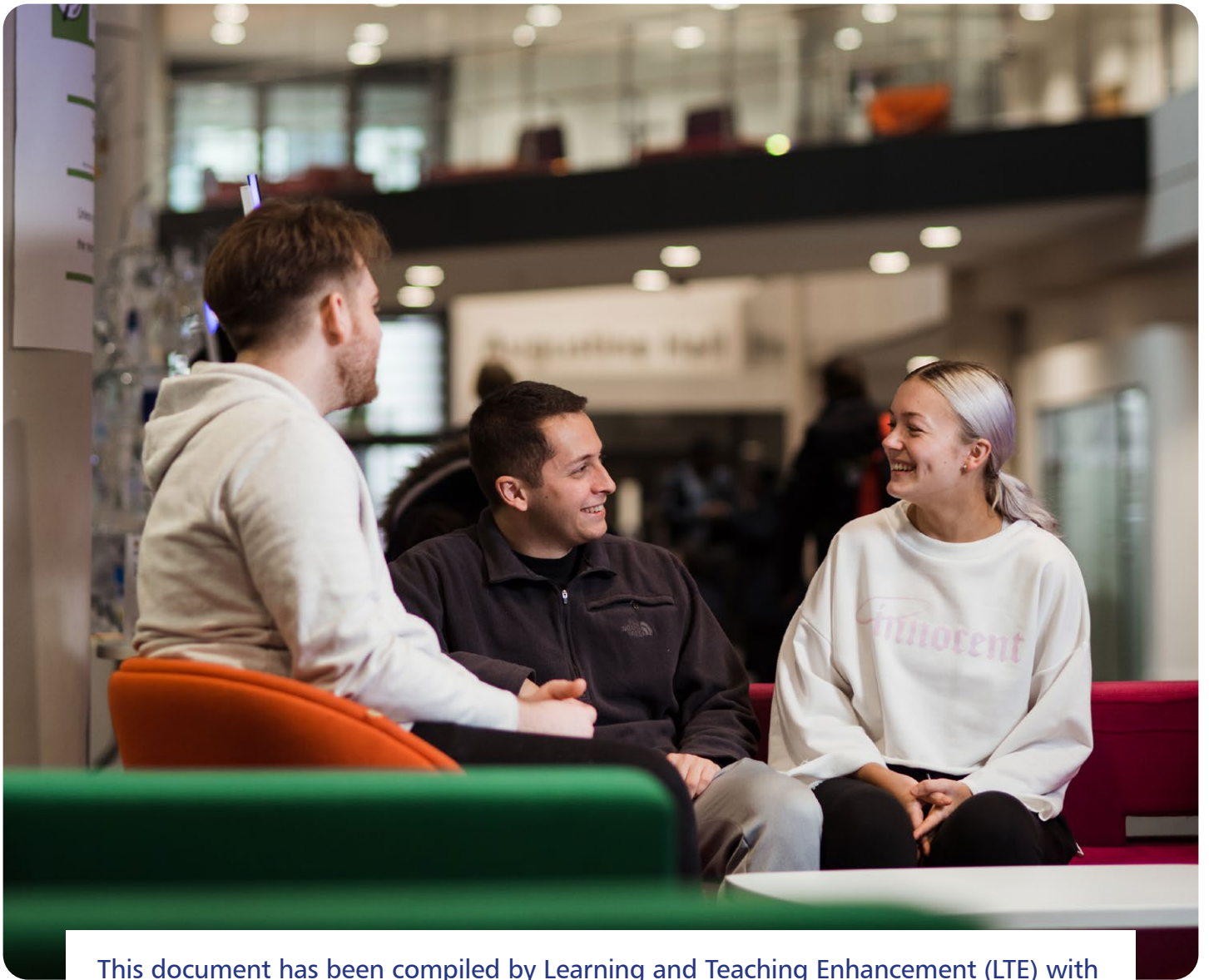




Guidance for Course Design and Development.



