


# NISA-UNESCO Workshop

## Quality Assurance Policies and Processes

### 2. QA Processes and systems

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NETWORK OF IRAQI SCIENTISTS ABROAD  
شبكة العلماء العراقيين في الخارج

 Newcastle  
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### 2. a. Writing modules & programs and approval procedures

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## 2. a. Writing modules & programs and approval procedures

- I. Objectives and learning outcomes
- II. The difference between module learning outcomes and objectives
- III. Procedure for module and programme approval

# University Main Academic Bodies Concerned with Teaching & Learning (T&L)

- Senate
- University T&L Committee
- Faculty T&L Committee
- Board of Studies
- Board of Examiners
- Module Leader
- Staff-Student Committees

**Quality in Teaching and Learning**

# Quality in T&L

- **Delivering** teaching and **facilitating** learning of the highest quality are central to the mission of Universities.
- Central University T&L Quality service provides advice, guidance, projects and services to assure quality and enhance the student learning experience.
- This service interacts with **academic** and **support** services as well as **external** organisations in the fields of quality assurance and educational development.

## 2. a (i). Objectives and learning outcomes

- There is a subtle difference between **module objectives** and intended **learning outcomes**.
- **Module objectives** are statements driven by the module leader to relate his/her teaching intentions.
- **Learning outcomes** are statements about the skills and attributes that students can be expected to have gained on successful completion of a module.
- Courses must ensure that the learning outcomes, learning process and assessment are closely aligned, so that
  - what and how will be learned,
  - how will it be evident that this has been learned and
  - the extent to which this has been achieved **is made clear**.

# Module Objective and Learning Outcomes

## Example - EEE3015 (Telecommunication Networks)

- **Module Objectives:**

- To **provide** a broad coverage of both conventional telephony and modern communications networks concepts.
- To **provide** students with a knowledge of the issues relating to modern communications systems and technologies.
- To **provide** students with an understanding of security and encryption and their importance in modern communications systems.
- To **introduce** the concepts of circuit and packet switching technologies, flow and error control as applied to communications networks.

- **Intended Knowledge Outcomes:**

- An **understanding** of communication network and systems.
- An **awareness** of commonly employed communication standards and protocols.
- An **understanding** of the theory of traffic and dimensioning of transmission and switching technologies.
- An **understanding** of commonly used flow and error control techniques as applied to communication networks.
- An **understanding** and **appreciation** of security and encryption issues in modern communications.

# Example – EEE1001 (Fields, Materials & Devices I)

- **Intended Knowledge Outcomes**

- An **understanding** of the properties of electromagnetic fields.
- An **understanding** of the properties of materials used in electrical engineering.
- An **understanding** of the various operating modes of semiconductor devices and the underlying principles of operation.
- An **understanding** of simple electrical machines.
- An **awareness** of design issues in power electronic circuits

- **Intended Skill Outcomes**

- **Ability to analyse** and identify the correct materials for electrical applications.
- **Ability to analyse** simple semiconductor devices.
- **Ability to analyse** simple electrical machines and power electronic circuits
- **Ability to work** in small groups.
- **Ability to use** laboratory equipment.



# Module Approval

- Proposed by the potential **module leader** who completes a module outline form (with clear rationale).
- Approval by the relevant **School** T&L Committee/Board of Studies.
- Approval by the relevant **Faculty** T&L Committee.
- Timing for module approval is critical as student need choose their modules well in advance of the start of the new academic year.

# Module Outline Form

- General information (code, title, semester, Department. Leader, other staff, required support).
- Aims, outline syllabus, indented learning and skills outcome.
- Graduate skills framework.
- Teaching and learning methods (Lectures, seminars, tutorials, practicals, private study, group work, tests).
- Reading reference.
- Methods of assessment.
- National benchmarking data.
- Internal resourcing.
- Health and Safety.

## 2. a (iii). Procedure for Programme Approval

- **Driven** by the School (i.e. School T&L Committee) responsible for the delivery of the programme.
- **Progressed** through the Faculty (i.e. Faculty T&L Committee) which also provides administrative support and controls the allocation of resource.
- **Approved** by the University (i.e. University T&L Committee).
- **Informed** by guidance and advice from the University T&L Quality Office to ensures that standards are maintained in line with the National QA Office (e.g. QAA in the UK).

