

QUALITY FRAMEWORK KEY FEATURES OF THE UNIVERSITY'S PROGRAMME DESIGN GUIDELINES

CONTENTS

The University's programme design guidelines	2
The purpose of programme design guidelines	2
Principles of programme design.....	3
The 20-credit modular scheme.....	4
Two-trimester modules.....	4
Undergraduate programmes	5
Subject components.....	5
Joint undergraduate programmes	5
Table 1: Minimum and maximum credit requirements in each subject component to gain a joint undergraduate award.....	6
Combined undergraduate programmes.....	6
Table 2: Minimum and maximum credit requirements for a major subject component to gain a combined undergraduate award.	7
Table 3: Minimum and maximum credit requirements for a minor subject component to gain a combined undergraduate award.	7

The University's programme design guidelines

1. The University's comprehensive programme design guidelines were approved in May 2014. This summary of the key features of the guidelines which align to the UK Quality Code for Higher Education [Part A: Setting and maintaining academic standards](#) Expectations has been developed for ease of reference.

[Back to Contents](#)

The purpose of programme design guidelines

2. An approved programme is the basis of a student's learning experience. A programme consists of a clearly identifiable curriculum, a distinct student body and a programme team responsible for its management and delivery. It provides the identity, guidance and structure through which a student develops the knowledge, behaviours and attitudes that characterise an Edinburgh Napier University graduate.

3. Taught programmes are designed and developed as the vehicle through which our students develop the appropriate subject and discipline expertise, graduate attributes, employability and transferable skills. Taught programmes provide a coherent, holistic and structured learning experience which is consistent with the key statements outlined in Strategy 2020: Building Success.

4. An emphasis on the holistic nature of the student experience within a programme enables programme teams to consider the best way to include key University objectives during programme development which are consistent with our students developing 'graduate attributes' which help to equip them for their future lives including:

- a) linking research and teaching
- b) internationalisation of the curriculum
- c) developing academic identity
- d) employability and enterprise
- e) developing active, participative learning.

5. As the basis of a student's learning experience the programme becomes the focus for our taught academic provision and as such:

- a) provides the context in which the academic identity of an individual student and a student cohort is developed
- b) has well-defined aims and learning outcomes
- c) is the vehicle through which staff express their enthusiasm, expertise and commitment to their subject and discipline for the benefit of their students
- d) leads to a defined award of the University
- e) represents a journey from enquiry and application through to post-graduation.

6. Implementing a programme focus requires a programme team to look beyond the subject area of study and to consider:

- a) the learning outcomes that would be expected for each final and exit award
- b) the approach to integrating learning, teaching, assessment and feedback strategies across and between levels

- c) the management, monitoring, evaluation and ongoing development of the programme and the students within it
- d) how the programme provides for student choice through the programme structure or award
- e) the integration of the student experience both inside and outside the classroom
- f) providing opportunities for students to shape their own learning and contribute, with staff and other students, to the development of the programme
- g) the best means to provide a variety of support for students.

[Back to Contents](#)

Principles of programme design

7. The University's principles of programme design enable and facilitate programme teams to design and manage an academically sound and rewarding student learning experience.

8. Programme leaders have the flexibility to shape the programme in a way which suits best their knowledge of the student body. It gives programme teams the chance to manage the performance of the portfolio of modules on offer to their students and be reflexive and responsive to both the students and the fast paced environment which characterises higher education. It acknowledges the importance of the programme leader and the programme team as the academic experts who have responsibility for managing the programme as they see fit within the parameters set out below.

9. All programmes must:

- a) comply with the University's academic regulations and be approved in accordance with Quality Framework Section 1c: Academic approval of taught provision
- b) have a named programme leader
- c) provide a structured and holistic learning experience
- d) have an active programme-level Moodle presence.

10. Programme designers should:

- a) include within the programme structure an element of student choice and opportunities for personalisation in the construction of taught programmes where appropriate
- b) ensure that module choice within a programme is considered in the context of the complete programme
- c) include technology enhanced learning as an integral part of what is offered to students
- d) ensure that appropriate induction activities are provided for students entering the programme consistent with the University's Guidelines for Induction
- e) ensure that induction and assessment activities cross-refer to the academic calendar to use the academic weeks as they fit best into the learning, teaching and assessment pattern for both individual modules and the programme
- f) ensure that the programme handbook gives a clear outline of the expectations of both staff and students with respect to timing of both formative and summative assessment and the resulting feedback

- g) ensure cultural diversity is celebrated by incorporating international and intercultural dimensions into the curriculum, enabling all students to develop intercultural perspectives as global professionals and citizens.

11. The pattern of study for a part-time student will need to take into account sequencing of modules and student workload which:

- a) meet the basic requirements for a University award
- b) operate efficiently for students in respect of timing and subject coverage
- c) meet pre-requisite admission requirements for future modules.

[Back to Contents](#)

The 20-credit modular scheme

12. The 20-credit module is the fundamental building block of the University's taught provision and the foundation of the University's academic delivery structures.

13. A programme structure may include multiples of 20-credit modules up to and including 60 credits subject to approval by the University Approvals Board.

14. Module and programme leaders should use the 20 credits within the module in a structured way, with clear and explicit learning outcomes well-aligned with assessment, obviating the need for modules of less than 20 credits.

