

**Collaborative CPD Design and Delivery Overview**

**<<Partner Institution>>**

**<<Insert Programme Award(s) and Title(s)>>**

**<<Insert SIS Code(s)>>**

**<<Model of Collaboration>>**

**<<Sites(s) of Delivery>>**

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| **Introduction** |

*The Design and Delivery Overview provides the validation panel with key information relating to the design, development and operation of the proposed programme of study.*

*The overview is intended to supplement the other components within the University’s validation submission[[1]](#footnote-1), and should therefore not repeat information, which is contained within these other components. To this end, the Design and Delivery Overview principally focusses upon the programme team’s rationale for their proposed design and model of delivery, including the factors that have informed these decisions.*

*The Design and Delivery Overview is cognisant of the guiding principles within the UK Quality Code for Higher Education Advice and Guidance: Course Design and Development.*

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| **Section 1: Institutional Context** |

*This section provides an opportunity for programme teams to articulate the nature of the partner institution and the partnership, expanding on how the relationship will work for delivery of the proposed programme(s).*

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| **Institutional Context***Please provide a brief introduction to the partner institution, including:** *HE Profile.*
* *Links with local community, employers and educational providers.*
* *Proposed sites of delivery for the programme(s)*
* *Who will be the Programme Leader and the Link Tutor?*

*Partner institutions are required to operate in line with the* [*Liverpool John Moores University Academic Policies.*](https://www.ljmu.ac.uk/academic-registry/collaborative-partners/academic-framework-regulations-and-academic-policies)* *Please describe the strategy to embed these policies within the partner institution.*
* *If a programme team want the programme to operate outside of the required Academic Policies, an application to the Collaborative Provision Panel will need to be made. In such instances programme teams should ensure that the approved application is included within the validation submission.*
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| **Responsibilities summary** |

*The table below summarises roles and responsibilities for the development, delivery and management of the programme. Where the responsibility in an area is shared, some further details should be included in the table or a reference should be made later within the Design and Delivery Overview where this is described.*

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| **Item** | **LJMU** | **Partner** | **Shared**(where responsibility is shared, please provide some explanation) |
| **Programme development** |
| Completing validation documentation | Yes/No | Yes/No |  |
| Curriculum design and development | Yes/No | Yes/No |  |
| Completing the modules on Modcat and programme specification in Prodcat | Yes | No | N/A |
| **Public information** |
| Production of marketing, publicity, and recruitment information | Yes/No | Yes/No |  |
| Approval of information about the programme  | Yes | Yes/No |  |
| Student Programme Guide | Yes | Yes | Responsibility shared, LJMU annually prepare a template, which will be completed by partner college staff and approved by Director of School  |
| **Entry** |
| Student selection | Yes/No | Yes/No |  |
| Completion of mapping and RP(E)L applications to inform consideration of advanced standing applications to Faculty Recognition Group | Yes/No | Yes/No |  |
| Where is the Accreditation Committee held to consider RP(E)L claims | Yes/No | Yes/No |  |
| Provision of CAS letters and monitoring for UKVI | Yes/No | Yes/No |  |
| Student admissions policy | Yes/No | Yes/No |  |
| Student admission guidance and induction | Yes/No | Yes/No |  |
| Enrolment | Yes/No | Yes/No |  |
| **Academic Standards** |
| Setting and maintaining Academic Standards | Yes | No | N/A |
| Appointment of the external examiner | Yes/No | Yes/No |  |
| Sending a formal response to the external examiners report | Yes/No | Yes/No |  |
| Completing Continuous Monitoring and Enhancement | Yes/No | Yes/No |  |
| Completing validation activity | Yes/No | Yes/No |  |
| **Teaching and Learning** |
| Developing module level teaching materials | Yes/No | Yes/No |  |
| Populating and updating Canvas / VLE | Yes/No | Yes/No |  |
| Academic delivery of the modules | Yes/No | Yes/No |  |
| Academic guidance | Yes/No | Yes/No |  |
| **Assessment**  |
| Setting assessments | Yes/No | Yes/No |  |
| First marking of student assignments | Yes/No | Yes/No |  |
| Moderation or second marking of assignments | Yes/No | Yes/No |  |
| Marking of dissertations (if this varies from other modules) | Yes/No | Yes/No |  |
| Giving feedback to students on their assignments | Yes/No | Yes/No |  |
| Chairing Boards of Examiners | Yes | No | N/A |
| Location of Boards of Examiners | Yes/No | Yes/No |  |
| **Student Support and Guidance** |
| Pastoral support | Yes/No | Yes/No |  |
| Obtaining feedback from students | Yes/No | Yes |  |
| Location of Boards of Study  | Yes/No | Yes/No |  |
| **Management and Organisation** |
| Monitoring student admission, retention and completion | Yes/No | Yes/No |  |
| Complaints | Yes/No | Yes/No | Responsibility shared |
| Academic Appeals | Yes | No | N/A |
| **Resources** |
| Library and learning resources available to students | Yes/No | Yes/No |  |
| Recruitment of academic staff | Yes/No | Yes/No |  |
| Approving of academic staff to teach on the programme | Yes | Yes/No |  |

