

UNIVERSITY OF EDINBURGH – MAPPING TO THE UK QUALITY CODE ADVICE AND GUIDANCE
Theme – Course Design and Development

Expectations for standards

- 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.

Core practices for standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common practices for standards

The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.

Core practices for quality

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Common practices for quality

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>

The guiding principles given here are not mandatory for any provider. They are a concise expression of the fundamental practices of the higher education sector, based on the experience of a wide range of providers. They are intended as a framework for providers to consider when establishing new or looking at existing higher education provision. They are not exhaustive and there will be other ways for providers to meet their requirements.

Guiding Principle	Mapping to the University’s policies and/or practices	Additional notes
1. Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent.	Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Course and programme proposals should take account of the relevant internal strategic context.”	Curriculum Transformation The University of Edinburgh

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	<p>Curriculum webpages https://www.ed.ac.uk/academic-services/staff/curriculum</p> <p>Academic Policy and Regulations Committee https://www.ed.ac.uk/academic-services/committees/academic-policy-regulations</p> <p>College-specific information https://www.ed.ac.uk/academic-services/staff/curriculum/college-specific-information</p> <p>School Boards of Studies https://www.ed.ac.uk/files/atoms/files/boardofstudies.pdf</p>	
<p>2. Accessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.</p>	<p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <p>Curriculum webpages https://www.ed.ac.uk/academic-services/staff/curriculum</p>	
<p>3. Internal guidance and external reference points are used in course design, development and approval.</p>	<p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf “Key issues to address” lists internal and external reference points</p>	
<p>4. Feedback from internal and external stakeholders is used to inform course content.</p>	<p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p> <ul style="list-style-type: none"> • Student involvement • Evidence of expertise from outside the programme (for programme approval the involvement of individuals external to the University is required) 	<p>EDI and decolonising initiatives in the School of Literatures, Languages, and Cultures – Teaching Matters blog</p>

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	<ul style="list-style-type: none"> Evidence of consideration (as appropriate) from: professional, statutory and regulatory bodies (PSRBs); employers; and industry. <p>Contribution of students to programme and course design https://www.ed.ac.uk/academic-services/staff/curriculum/key-issues-to-address-in-proposals-credit-bearing/student-involvement</p> <p>Teaching Matters co-creation of curriculum/courses examples: https://www.teaching-matters-blog.ed.ac.uk/tag/co-creation/</p> <p>Boards of Studies membership:</p> <ul style="list-style-type: none"> one student member from a relevant discipline one external member from another Board of Studies within the University <p>Edinburgh Learning Design Roadmap (ELReR) process uses critical friends and students or recent alumni https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder</p>	
<p>5. Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.</p>	<p>Board of Studies training for convenors and administrators covers policy and process, roles and responsibilities, and pedagogical considerations.</p> <p>The Board of Studies convener and administrator network provides a forum for discussion and sharing practice.</p> <p>Practical Strategies workshops: https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/workshops/practical</p>	

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	<p>Institute for Academic Development initiatives designed to support student engagement https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement</p> <p>The Postgraduate Certificate in Academic Practice has an online module about course and programme design: Foundations of Academic Practice block 3: Designing High Quality Learning Environments. This highlights pedagogical course design issues such as learning outcomes, inclusive design, student involvement, constructive alignment, and SCQF levels.</p>	
<p>6. Course design, development and approval processes result in definitive course documents.</p>	<p>Programme and Course Approval and Management Policy https://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf (includes timescales for approval of proposals and arrangements for publishing information)</p> <p>Degree Regulations and Programmes of Study http://www.drps.ed.ac.uk/</p> <p>Programme and Course Handbook Policy https://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf</p>	
<p>7. Design, development and approval processes are reviewed and enhanced.</p>	<p>The Programme and Course Approval and Management Policy is part of the academic governance framework and is regularly reviewed. The Policy is owned by the Academic Policy and Regulations Committee, membership includes Students' Association representation.</p> <p>Annual monitoring, reporting and review processes consider a standard set of data (including student performance, feedback from external examiners, and student survey data)</p>	

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	<p>https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting</p> <p>Edinburgh Learning Design Roadmap (ELReR) process https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder</p>	
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