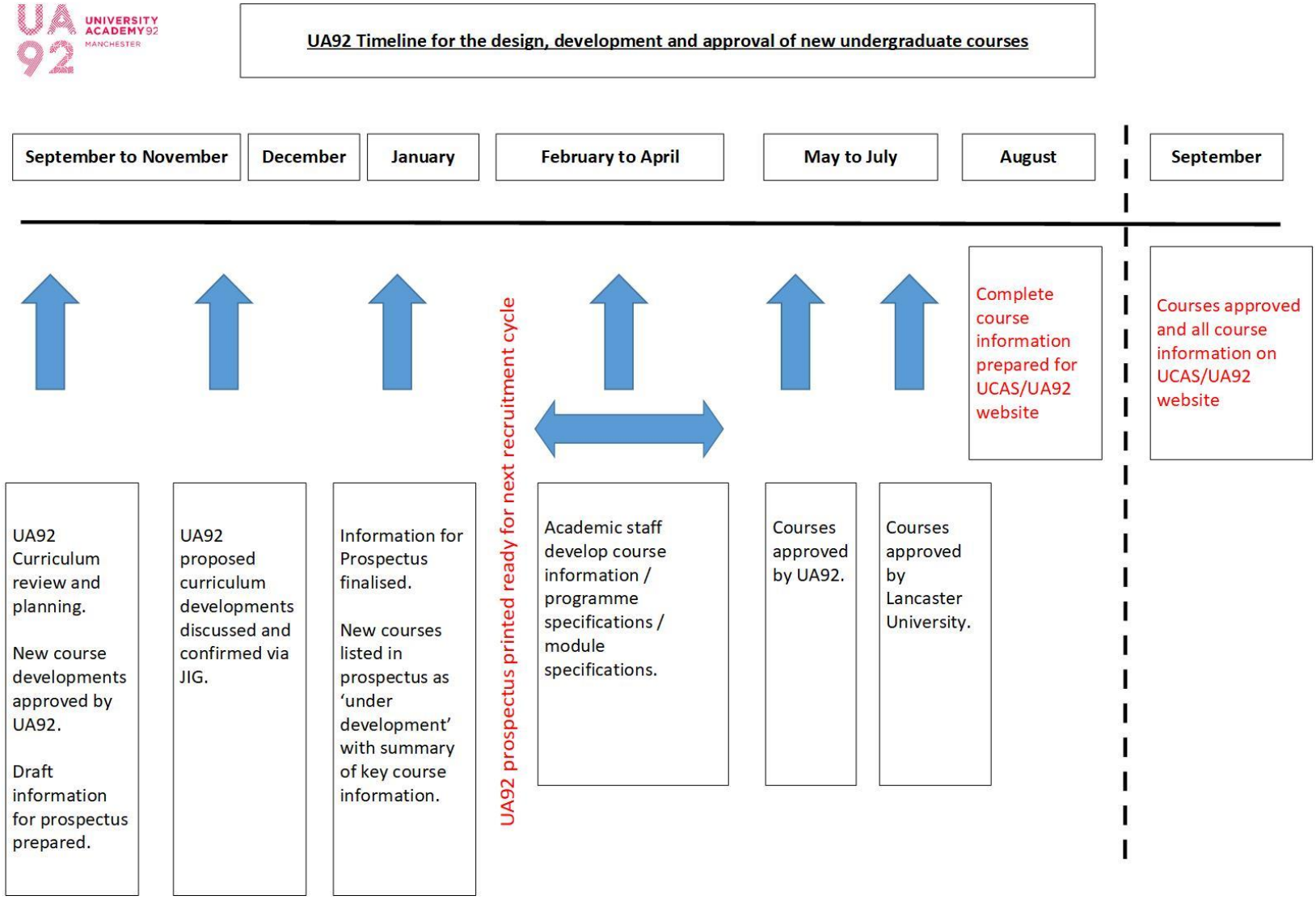
B2	The provider must take all reasonable steps to ensure: a. each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring: i. a high-quality academic experience for those students; and ii. those students succeed in and beyond higher education; and b. effective engagement with each cohort of students which is sufficient for the purpose of ensuring: i. a high quality academic experience for those students; and ii. those students succeed in and beyond higher education.

3.20 The following templates will be used as part of the UA92 course approval processes:

New course resources form	This form is used at course planning stage and will inform the consideration by APG to recommend to the UA92 Leadership team that the course should be developed. It will also form the basis of the consideration by the UA92 Leadership team to grant 'business approval' for the proposal.
UCAS prospectus and web proforma	This form is used to provide the information required for the UA92 website, prospectus and UCAS information.
Programme specification i. Degree scheme approval form ii. Curriculum mapping iii. Assessment mapping	These forms collectively form the Programme Specification for UA92 courses. They are developed for the 'academic approval' stages and will be considered both internally by UA92 and externally by Lancaster University.
Module specification	They are normally developed for the 'academic approval' stages (although may come later) and will be considered both internally by UA92 and externally by Lancaster University.
Staff CV	These may be required for internal and external reviews.

Inclusive Curriculum Guidance	These are used to inform the design, development and delivery of UA92 courses.
Summary of Apprenticeship delivery (for Apprenticeship provision)	This form identifies any further information relating to apprenticeship provision to inform course approval.

3.21 Flowchart detailing the timeline for the design, development and approval of UA92 courses (2 year development)



Course Modification

3.22 UA92's approach to course modifications is outlined in the Guidance on Minor and Major modifications to programmes and modules. This document outlines the types of changes that may be made and whether approval is required.

3.23 All modifications fall into one of the following four categories:

- Routine updating.
- Minor modifications.
- Major modifications.
- Changes due to PSRB requirements.

3.24 The following documentation will be required in support of minor and major modifications and changes due to PSRB requirements:

- Course and module modification form (on MS Forms);
- Updated module specifications (with changes detailed in track changes for ease of referencing);
- Updated programme specifications (with changes detailed in track changes for ease of referencing).
    - Approval routes for minor/major modifications are detailed in the Guidance on Minor and Major modifications to programmes and modules.
    - Deadlines for modifications are as follows:

Type of change		**Deadline**	**Changes apply from**
Routine updating		30th June in any given year	Next academic year
Minor modifications	All changes on grid except change of module title	30th June in any given year	Next academic year
Minor modifications	Change of module title	30th June in any given year	Next but one academic year i.e. if 2020/21 would apply from 2022/23
Major modifications.	All changes on grid	30th June in any given year	Next but one academic year i.e. if 2020/21 would apply from 2022/23

Changes due to PSRB requirements or Apprenticeship standards.		N/A as need to respond to external requirements	

4. Related documentation

4.1. Quality Assurance and Enhancement: Overview and Summary of the relationship with Lancaster University
4.2. Quality Assurance and Enhancement: Student Voice
4.3. Quality Assurance and Enhancement: Assessment (assessment, marking & moderation, external examiners)
4.4. Quality Assurance and Enhancement: Monitoring and Evaluation
4.5. UA92 Academic Regulations Student Regulations & Policies | University Academy 92 (UA92)
4.6. Forms
4.7. New course proposal form
4.8. UCAS prospectus and web proforma
4.9. Programme specification
4.10. Degree scheme approval form
4.11. Curriculum mapping
4.12. Assessment mapping
4.13. Module specification
4.14. Staff CV
4.15. Inclusive Curriculum Guidelines
4.16. Course and module modifications