# Criteria for a new programme proposal

1. Aims
2. Resources
3. Intended Learning Outcomes
4. Curriculum
5. Assessment
6. External factors (e.g. placements)
7. Delivery by distance learning
8. Collaborative Arrangements
9. Suites of Programmes
10. Advertising

# Program Approval Form

- Programme details
  - Award, title, level, proposer, school, faculty, DPD, mode of study, duration and delivery, exit award, strategic fit, demand.
- Programme aims and proposed content
  - Academic coherence, existing provision, alignment.
- External support for the programme
  - External advisor.
- Resource and financial details
  - Fees, teaching resources, space, equipment, diversity.
- Signatures
  - Department, faculty.

# Programme Approval Checklist

<b>Programme Title:</b>	<i>Reference for Attached Document (s)</i>
External adviser's report, plus any written response by the proposer	
Programme Specification, including mapping of learning outcomes to modules	
Degree Programme Regulations	
Graduate Skills Framework checklist	
Disability Support checklist	
Outcome of discussion with the School Liaison Librarian	
Complete set of Module Outline Forms	
Business Case	
Planning Approval	
Information Systems and Services Approval	
Library Approval	
Marketing and Publicity Approval	
Minutes of the Faculty T&L Committee for Part 2 Approval	
Part 2 Conditions Approved	
Part 1 Programme Proposal Form	

# Good practice in Programme Approval

- Clarity of purpose.
- Clear support by participating Schools.
- Good standard of documentation, produced in a timely manner.
- Approval through dialogue, not confrontation.
- Honesty about strengths and weaknesses.
- Effective use of external input.
- Attractive to students and employers.
- Clear curriculum design & content and T&L and assessment methods.
- Well prepared proposer who is able response robustly and positively to recommendations by approval panels and/or external adviser.
- Support and assistance from University T&L Quality Office.
- Aware of recruitment and publicity requirements.

# Programme Approval Difficulties

## **Programmes which are not approved can lack:**

- academic case, overall coherence and intellectual integrity,
- foresight for recruitment, publicity requirements and cycles,
- evidence to manage quality and standards,
- consideration for resourcing implications,
- evidence of market-need,
- internal and External consultation,
- dialogue between participating units,
- good documentation,
- support for students,
- operational understanding,
- strategic added value,
- engagement with Faculty and QA Office,
- and planning.



# Degree Programme Handbook

- General details:
  - Welcome, Dates, Introduction.
- Academic content and structure
  - Aims & Outcomes; Content, Structure; Regulations; Skills; Teaching & Learning, Assessment; Module Outlines & Selection; Student Feedback & Representation; Placement & Exchanges.
- Attendance and assessment
  - Attendance; Submitted Work; Examinations; Reassessment; Student conduct, Discipline, Complaints and Appeals.
- Other relevant information (University Policies and procedures)
  - Tutoring Arrangements; Student Charter; Support services.

# Programme Regulations

- Programme structure
- The mode of study i.e. full-time, part-time
- Length of study
- Modules comprising the level of credits
- Whether modules are core, compulsory or optional
- Assessment methods (as in module outline form)
- Progression and transfer to other programmes
- Degree classification (e.g. 1:3 for year 2 and year 3)

# Degree Programme Specification (Purpose)

- Concise description of the intended learning outcomes of a programme, and the means by which the outcomes are achieved and demonstrated.
- Quality assurance document, particularly in design, approval and review processes.
- Source of information for students and prospective students seeking an understanding of a programme.

# Degree Programme Specification (Content)

- General Information
- Programme Aims
- Learning Outcomes
- Programme Curriculum, Structure and Features
- Criteria for admission
- Support for Student Learning
- Regulation of assessment
- Methods for evaluating and improving the quality and standards of T&L

# Graduate Skills Framework

- Enable personal goals and aspirations to be met through self-directed continuous learning.
- Apply a can-do attitude to taking calculated risks and challenging personal boundaries.
- Create and cultivate cross-cultural relationships to develop knowledge, skills, understanding and opportunities.

