

Ten steps to planning an outstanding course from which to be a graduate

1. Construct a coherent course team approach and strategy for teaching, learning and assessment (and everything else on this list) that is planned, structured and sets consistent (and high) expectations for student engagement, professionalism, academic integrity and active learning from day one; and talk to existing students about the current curriculum and how they think it should be developed.
2. Establish what the course team regards as making studying x at UW outstanding, and write this into section 12 of the programme specification – ie as a shared vision for the course and context for the course aims and learning outcomes.
3. Aim to foster a strong sense of belonging and membership of a University academic community that starts with a year-long induction process, incorporates regular progress checks and goal setting, maintains expectations about study through the summer periods and culminates with high student satisfaction.
4. Plan, as a course team, an assessment strategy across all three years, making sure that there is foreground assessment for learning, balanced variety with practice at different assessment tasks, and an appropriate schedule for hand-in dates.
5. Give explicit emphasis to employability at all stages and levels of the course from pre-entry, through induction and onwards to post-graduation, by cultivating employer links, implementing the 'employable Worcester graduate', providing opportunities to learn and earn/learn and volunteer, take part in work-based learning, and engage with work-related learning.
6. Have a clear explicit strategy for careers education, advice, information and guidance.
7. Maximise Worcester Weeks as integral to the course learning experience – don't in any way imply activities are optional or supplementary. Produce a course schedule, which gives information about what will happen in each Worcester Week for each year of study, when academic tutorial meetings will take place, summative assessment deadlines, and what is expected over the summer periods between year 1 and 2, and 2 and 3.
8. Embed academic tutoring; be clear about how academic tutoring is different from personal tutoring and regard it as an essential part of the curriculum in ensuring all students reach their potential.
9. Make sure the course is intellectually challenging and inclusive for all students, including those who have studied it at A-level and those who have not, those who are academic high fliers and those who are not, and for disabled and other 'non-traditional' students; ensure the curriculum addresses key themes of internationalisation, inclusion, ethical and

environmental responsibility.

10. Consider sharing out the responsibilities for drafting documentation, but have one editor; be prepared to refine and discuss, and remember to take account of the FHEQ and subject benchmark statements.

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