



University of Liverpool

Curriculum Manager

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Prepared by	Andy Dolben, Project Manager
Requested by	Helen O'Sullivan, A-PVC Online Learning & Project Lead
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i) Document Approvals

	Name	Position	Signature
Document author	Andy Dolben	Project Manager	A. Dolben
Checked by	Helen O'Sullivan	Project Sponsor	H. O'Sullivan
	Liz McAleer	Project Implementation Lead	L. McAleer
	Ross Bampton-Aiken	Student Systems Team, CSD	R. Bampton-Aiken
	Mike Claridge	Director, CSD	M. Claridge
Approved for issue by	Helen O'Sullivan	Project Sponsor	H. O'Sullivan

ii) Change History

Version	Date	Name	Description of change
1.0 / DRAFT	18/05/2017	Andy Dolben	1 st draft
1.1 / DRAFT	19/05/2017	Andy Dolben	Amendments following feedback from the Project's Implementation Lead and CSD Student Systems Team.
1.2 / DRAFT	22/05/2017	Andy Dolben	Amendments following feedback from Mike Claridge.
1.3 / DRAFT	26/05/2017	Andy Dolben	Amendments following feedback from Mike Claridge.

iii) Abbreviations List

Abbreviation	Definition
AQSD	Academic Standards and Quality Division
CSD	Computing Services Department
eLU	eLearning Unit
HLS	Health and Life Sciences
HSS	Humanities and Social Sciences
HTML	HyperText Markup Language
MWS	Managed Windows Service
SAS	Student Administration Services
SE	Science and Engineering
QA	Quality Assurance

1. Introduction

1.1 Project

The Curriculum Manager platform will replace Programme Planner 1.2, providing a single central repository for all curriculum information, with role-based access available staff across the institution.

The key outcomes that the platform will deliver include:

- The implementation of a web-based collaborative structure for the development of the curriculum and the relationships between learning outcomes, programmes, modules. This platform has been selected so as to be easy, simple and intuitive for all those who interact with it.
- Facilitation and tracking of the University's approval workflows and processes – as developed by the QA Process Review Group, and supporting the streamlining of programme and module development, approval, validation and modification.
- Replication of the data-integrations currently fed by Programme Planner – including links to VITAL, Departmental web-pages etc, along with adding new links to SPIDER.

[Source: Curriculum Manager Project Initiation Document v1.3]

Having worked with stakeholders across the University's three Faculties – along with those from AQSD, CSD, SAS and eLU, the project is now at the stage where:

- The platform's fields and workflows have been configured to match University requirements.
- Bulk upload of existing University Programme and Module data has/is about to commence.

Beyond this, a programme of testing and user introduction / familiarisation has been planned – aimed at ensuring that the data has transferred appropriately and remains of adequate quality.

NB For further information – both regarding the Curriculum Manager platform and progress / planned next steps regarding the implementation itself, please visit the project's intranet site by [clicking here](#).

1.2 Task

The Module QA tasks represents the first step in these familiarisation and training activities.

Four specific fields have been identified within the Modules held in Programme Planner which may contain information in html format – to support e.g. tables (see below).

Week	Activities	Learnings
1	Lecture – Introduction to Foam and Froth Sciences	In week one we learn how engineers use foam and froth in many applications with a focus on the mining industry. We explore the properties of surfactants that lend themselves to various applications in the real world
	Lab – Introduction to Surfactants	
2	Lecture – Agitation	Here we explore agitation. How does the agitation process affect the networks by which mineral recover will work? How

		<i>does the environment affect the performance of the surfactants and can the agitation maximise the recovery in any case?</i>
	<i>Lab – Agitation technique</i>	

Unfortunately, Curriculum Manager does not support html, which means that when imported the same data may present as follows:

Week Activities Learnings

1Lecture – Introduction to Foam and Froth Sciences In week one we learn how engineers use foam and froth in many applications with a focus on the mining industry. We explore the properties of surfactants that lend themselves to various applications in the real world Lab – Introduction to Surfactants

2Lecture – Agitation Here we explore agitation. How does the agitation process affect the networks by which mineral recover will work? How does the environment affect the performance of the surfactants and can the agitation maximise the recovery in any case? Lab – Agitation technique

The aim of this task is therefore to check these fields – making appropriate amendments to formatting where issues are discovered.