# Graduate Skills Framework

- Cognitive/Intellectual Skills
  - Critical Thinking
  - Data Synthesis and Analysis
  - Active Learning
  - Numeracy & Literacy
- Self-Management
  - Self-awareness and Reflection
  - Planning & Organising (Goal setting & action planning, Decision making)
  - Personal Enterprise (Creativity, Initiative, Independence, Adaptability)
  - Budgeting
- Interaction
  - Communication (Oral, Written, Languages, Interpersonal)
  - Team Working (Collaboration, Relationship, Leadership, Negotiation, Peer Review)
- Application
  - Occupational Awareness
  - Commercial Awareness (Market, Governance, Financial, Business Planning)
  - Collective Awareness (Ethical, Social, Cultural, Global, Legal)

# Graduate Skills Framework - Example

Module	Cognitive/Intellectual Skills						Self-Management						Interaction						Application												
	Critical Thinking	Data Synthesis	Active Learning	Numeracy	Literacy	Information Literacy	Self-awareness and Reflection	Planning & Organising	Personal Enterprise					Budgeting	Communication			Team Working			Occupational Awareness	Commercial Acumen			Ethical Awareness	Social, Cultural & Global Awareness	Legal Awareness				
						Source materials			Decision making	Initiative	Independence	Adaptability	Problem Solving		Oral	Foreign Languages	Interpersonal	Written/Other	Collaboration	Relationship Building		Leadership	Negotiation	Peer Assessment/Review				Market Awareness	Governance Awareness	Financial Awareness	Business Planning
						Synthesise & present materials			Innovation & Creativity																						
Use of computer applications	Goal setting & action planning																														
Compulsory 1	P	A		P	A			A							A		A	P												A	
Compulsory 2			A				A		P		P	P		A														A			
Compulsory 3		P				A	P	A		A							A			P						A					A
Compulsory 4		P		A	A			A			P						A	A	A	A											
Optional 1	A				A	P										A	A	A	A									P	A		
Optional 2	P		P				P			P			P				P	P	P	P	P										A
Optional 3				A	A			A							P											P	P				
Optional 4	A	A			P						P	A														P					

# T&L Quality: Monitoring and Review

- All taught programmes are reviewed **annually** and re-approved at intervals of **six years**:
  - Annual Monitoring and Review (AMR) carried out by programme Board of Studies according to an institutional schedule of business.
  - Internal Subject Review (ISR) by internal and external peers and a student representative.
  - Institutional Audit by the Quality Assurance Agency for Higher Education (QAA).



# Annual Monitoring and Review (AMR)

- Required for all taught programmes in accordance with guidance issued by University T&L Committee and focuses on:
  - Areas of provision that have gone well since the last AMR report was completed.
  - Areas of provision that have been identified as requiring improvement.
  - Action plan for the year ahead to include those areas identified as requiring action.

# Internal Subject Review (ISR)

- A crucial and invaluable element of the quality assurance and enhancement framework.
- Occurs every six years and involves a two-day visit by a review team (three internal and one external).
- Report is considered by University T&L Committee for programme re-approval.

# ISR – National Agreed Reference Points

- Validity and relevance of Programmes
- Effectiveness of the curriculum and assessment
- Extent of students attaining intended learning outcomes
- Continuing availability of staff and physical resources
- Effect of changes on the design and operation of programmes
- Current research and practice in the application of knowledge
- Changes to external points of reference
- Changes in student demand and employer expectations
- Student progression and achievement
- Student feedback and National Student Survey

# UK Institutional Review (from 2011)

- Peer review process by a team with experience of academic management and quality assurance which includes a student reviewer.
- Based on information provided by the University and its students, and makes judgments on:
  - University's threshold academic standards
  - Quality of students' learning opportunities (academic support)
  - Quality of public information (for students and applicants)
  - the University's enhancement of students' learning opportunities.
- The review takes place approximately once every six years, and the review report is published on the QAA website.