This document has been compiled by Learning and Teaching Enhancement (LTE) with the help of colleagues in Faculties and in the Quality and Standards Office (QSO). It is aimed at a course team who is considering designing or re-designing a course, because they feel their course needs a revamp (following continuous monitoring, student or external examiner feedback, for example), because they are going through periodic course review, or because they want to design a brand new course.

When you plan your design, you should always initially consult your Faculty Director of Quality (FDQ) and Faculty Director of Learning and Teaching (FDLT) who will provide good advice and guide you through the Christ Church-approved process.

The University website, especially the [*Learning and Teaching Enhancement \(LTE\) pages*](#), and the "Teaching Resources" Tab of Blackboard, also contain information to support you, and you can book workshops through LTE to support your reflection. In addition to these, this document signposts you to areas to consider, and where you can find information (online and through other means). A glossary of acronyms is available at the end of the document.



Section 1

- What is your course trying to achieve?
- Which knowledge, skills and attributes should your students have once they have successfully completed the course?

Areas to consider	Where to find help
Design the course aims and learning outcomes.	<ul style="list-style-type: none"> • <u>Guidance on Designing Learning Outcomes</u> • ABC workshops on course design from LTE.
Discuss the nature of the course you wish to set up, add the level/s you want your students to achieve (e.g. inclusion of a Foundation Year, top-up at level 6, higher degree apprenticeship, etc.) and the regulations associated to these. Some courses may have requirements from Professional, Statutory and Regulatory Bodies (PSRB). Consider if the course is to be <u>part of a Suite, and will have several Routes</u> .	<ul style="list-style-type: none"> • Check the types of awards on the Regulation and Credit Framework. • Speak to FDQ and QSO if you are considering specific awards which may not currently be available at Christ Church.
Consider the relationship of this course with other courses and with collaborative partners. Consult with stakeholders, internal and external, to ensure best fit.	ABC workshops on course design from LTE.
How does your course enhance your students' employability and graduate outcomes? <ul style="list-style-type: none"> • Incorporate graduate attributes into course aims and learning outcomes (Christ Church's graduate attributes but also more specific ones, e.g. 'caring and compassionate' for nursing) and into L&T activities and assessments. • Consider integration of work-based learning, placements, employers' input, live briefs, etc. (for UG courses, Christ Church has a requirement of 20 credit equivalent of work-related experience). 	<ul style="list-style-type: none"> • Christ Church's graduate attributes. • Learning & Research Librarian support to embed Digital Literacy and enhancing capabilities for learning and employment. • Enterprise and Employability pages (including the <u>Future 360</u> Framework for Developing Enterprising Professional Graduates with support from the staff in this unit). • Careers and Enterprise Hub (Resources including the Career Pulse and the Employability Award online and personal student support in Augustine House).



Areas to consider	Where to find help
<p>How does your course support the inclusivity, accessibility and internationalisation agendas?</p>	<ul style="list-style-type: none"> • “Inclusivity L&T Resources” section of “Teaching Resources” on Blackboard and Blackboard Ally section of Blackboard Help for accessibility • LTE workshops on the inclusive curriculum, on unconscious bias in L&T, etc. • Support from <i>Student Support</i> and the <i>Learning Skills team</i> of Learning Developers and Learning & Research Librarians to remove barriers to learning • FDLT • <i>Closing our Gap Framework</i> and Blackboard pages • <i>Accessible Documents</i>
<p>How does your course develop academic skills, literacies and learning?</p>	<ul style="list-style-type: none"> • Support for your teaching from <i>The Learning Skills Team</i> and ensure students use the <i>Learning Skills Hub</i>. • Support from LLR Collection Development and your Learning and Research Librarian to check availability of electronic resources, including ebooks, for blended learning.
<p>How does your course consider the mental health and wellbeing of students and staff?</p>	<ul style="list-style-type: none"> • <i>Student Support pages</i>. • Mental Health and Wellbeing Framework within the above pages. • www.heacademy.ac.uk/blog/teach-well-embedding-mental-wellbeing-curriculum.
<p>How does your course respond to the University’s Strategic Framework for Sustainability (Section 5.2, Page 6 – Education for Sustainable Development)?</p>	<ul style="list-style-type: none"> • “Teaching Resources for Sustainability” section of “Teaching Resources” of Blackboard. • The Academy for Sustainable Futures and Faculty Champions.