*Within all Collaborative programme arrangements, the University undertakes the following responsibilities. (Please note this list is an indication but is not exhaustive, further details are outlined within the key policies and procedures on the University web pages):*

* *Ultimate responsibility for Quality and Standards, which is undertaken through oversight by the University in the following ways:*
	+ *Setting and Maintaining Standards*
	+ *Oversight of all Quality processes, as outlined within the University Framework for Quality and Standards*
	+ *Chairing Boards of Examiners*
	+ *Oversight and operation of all Academic Appeals*
	+ *Approving academic staff to teach on the programme*
* *Completion of the Link Tutor Duties as outlines with the Link Tutor Guidance*
* *Provision of agreed resources including Canvas, electronic library resources (within the limitation of the University licence agreements)*
* *Setting up student and staff accounts for approved collaborative staff and registered students.*

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| **Roles and Responsibilities of the School – Summary** *Please provide a summary (further detail may be available throughout the rest of this document) of the key responsibilities undertaken by the LJMU School for this programme, in addition to the responsibilities listed above. For example, any teaching, assessment, moderation and enhancement activities.*  |
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| **Section 2: Design**  |

*This section provides an opportunity for programme teams to articulate the rationale for decisions taken on the programme content, structure and approaches to teaching, learning and assessment, particularly how benchmarking and consultation have informed these decisions.*

*It is expected that programmes should align with the requirements of the University’s Academic Framework Regulations. Where this is not the case, an application to operate inside the Academic Framework with ‘variance(s)’ must be made to the University’s Education Committee. In such instances programme teams should ensure that the approved variance application is included within the validation submission.*

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| **Programme Operation and Delivery***With the Programme Specification as a point of reference, please use this section to:* * *Where will the programme be delivered? If there is more than one site, please specify each site. Alternatively if the programme is to be delivered by distance learning, please state this.*
* *If there is more than one intake per year, please describe how the module delivery for multiple intakes will be managed (e.g. cross or separate teaching of modules).*
* *Please describe how the programme will be taught, e.g. face to face, across the working week, over weekends or evenings or in block delivery. Will the standard University calendar be followed? When will Board of Examiners be held?*
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| *For* ***Franchise programmes only****, what is the correlation to the internal LJMU programme?** *Is the programme an exact replica of a whole internal programme? Or part of an internal programme (please specify which element is franchised)?*
* *Which internal programme(s) is the collaboration linked to?*
* *Are all the module learning outcomes and assessment tasks the same as the internal version(s)? If yes, how is the timing of assessment of the internal and collaborative programme managed? If no, please specify the differences and the rationale for these differences?*
* *Are any adjustments to the delivery to be made for the local context?*
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| **Programme Design***With the Programme Specification as a point of reference, please use this section to:* * *Describe the decisions taken on programme content and structure in respect of core and / or optional modules, pathways (where applicable), programme aims, learning outcomes and alternative exit awards.*
* *Provide details of how communication between institutions will operate in the assessment process.*
* *Explain the rationale underpinning your approach to teaching, learning and assessment, including the use of formative assessment, and the use of technology to support the student learning experience.*
* *Describe how the pedagogical approach will encourage retention and engagement.*
* *If applicable, describe the programme’s use of shared modules.*
* *Describe how staff research and scholarship has informed the design of the programme.*
* *Will the CPD contribute to a higher award? If so, please provide further details.*
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| **External Benchmarking***Please describe how external reference points such as the Framework for Higher Education Qualifications and, if applicable, Subject Benchmark Statements have informed the design of the programme.* *Where the programme is linked to professional accreditation or other industry recognition, explain how any additional professional requirements and / or standards have been addressed, especially where successful completion delivers professional registration or Licence to Practice.* |
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| **Internal Benchmarking***Please articulate how the programme aligns to the University’s Strategic Plan, the strategic objectives of the School and Faculty, and other appropriate internal reference points. For example, the University’s Teaching and Learning Strategy and Curriculum Design Guide. A full list of relevant internal policies can be found within the “Academic – Teaching and Learning” section of Policy Centre.* |
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| **Student Consultation***Please explain how the team has engaged with students (which may include alumni) during the development of the programme. Commentaries should include:** *How many students were engaged, which programme(s) they were drawn from and what level(s) of study they represented.*
* *What methods were utilised to enable students to make a meaningful contribution to the validation process (e.g. Board of Study, focus groups, email, questionnaires).*
* *A summary of students’ suggestions and how they informed the development process.*
* *How students were kept up to date about developments and the final proposal.*
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| **External Consultation***Please articulate how consultation with external stakeholders, for example, employers, service users, carers, has informed the design of the programme.* *How does the programme meet employer / professional expectations?* |
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| **Work-Related / Work-Based Learning***If the programme will offer students opportunities to undertake work-related / work-based learning, please articulate the programme team’s strategy for:* * *Sourcing and quality assuring placement settings.*
* *Communication and liaison with employers and students before, during and after placements.*
* *Training and support for employer-mentors.*