2. Process

2.1 Checks

As detailed above, four specific fields have been identified which require checking:

1. Modules Aims (known as *Aims* in Programme Planner)
2. Marketing Synopsis (*Module Description* in Programme Planner)
3. Outline Syllabus (*Content* in Programme Planner)
4. Outcomes/Skills (*Learning Outcomes* and *Skills* in Programme Planner)

For each Module allocated, each field should be checked carefully for any formatting errors.

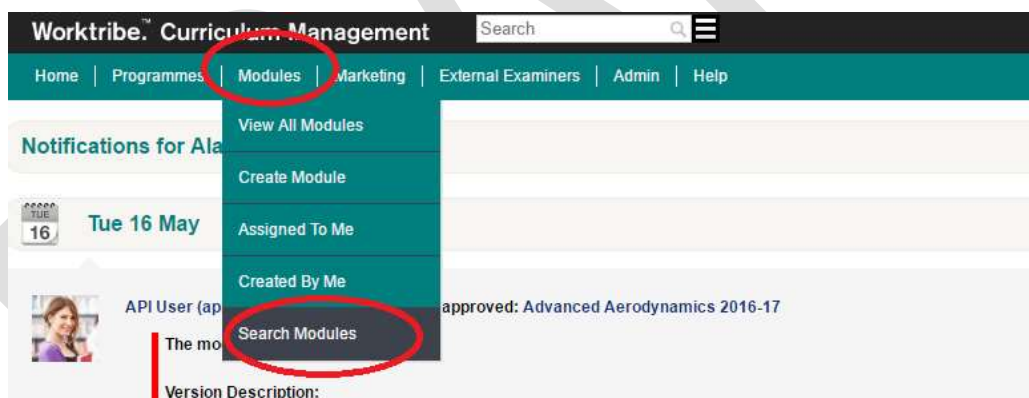
2.2 Method

The process will be managed by the project's Faculty leads – with specific Modules allocated to individual members of staff for checking (*an up to date list of Modules held within Programme Planner will be provided by CSD in advance starting the checks – to support allocation and the checking-off completed Modules. See [Appendix A](#) for approximate numbers of Modules per School / Faculty*).

The process has also been piloted with members of Faculty staff – with checks around each Module expected to take ~10-20 minutes.

On logging into Curriculum Manager, users should:

1. Navigate to *Modules > Search Modules*



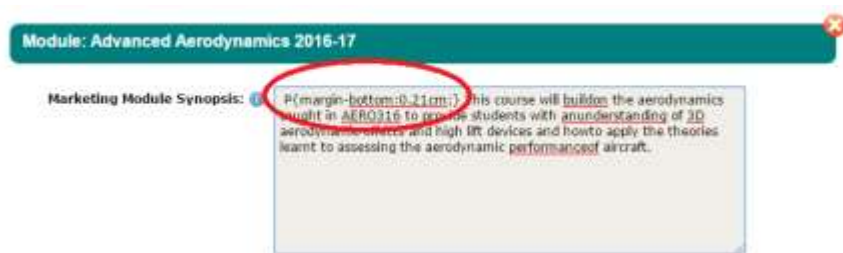
2. Use the search function to navigate to the appropriate Module (**NB** using the Module code is the most effective way of doing this).

From the listing generated, select the appropriate Module.

3. The *Details* tab should already be selected.

4. Scroll down to the bottom of the screen to locate the first three fields.

- Should any changes be required, select the *pencil* icon to the right of the relevant field. This will open up the edit screen and allow changes to be made.