Section 2

What will your learning, teaching and assessment strategy consist of to achieve the aims of your course?

Areas to consider	Where to find help
Integrate the nine principles of the L&T strategy into your course.	<u>Christ Church Learning and Teaching Strategy (2015-2022)</u>
Follow the Curriculum Framework resolutions in terms of: <ul style="list-style-type: none"> • Naming conventions • Level 4 module option choice (no choice for Combined Honours, no Semester 1/Trimester 1 choice for Single Honours) • Current optional Level 4 Contemporary Language Studies Module to be delivered in Semester 2. For UG courses, to help you with your design of modules at level 4, reflect on how all the modules will complement one another to support the achievement of the course level outcomes for level 4, and help progression to level 5. Avoid unnecessary repetitions of elements which cover the same learning outcomes, and ensure all foundational outcomes are well covered.	<u>Curriculum Framework pages</u>
Consider specificities of your subject area (in terms of subject content but also discipline-specific pedagogies).	This will very much depend on your subject area, so refer to your discipline's professional or academic bodies, journals, subject QAA Benchmarks, etc.
A conversation with the FDLT and FDQ is essential before any design starts. Ensure your course design contains strategies for: <ul style="list-style-type: none"> • Good transition and progression between levels. • Differentiation of teaching for various levels. • Good integration between modules, including which modules are core and which are optional (+ viability of optional modules), which modules need pre- or co-requisites and implications for direct entrants. • Integration of module/s considered as work-based or work-related ones. • Careful labelling of module titles. • Choice of calendar of delivery especially if non-standard e.g. evening or weekend sessions, block delivery, practice-based, etc. • Avoidance of bunching of assessments. • Careful balance of class contact hours between activities e.g. work-based learning, field trips, a-synchronous activities online and synchronous sessions on and off-campus 	<ul style="list-style-type: none"> • Use the "Teaching Resources" tab on Bb, especially "Curriculum Design for Transformation". • <u>ABC workshops</u> on course design from LTE. • LTE <u>PRISM</u> case studies pages. • <u>Academic calendars</u>.
Consider assessment strategy to: <ul style="list-style-type: none"> • Align with learning outcomes. • Provide plenty of formative opportunities. • Provide regular and effective feedback. • Provide a diversity of assessments to test all learning outcomes and graduate skills. • Designing out risks of academic misconduct. 	<ul style="list-style-type: none"> • <u>Assessment Types List and Guidance</u> • <u>Academic Integrity pages</u>

Section 3

Which activities (in class or blended) will help you achieve your L&T and Assessment strategy?



Areas to consider	Where to find help
<p>For generic L&T activities, consider:</p> <ul style="list-style-type: none"> • <u>Blended Learning.</u> • Students as partners in learning, co-creators of their learning. • Flexible learning. • Collaborative learning. • Active learning. • Simulation, augmented reality. • Discipline-specific activities. • Field trips. • Placements or work-based learning. • Individual/group tutorials. • Integrated skills workshop. 	<ul style="list-style-type: none"> • Use the “Teaching Resources” on Bb, especially “Curriculum Design for Transformation” and “Help” tab for Blended Learning. • <u>ABC workshops</u> on course design from Learning, Teaching and Assessment. • <u>LTE PRISM</u> case studies pages. • Consult your DAD for technology enhanced learning guidance. • Consult your FDLT. • Consult your Learning Developer (for activities to develop students’ skills) and Learning & Research Librarian (for activities to develop research skills). • Consult the <u>Learning Skills Hub</u>. • Consult the Employability and Skills team (for activities related to developing graduate outcomes).
<p>For assessment-specific actions, consider:</p> <ul style="list-style-type: none"> • Creative and authentic assessments including digital assessments. • Use of marking criteria/rubrics. • Peer assessment activities. • Self-assessment. • Formative vs. summative assessment. • Various feedback techniques (electronic, video, audio, etc). • Impact of reasonable adjustments on assessment types. 	<p><u>LTE Workshops</u> on Assessment and Feedback.</p> <p><u>University-wide assessment criteria</u> for levels 0, 4, 5, 6, and 7</p> <p>Integrated Learning Skills workshops on academic integrity and using feedback</p>

