

DESIGNING, DEVELOPING AND APPROVING TAUGHT AWARD OR CREDIT-BEARING PROVISION

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Overview and purpose

1. This section of the Quality Framework sets out the process for designing, developing and approving all taught award or credit-bearing provision.
2. The procedures set out below have been designed to meet the expectations of the new UK Quality Code for Higher Education and to meet the common and core practices for standards and quality.

Outline of the procedure

3. The approval process for taught award or credit-bearing provision is a University-level activity undertaken on behalf of Academic Board by an appropriate panel appointed to scrutinise provision. The approval process has four distinct stages:
 - a) **Developing and approving a business case** to support the delivery of all taught award or credit-bearing provision is devolved to the Dean of School and undertaken in accordance with local practice which takes account of University business and planning expectations and [Quality Framework Section 1a: Developing and approving a business case](#).
 - b) **Design and development of taught award or credit-bearing** provision is a subject-level activity involving internal and external academic peers overseen by School Learning, Teaching & Assessment Committees (LTAC). See [Quality Framework Section 1b: Designing and developing taught award or credit-bearing provision](#).
 - c) **Academic approval of taught credit-bearing modules and short course provision** is devolved to schools and is undertaken, on behalf of Academic Board, by a panel of internal peers independent of the sponsoring subject group (this may take the form of a School Scrutiny panel or sub-committee of School LTAC). The panel judge, using their academic or professional experience, whether each proposal meets the academic standard for the volume and level of credit as defined in academic regulations, that the proposed learning, teaching and assessment approaches enable students to achieve the learning outcomes and that the proposed provision will provide students with access to a high-quality learning experience. See [Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision](#).
 - d) **Academic approval of taught award or credit-bearing programmes** is a University responsibility undertaken, on behalf of Academic Board, by an independent panel of internal and external peers referred to as the Programme Approvals Board. The Board judge, based on their academic or professional experience, whether each proposal meets the academic



standard for the volume and level of credit as defined in the academic regulations, that the proposed learning, teaching and assessment approaches enable students to achieve the proposed programme learning outcomes and that the proposed programme structure will provide students with access to a high-quality and coherent learning experience. See [Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision](#).

All modules offered on the new programme should have been approved by the School in advance of the programme approval process, unless they have been designed and created as part of the development of the new programme, in which case they should be presented for approval together with the new programme. See [Quality Framework Section 1c: Academic approval of taught or credit-bearing provision](#). The Programme Approvals Board will also seek an assurance from the Dean of School that the proposal is supported by an approved business case.

Underpinning principles

4. Academic approval of all taught award or credit-bearing provision has been designed to ensure that:
 - a) all new taught award or credit-bearing programmes embrace the principles underpinning a programme focus, local ownership and provide a holistic view of the student journey through the programme
 - b) each proposal is subjected to a broad and in-depth scrutiny by a wide range of experienced individuals
 - c) external and internal peers meet with teaching teams and use their academic experience and judgement to critically evaluate and reflect upon whether each proposal will offer students a viable and secure learning experience.
5. Students must not be offered a place on any taught credit-bearing module or award or credit-bearing programme until the module or programme has received academic approval in accordance with [Quality Framework Section 1c: Academic approval of taught award or credit-bearing provision](#). Prior to approval being granted a taught credit-bearing module or award or credit-bearing programme may be advertised but it must be clearly and unambiguously stated that the module or programme is subject to formal University approval.

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Provision delivered in partnership

6. The University operates a bespoke procedure to cover the management of taught award or credit-bearing provision delivered in partnership which is set out in [Quality Framework Section 4: Managing taught award or credit-bearing provision delivered in partnership](#).

Non-credit bearing provision

7. Processes for approval and monitoring of professional and personal development related programmes, or components of learning managed by Schools, but which do not lead to the award of academic credit, are included in [Quality Framework Section 6: Non Credit Bearing Provision](#).

Research degrees

8. Processes for the design, development and approval of research degrees are set out in the [University's Code of Practice for Research](#).

Responsibilities

9. Overarching University-level responsibilities for the quality and standard of taught award or credit-bearing provision are set out in the [Quality Framework Section 0: Introduction to the Quality Framework](#). For ease of reference school-level responsibilities are set out in a separate section: [Quality Framework Section 0a: School-level responsibilities for academic quality and standards](#).

Appointing an external academic peer

The inclusion of external academic peers during the design, development and approval of taught award or credit-bearing provision seeks to ensure that the University's approach to managing quality takes account of external expertise in accordance with the practices set out within the UK Quality Code.

10. Appointment criteria for external academic peers are set out in [Quality Framework Section 0b: Appointing External Academic Peers](#).

Monitoring and reviewing taught award or credit-bearing provision

11. The process for monitoring and reviewing all taught award or credit-bearing provision delivered by the University is set out in [Quality Framework Section 2: Internal monitoring and review activities](#).

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Amending, withdrawing or closing taught award or credit-bearing provision

12. The process for amending an approved taught award or credit-bearing provision is set out in [Quality Framework Section 0c: Amending approved taught award or credit-bearing provision](#) while [Quality Framework Section 3: The withdrawal of taught award or credit-bearing provision](#) sets out the process to withdraw or close taught award or credit-bearing provision.

Monitoring the effectiveness of the Quality Framework

13. The process for monitoring the effectiveness of the Quality Framework including the effectiveness of the implementation of the design, development and approval process for taught award or credit-bearing provision is set out in [Section 0: Introduction to the Quality Framework](#).

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