- On completion of the change, select *Update*.
- For the check on the fourth field (*Learning Outcomes*), scroll back to the top of the page and select the *Outcomes* tab.



- Check / update the *Learning Outcomes* and *Skills* sections as appropriate – again, using the *pencil* icon to edit.
- Repeat the process from step 2 to move onto the next Module.

2.3 Checks

The key checks that should be made to the identified fields are as follows:

- **Formatting** – review the text within these fields to:
 - Ensure that all text scans correctly – correcting and errors caused by the import process (see e.g. the example in [1.2 Task](#), above).
 - Remove any 'tags' that have been entered as part of the import process – as e.g. circled in [step 5](#) of [2.2 Method](#), above.
 - *Learning Outcomes* / *Skills* support numbered referencing (see [step 7](#) of [2.2 Method](#), above). These should be input as follows:
 - *Learning Outcomes* – LO1, LO2...etc.
 - *Skills* – S1, S2...etc.
 - Ensure that there is a one-line spacing between both paragraphs and listed items.
 - Listed sentences should end with a semi-colon – with the final sentence having a full-stop.
 - As the Curriculum Manager text editor for *Modules Aims*, *Marketing Synopsis* and *Outline Syllabus* does not support bullet-points / numbered lists, any dashes, numbering or bullet-points should be removed.
- **Consistency and Minor Corrections** –

In order to check for minor errors and to support the consistent presentation of information to Departmental web-pages, the text within these fields should also be reviewed to ensure that:

- **Abbreviations** – try to avoid. Terms within the University may not be understood by an external audience, particularly prospective or international students.
- **Acronyms** – when using an acronym, write the full phrase with the acronym in brackets the first time it appears. From that point onwards the acronym can be used on its own. Exceptions to the rule include acronyms that are better known than what they stand for, eg BBC, GCSE, Nato, CD.
- **Amperands (&)** – ampersands should not be used unless they are part of a trade name, eg Tate & Lyle or Victoria Gallery & Museum (VG&M).
- **Brackets** – try to avoid the use of brackets.
- **Capital letters** – as a general rule, minimise the use of capital letters. Capital letters should be used at the start of each sentence – including where listed.
- **Numbers and figures** – one to nine should be written in words. Numbers 10 and upwards are expressed as figures, except where they begin a sentence.
Exceptions to these rules are:
 - When numbers already exist in a phrase or name, eg Key Stage 2, Grade II listed
 - Page numbers
 - Percentages or other measurements, eg 3cm
 - 22% and 6lbs
 - Numbers that include a fraction or a decimal point. For large numbers, use the following formats:
 - 1,000
 - 100,000

- £5,000
- £1 million (please do not abbreviate to £1m, unless in a table).
- **Proper nouns, official titles and course titles (see also job titles)** – use initial caps when using a title as part of a course or written in full, eg BA (Hons) History but when you refer to such titles in running text or use a word such as history in a generic sense, don't use an initial capital, eg The University is going to appoint a new vice-chancellor or applicants to the course must study history at A level.
- **Colons and semicolons** – use colons before a list, a URL, a quote or a summary. Use semi colons to separate two statements that could stand as separate sentences.
- **eg** – no full stops. Use a comma before.
- **Hyphens** – the following should not be hyphenated: email, online, website or course work.
- **Year One, Year Two etc of a programme** – words, not numbers with initial capital letters.
- **Generally,**
 - All fonts should be of the same style / size.
 - All spelling and grammar should be correct.

NB *No modifications to the actual meaning of the content is required as part of this process. It is important that any potential changes which are identified should be actioned via the usual processes – and using Programme Planner as the repository.*

A final check / update will be made within Programme Planner for any new Modules and/or modifications, ahead of the final transition between the two platforms – ensuring that any modified / new Modules entered following the Curriculum Manager Module QA process are captured and transferred to the new platform.