Section 4

- What mechanisms are you going to use to support students throughout their journey?
- What resources will you need to deliver this course?

Areas to consider	Where to find help
Consider what students you can accept who have prior knowledge or experience (Recognition of Prior Experiential Learning and Advanced Standing).	<ul style="list-style-type: none"> • Sections 5.40 to 5.51 of the <i>'Procedures for the Operation of Boards of Examiners'</i>.
<ul style="list-style-type: none"> • Consider entry requirements, including Maths and English GCSEs, level of English for non-native speakers (some PSRBs may have specific requirements). • Consider the selection process (need for auditions, interviews, completion of certain tasks, etc). 	<ul style="list-style-type: none"> • This is very much discipline-specific. • Admissions Unit
Consider process of pre-induction, induction and transition, at course but also module level.	<ul style="list-style-type: none"> • <i>'My Essential Information'</i> provides overall view of uni-wide provision (including portal, i-zone, student support and wellbeing, SU) for student support. • 'Teaching Resources' on Bb pages.
Combine your course-specific activities with the University-wide activities of the Welcome Hub and Learning Skills Hub pre-arrival activities.	
Consider use of peer mentoring.	<ul style="list-style-type: none"> • Peer Mentoring Pages. • LTE Workshop on Peer Mentoring.
Consider asynchronous support digitally, via Blackboard (Bb), ReCap and other means.	Refer to your DAD.
Consider specific use of tutorials, of Personal Academic Tutor (PAT). Ensure the course team makes regular use of the Student Engagement Dashboard.	<ul style="list-style-type: none"> • PAT Policy and Guidance • Student Engagement Dashboard
Make sure the team is aware of services from Student Support, Health and Wellbeing, Academic Services, Learning Skills, Career and Volunteering (including the Careers and Enterprise Hub and Unitemps), etc. and refer students to these.	<ul style="list-style-type: none"> • Student Support pages. • Career and Volunteering.
Consider how you may encourage students to engage with extracurricular activities e.g. Students' Union (SU) societies.	Christ Church SU pages .
Consider what resources (especially additional ones for existing courses) will be needed: <ul style="list-style-type: none"> • Staffing resources (academic, support, technical, external input). • Academic resources (books, journals, etc). • Discipline-specific spaces (labs, studios, etc) and equipment. • Rooming resources (and contact hours). • Funding for field trips and visits, for engagement of external people, for projects involving students. 	Consult with Head of School as a financial annexe will need to be included in the documentation.

Section 5

- Which stakeholders should you consult to gain feedback, in order to refine and future-proof your course?
- What mechanisms do you have in place to continuously monitor, review and evaluate the course?

