NON-CREDIT BEARING PROVISION OFFERED AS PERSONAL, PROFESSIONAL AND WORKFORCE DEVELOPMENT (CPD)

Purpose

1. The experience of developing bespoke and open non-credit bearing short courses for individuals and commercial organisations to continue their professional and personal development has highlighted the different requirements of these client-groups in comparison to traditional student groups. Commercial clients tend to have well defined needs which require tailored solutions, delivered in a format and timescale that is bespoke to each client. Open short courses targeted at individuals are driven by market demand, needs and interests. With this in mind, the standard quality assurance and enhancement procedures (including the 20-credit modular framework) have not been designed to meet quality assurance of non-credit bearing provisions, particularly in terms of the format and volume of the learning package and the place and pace of delivery.

2. The purpose of this procedure is to provide an operational framework to enable the Schools (and where applicable, professional services) to set, maintain and assure the academic standard of non-credit bearing CPD programmes or components of learning.

Ownership and management

3. While this procedure relates to non-credit bearing provision (which does not lead to an award of the University), the delivery of any provision under the University brand impacts upon the academic reputation, and standards of the University. As such, the procedure is owned by Quality & Standards Committee and managed and led by the Deans of Schools and the Heads of Learning & Teaching (or delegated to the School Academic Lead for Quality Enhancement) from the school which hosts the subject group (or equivalent) designing, developing or delivering equivalent provision at the University.

4. Provision which is delivered by Edinburgh Napier professional services and is offered externally (i.e. not to our staff and students) may also be included within the scope of this procedure and responsibility lies with the relevant Head of the Professional Service to liaise with the Head of Quality & Enhancement to ensure that the underpinning principles can be adhered to.

Underpinning principles

5. For programmes developed for commercial purposes, the Schools should consider programme viability in alignment with quality assurance requirements. This can be supported by the Research, Innovation and Enterprise Team.

6. This procedure relates to non-credit bearing provision delivered by the University, where the provision is not mapped against the Scottish Qualifications and Credit Framework and where the learning does not lead to

an award of the University. It applies to all provision where there is certification from the University.

7. Certification is defined as confirmation of attendance _or_ successful academic performance where the University name and logo is associated with the confirmation. This procedure does not apply for events, workshops or seminars where certification, as defined above, is not provided (and where no certificates should be provided).

8. Any CPD programme or component of learning which _is_ credit-bearing or leads to an award of the University as defined in academic regulations must be designed, developed and approved in accordance with [Quality Framework Section 1: Designing, developing and approving taught award or credit-bearing provision](#), or in accordance with [Quality Framework Section 4: Managing provision delivered in partnership](#), if the credit-bearing provision is delivered, supported or assessed by an individual from another organisation. As this credit-bearing provision is also to be offered as CPD, then there may be additional operational processes to be undertaken when the course is set up, and advice should be sought from the Head of School Support Service and/or the Research, Innovation and Enterprise Team.

9. In recognition of the importance of safeguarding the University's academic reputation and the learning experience of clients who undertake learning at Edinburgh Napier University, non-credit bearing provision across a School or professional service will be subject to annual monitoring and review by the School and the University Quality & Standards Committee will retain a central register of this provision.

Procedure outline

10. The procedure has three components relating to non-credit bearing programmes or components of learning: the development and design, the approval and the routine monitoring and review of the management and delivery. The development and design process is managed and implemented by the School.

The development and design of non-credit bearing programmes or components of learning

11. Typically, bespoke non-credit bearing short course programmes will be designed to meet individual client needs and expectations and open non-credit bearing short course programmes will be designed in response to market demand, needs and interest. The School should ensure that these are designed to provide a coherent package of learning with respect to client and individual needs respectively.

12. The School must be confident that the proposal has a robust business case and must complete a risk analysis regarding any potential reputational risk to the University through the delivery of the proposed CPD offering. Costing, pricing, and commercial viability of the provision must be supported by the Research, Innovation and Enterprise Team. Consideration must also be given to the physical and virtual resources available to be able to offer the provision, and this should be discussed with the Head of School Support Service to ensure that there are no conflicts or competing demands on space/resource.

13. If the non-credit CPD is proposed to be delivered outside of the UK, then the Vice-Principal (International) should be notified to ensure that there are no specific risks or restrictions regarding this.

14. Components of learning developed and designed by the School to meet client needs will have their own learning aims. Consideration should be given to the requirements necessary to be able to confirm that students have successfully achieved the learning aims (for example, attendance or satisfactory participation; final assessment) and that the necessary infrastructure will be in place to support this (for example, attendance monitoring procedures).

The approval of non-credit bearing programmes, components of learning and associated titles

15. It is important that the titles assigned to non-credit bearing provision are distinct to the titles of University awards set out in [A4 of the University academic regulations](#) and it is recommended that the standalone terms of 'certificate of attendance' or 'certificate of completion' be used for non-credit bearing provision delivered by Edinburgh Napier. If this is not deemed appropriate, the alternatives should be discussed and approved with the Head of Quality & Enhancement prior to agreeing nomenclature with the clients.

16. To propose non-credit bearing provision, details should be entered and approved through Worktribe. In addition, proforma CPD1 should be completed and submitted to the Dean of School (or delegate) for approval. The approval should be reported to the School LTA Committee for information. The purpose of reporting the provision to School LTA Committee is to enable the School to retain an overview of its provision (credit and non-credit bearing). This is reported to University Learning, Teaching, Assessment and Student Experience Committee through the receipt of minutes. Where relevant and where a provision involves a partner, this will be reported to the Collaborative Provision Committee through the receipt of minutes. The form should be uploaded to the Worktribe project record in advance of the project setup stage.

17. The University's Student Administration Team (within the School Support Service) is responsible for the production of student certificates, including for non-credit bearing certificates of attendance and completion. Staff responsible

for leading the provision are responsible for liaising with the School Support Service to ensure the timely and accurate production of certificates for non-credit bearing provision. Student Administration retains responsibility on behalf of the University for ensuring that information included on certificates is accurate and clear, and for non-credit bearing provision it is important that it is clear that the certificates do not constitute an award of the University. The form of words and design of the certificates has been agreed by the Academic Registrar and if the client has a specific need which may deviate from this, early discussions with School Support Service are essential.

Routine monitoring and review of the management and delivery of non-credit bearing programmes, components of learning

18.   In recognition that the University is accountable for offering a high-quality learning experience in all of its provision, non-credit bearing programmes and components of learning will be subject to routine monitoring. Proforma CPD2 should be completed and considered by the School Learning, Teaching & Assessment Committee each year, and reported to University Learning, Teaching, Assessment and Student Experience Committee through the receipt of minutes. The Worktribe record should be updated accordingly.

19.   If non-credit bearing provision is to be withdrawn, this should be recorded as part of this annual monitoring. The Worktribe and Agresso records should be updated accordingly.