15. A 20-credit module may be completed within one or two trimesters.

16. In full-time undergraduate programmes, where a module extends over two trimesters, two such modules must be offered concurrently.

17. Full-time taught postgraduate programmes may include 10-credit modules; where 10-credit modules are included, two such modules must be offered concurrently.

[Back to Contents](#)

Two-trimester modules

18. In considering the use of two-trimester modules programme leaders will explicitly consider:

- a) the implications of such a structure for Trimester 2 intakes
- b) flexible study modes
- c) articulating students
- d) international students
- e) the student experience in terms of placement and study abroad opportunities
- f) the form and function of induction and Weeks 13, 14 and 15.

19. In designing the learning, teaching and assessment approach for two-trimester modules delivered at an Edinburgh campus, programme leaders should note that the use of physical teaching space may be limited in Weeks 14 and 15 due to formal examination timetabling and should consider how continuity of student learning and engagement can be supported by use of a variety of methods and media.

[Back to Contents](#)

Undergraduate programmes

20. The following terms are used to describe the status of modules within an undergraduate programme structure:

- a) **Compulsory:** a named individual module which is a compulsory part of a programme.
- b) **Option:** one of a set of named modules from which the student must choose a designated number.

21. An undergraduate programme will contain an approved pool of compulsory modules and an approved pool of option modules.

22. Full-time undergraduate students must study 120 credits of learning in a stage of study.

23. Students enrolled on an SCQF level 7 module which forms part of a programme leading to an award of the University will not be assessed by formal, time-constrained, closed examination at the end of the first trimester of their first stage of study unless this is required by a professional, statutory or regulatory body.

[Back to Contents](#)

Subject components

24. Subject components assist the University in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study in accordance with expectations set out in Annex 2 of [The framework for qualifications of higher education institutions in Scotland](#).

25. A subject component is a grouping of modules from the same subject area which, when combined with other subject components, form an approved programme of study.

26. Subject components may be approved as part of a programme of study leading to a joint or combined award of the University:

- a) a joint award title indicates that there is an approximately equal balance between two subject components
- b) a combined award title indicates that there is a major and a minor subject component where the minor subject component accounts for at least a quarter of the programme.

[Back to Contents](#)

Joint undergraduate programmes

27. The award title for a joint bachelor's degree with honours and all exit award titles will take the form *Subject A and Subject B*.

28. To gain a joint bachelor's degree with honours a student must successfully achieve:

- a) a maximum of 240 credits in either subject component plus a minimum of 200 credits in either subject component from the pool of compulsory or option modules plus a minimum of 40 credits in either subject component at SCQF level 10 as a dissertation or final project.

29. Table 1 sets out the minimum and maximum credit requirements in each subject component from the pool of compulsory or option modules to gain a joint bachelor's degree with honours and all associated exit awards.

[Back to Contents](#)

Table 1: Minimum and maximum credit requirements in each subject component to gain a joint undergraduate award.

AWARD TITLE	CREDIT TO GAIN AWARD	MINIMUM CREDIT	MAXIMUM CREDIT
Joint bachelor's degree with honours.	480	200	240
Joint bachelor's degree.	360	160	200
Joint diploma of higher education.	240	120	120
Joint certificate of higher education.	120	60	60

[Back to Contents](#)

Combined undergraduate programmes

30. The award title for a combined bachelor's degree with honours and all exit award titles will take the form *Subject A (major component) with Subject B (minor component)*.

31. To gain a combined bachelor's degree with honours a student must successfully achieve either:

- a) a maximum of 320 credits in the major subject component and a maximum of 200 credits in the minor subject component from the pool of compulsory or option modules plus a minimum of 40 credits in either subject component at SCQF level 10 as a dissertation or final project
- b) a minimum of 240 credits in the major subject component and a minimum of 120 credits in the minor subject component from the pool of compulsory or option modules plus 80 credits from either subject component from the pool of compulsory or option modules plus a minimum of 40 credits in either subject component at SCQF level 10 as a dissertation or final project.

32. Table 2 (major component) and Table 3 (minor component) set out the minimum and maximum credit requirements in each subject component from the pool of compulsory or option modules to gain a combined bachelor's degree with honours and all associated exit awards.

[Back to Contents](#)

Table 2: Minimum and maximum credit requirements for a major subject component to gain a combined undergraduate award.

AWARD TITLE	CREDIT TO GAIN AWARD	MAJOR COMPONENT	
		MINIMUM CREDIT	MAXIMUM CREDIT
Combined bachelor's degree with honours.	480	240	320
Combined bachelor's degree.	360	200	260
Combined diploma of higher education.	240	140	180
Combined certificate of higher education.	120	80	80

[Back to Contents](#)

Table 3: Minimum and maximum credit requirements for a minor subject component to gain a combined undergraduate award.

AWARD TITLE	CREDIT TO GAIN AWARD	MINOR COMPONENT	
		MINIMUM CREDIT	MAXIMUM CREDIT
Combined bachelor's degree with honours.	480	120	200
Combined bachelor's degree.	360	100	140
Combined diploma of higher education.	240	60	100
Combined certificate of higher education.	120	40	40

[Back to Contents](#)