Areas to consider	Where to find help
<p>Students: embed opportunities to gather and respond to student voice throughout the course. Use:</p> <ul style="list-style-type: none"> • Past <u>Module Evaluations</u>. • Student surveys like NSS, UKES, PTES, digital experience insights. • Student representation, staff/student liaison meetings, <u>Boards of Study</u> • Focus groups. • Other various student feedback mechanisms e.g. quick feedback in class via electronic tools such as Mentimeter or Padlet. <p>Try to keep in touch with your alumni and seek their input.</p>	<p><u>Student Survey Unit</u> pages</p>
<p>Staff internal to Christ Church, including staff from courses using the same modules as your course.</p>	<p>See list and guidance in section 1</p>
<p>External support:</p> <ul style="list-style-type: none"> • Employers/Community, etc. • Your subject area contacts and networks. • External Professional, Statutory and Regulatory Bodies (PSRB) if applicable, to ensure your course fits their requirements. • Current External Examiner if applicable. 	<p>This is very much discipline-specific</p>
<p>If needed, find a suitable External Advisor and go through the nomination process.</p>	<p><u>Nomination process</u> and form available on the QSO website</p>
<p>Gather, analyse and evaluate the feedback above and also course and module data available via Power BI, TEF data for UG courses, with the aim to consider the health and suitability of the course in terms of:</p> <ul style="list-style-type: none"> • Student recruitment. • Student progression and retention. • Student achievement and outcomes. • Student satisfaction. 	<p>This is done as part of <u>continuous improvement planning</u></p>

Glossary

of acronyms

Bb: Blackboard

DAD: Digital Academic Developer (formerly Faculty Learning Technologist)

FDLT: Faculty Director of Learning and Teaching

FDQ: Faculty Director of Quality

L&T: Learning and Teaching

LLR: Library and Learning Resources

LTE: Learning and Teaching Enhancement

NSS: National Student Survey

PAT: Personal Academic Tutor

PCR: Periodic Course Review

PG: Postgraduate

PSRB: Professional, Statutory and Regulatory Body

PTES: Postgraduate Taught Engagement Survey

QSO: Quality and Standards Office

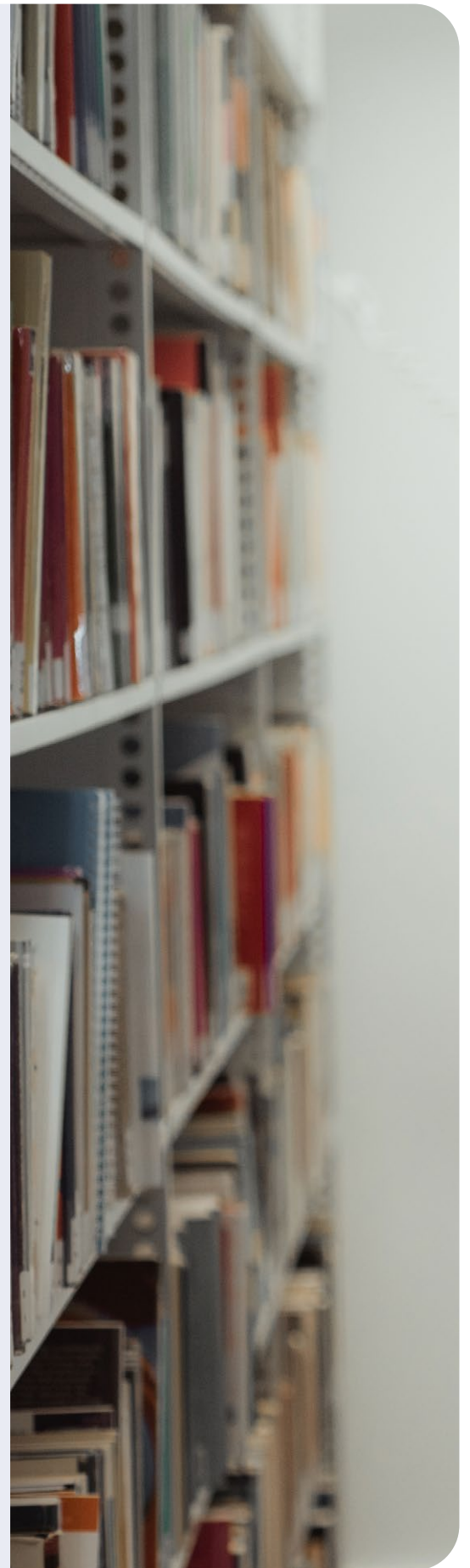
RPL: Recognition of Prior Learning

SU: Students' Union

TEF: Teaching Excellence Framework

UG: Undergraduate

UKES: UK Engagement Survey



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