*Please indicate if the Partner has a Policy for the management of placement opportunities, or if the* *University’s Placement Learning Code of Practice will be apply.*  |
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| **Innovation***Utilising current University programmes and competitors as a point reference, please describe the programme’s distinctive / innovative features.* |
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| **Section 3: Student Support** |

*This section provides programme teams with an opportunity to articulate their approach to student support. It is expected that the approach will comply with the* [*Liverpool John Moores University Academic Policies.*](https://www.ljmu.ac.uk/academic-registry/collaborative-partners/academic-framework-regulations-and-academic-policies) *The approach should also be cognisant of the University’s Equality and Diversity Policy.*

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| **Induction** *Please describe:** *How induction activities are inclusive, and support the needs of all students to undertake higher education study at the appropriate level. Including (as applicable) students returning to education, international students and students undertaking different modes of delivery.*
* *The factors that have informed decisions on the design of induction activities.*
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| **Academic and Pastoral Support***Please articulate:* * *Please provide brief details of the student support available at the partner institution, for example in relation to* *counselling, disability, guidance, finance and safeguarding.*
* *Please articulate the arrangements in place for Personal Development Planning and Personal tutoring[[2]](#footnote-2)*
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| **Student Participation and Feedback***Please describe the mechanisms that will be used to obtain, evaluate and report on student feedback? Discussion should include:** *What are the formal and informal feedback mechanisms e.g. module level, programme level, NSS, meeting?*
* *Are the feedback mechanisms anonymous?*
* *How will the outcomes of student feedback be formally considered?*
* *How will the programme team’s response to student feedback be communicated to students?*
* *How will the feedback mechanisms capture the views of the diversity of the student body?*

*It is expected that the LJMU four core questions are covered in the evaluation processes.* |
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| **Section 4: Resources** |

*This section underpins the information contained within the approved New Programme Proposal and staff CVs, and provides an opportunity to demonstrate the capacity to deliver the proposed programme.*

*If the programme is to be delivered at multiple sites, this section should ensure that the information is clearly demonstrated for each site of delivery.*

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| **Staffing***Within the table below please articulate the composition of the programme team, including their principal responsibility and specialism in relation to the programme’s content.* |

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| **Name** | **Responsibility** | **Specialism** |
|  | **Programme Leader** | **Module Leader** | **Senior Lecturer / Lecturer** | **Technical****Staff** |  |
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*(Please add rows as necessary)*

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| **Learning Resources***Please use this section to describe the physical learning resources that support the programme’s delivery, both central (e.g. library, social learning environment, digital learning resources and the Virtual Learning Environment) and programme-specific (e.g. labs, studios and specialist facilities or equipment).*  |
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| **Resource Capacity and Learning Experience***Please use this section to confirm the Minimum and Maximum student number per cohort, and where relevant, provide some narrative to explain how these numbers would be accommodated by the resources of the Institution, for example for lab work or Project Supervision.* *Provide details of the partner institution’s peer review and teaching observation scheme?*  |
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| **Indicative References***Please outline the key references for each of the modules within the programme.**Please confirm whether these can be accessed by students via the LJMU Library Services or via access provided by the partner provider.*  |
| **Module Code** | **Indicative References** | **Access** (LJMU or partner) |
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|  | *(Please add rows as necessary)* |  |
| *Where access to resources will be facilitated via LJMU Library Services, please confirm that discussion has taken place with the Academic Liaison Librarian, in relation to the specific partner and the required resources, to clarify if there are any licence restrictions to be considered.*  |
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| *Have there been any changes to the resource requirements for this programme since the University’s Academic Planning Panel approved the New Programme Proposal.* |
| **Yes** | **No** |
| [ ]  |[ ]
| *If* ***‘Yes’*** *please briefly summarise the changes* |
| Type Here |

1. Programme Specifications, module proformas and staff CVs. [↑](#footnote-ref-1)
2. Partner institutions are not required to operate in line with the LJMU PDP and Personal Tutoring policies but appropriate mechanisms should be in place. [↑](#footnote-ref-2)