3. Preparation and Support

In the run up to the Module QA activities, the following information will be provided to those undertaking the tasks outlined above:

- Platform access URL (login will be made via users' existing MWS credentials).
- A Curriculum Manager introduction and familiarisation session will be provided by CSD – with review of interactive eLearning materials which will also be made available generally to users. This session will also include review of the specific Module QA tasks as outlined above.

NB *Users will receive more detailed, user-role based training later in the implementation and as the project approaches go-live – including e.g. instruction to support the various workflow processes etc.*

- The Project Team will provide identified Faculty Leads with a listing of specific Modules – to be disseminated and managed amongst the various teams within that Faculty. Information relating to timeframes will also be confirmed at this stage.
- During the Module QA Process, any queries should be directed to [Service Desk](#) – for review and triage to the relevant subject-matter expert (SME).

Appendix A – Approximate Module Totals across Schools/Faculties

Fac of Health & Life Sciences	School	Total
Institute of Ageing and Chronic Disease	Eye and Vision Science	5
Institute of Ageing and Chronic Disease	Musculoskeletal Biology I	8
Institute of Ageing and Chronic Disease	Musculoskeletal Biology II	4
Institute of Clinical Sciences	Institute of Clinical Sciences	1
Institute of Clinical Sciences	School of Dentistry	33
Institute of Clinical Sciences	School of Health Sciences	157
Institute of Infection and Global Health	Clinical Infection, Microbiology and Immunology	19
Institute of Learning and Teaching (HLS)	Institute of Learning and Teaching (HLS)	11
Institute of Learning and Teaching (HLS)	School of Health Sciences	2
Institute of Learning and Teaching (HLS)	School of Life Sciences	9
Institute of Learning and Teaching (HLS)	School of Medicine	58
Institute of Learning and Teaching (HLS)	School of Psychology	4
Institute of Learning and Teaching (HLS)	School of Veterinary Science	2
Institute of Life and Human Sciences	School of Life Sciences	118
Institute of Life and Human Sciences	School of Psychology (including DClinPOsych)	92
Institute of Veterinary Science	Institute of Veterinary Science	92

Total **615**

Fac of Humanities & Social Sci	School	Total
Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences	23
Management School	Management School	316
School of Histories, Languages and Cultures	Archaeology, Classics and Egyptology	170
School of Histories, Languages and Cultures	History	118
School of Histories, Languages and Cultures	Institute of Irish Studies	34
School of Histories, Languages and Cultures	Modern Languages and Cultures	150
School of Histories, Languages and Cultures	Politics	49
School of Histories, Languages and Cultures	School of Histories, Languages and Cultures	4
School of Law and Social Justice	Law	118
School of Law and Social Justice	Sociology, Social Policy and Criminology	84
School of Management	Economics, Finance and Accounting	14
School of Management	Marketing and Operations	1
School of the Arts	Architecture	58
School of the Arts	Communication and Media	68
School of the Arts	English	93
School of the Arts	Music	80
School of the Arts	Philosophy	38
School of the Arts	School of the Arts	2
Academic Secretary	Centre for Lifelong Learning	32

Total **1452**

Fac of Science & Engineering	School	Total
School of Electrical Engineering, Electronics and Computer Science	Computer Science	84
School of Electrical Engineering, Electronics and Computer Science	Electrical Engineering and Electronics	68
School of Engineering	Centre for Materials and Structures	1
School of Engineering	Mechanical, Materials & Aerospace Eng	1
School of Engineering	School of Engineering	145
School of Environmental Sciences	Earth, Ocean and Ecological Sciences	101
School of Environmental Sciences	Geography and Planning	110
School of Environmental Sciences	School of Environmental Sciences	22
School of Physical Sciences	Chemistry	69
School of Physical Sciences	Mathematical Sciences	105
School of Physical Sciences	Physics	109

Total **815**