	Headline process	Component processes	Explanatory text	Enabling systems
Design	**Initiate or review**	° strategic planning/ portfolio analysis ° market research ° initiation ° review ° benchmarking ° QA/QE	A new course is conceptualised to meet an identified educational need, or to fill a gap in the market. Or an existing course is re-developed in light of evaluation and market analysis. Proposed courses are mapped against existing benchmark statements and QA/QE processes are initiated.	Market research, enrolment and course evaluation data are used strategically to develop the portfolio. Portfolio (course) data is reliable and easily available. Benchmarking information is interoperable with the course and module information, e.g. via competence tagging. Information required for QA/QE is collected and managed efficiently.
	Develop or redevelop	° learning design ° assessment design ° learning resource design	As a result of a review, new elements of learning are developed or existing ones redeveloped. Course teams work to design or redesign how learning should be delivered, resourced, supported and assessed.	Learning design and pedagogic planning tools help teams to explore and share new concepts and designs. Market research, enrolment and course evaluation data – including learning outcomes - are used to support educational design. Learning and assessment management systems are fully interoperable: learning design systems help define the relationships between, for example, learning outcomes, learning activities and assignments. Modules, activities etc are defined in such a way that efficient recombination and repurposing are possible.
	Approve	° approval ° validation ° definitive programme specification ° QA/QE	Internal approval and validation is sought for new course, module or unit designs. This typically involves a committee-based process including one or more external members. External agencies such as quality enhancement, regulatory bodies and partner institutions, external assessors, verifiers and examiners, may also be involved in examining the proposal. Amendments can be made to the proposal, and implications for resourcing, marketing etc are explored.	Committee processes and workflows can be enhanced through e-admin systems. Information captured in definitive course documentation is managed efficiently and transparently, with efficiencies handed on to other processes (e.g. communication, resourcing).
	Communicate	° documentation ° marketing ° recruitment ° enrolment	Course documents – for example, course or module outlines, pre- and post-enrolment information for learners, statements of learner entitlement, guidelines on the assessment framework and opportunities for progression – are produced and disseminated in digital or hard copy. Information is communicated outwardly to learners and external agencies and inwardly to colleagues, course validation panels and marketing teams.	The xcri standard and associated application profiles used to rationalise the management of course related information. Curriculum documentation and other outputs of the curriculum design process are well-structured and managed, and readily available to users across the curriculum lifecycle.
	Resource	° timetabling scheduling ° staffing ° develop/repurpose learning resources ° session planning (logistics)	Learning opportunities demand resources, human, academic and technical. Sessions are planned to determine the detailed timing of activities and the logistics of delivery, support and assessment. Physical and virtual learning spaces and learning content are prepared, whether designed from new or repurposed/instantiated for this course and cohort. Staffing issues are addressed, which may entail upskilling or drawing in of specialist staff resources.	Digital environments are prepared for use. Digital resources are made open, adaptive, accessible and available. Timetabling information is synchronised with information such as staff and student availability, ICT requirements. Course related information is synchronised with library systems and learning repositories. Pedagogic planning tools can support logistical planning of sessions and optimal design in light of logistical/resource constraints.
Delivery	**Deliver**	° session planning (learning and teaching) ° learning activity design ° teaching/lecturing	Practitioners initiate learning activities in line with course purposes and learning designs, and in accordance with learners' prior experience and expertise. Activities within sessions are planned to ensure all curricular objectives are covered. Learning resources and tools are introduced where appropriate, and made available to learners.	Technology-enhanced learning is used to engage learners, widen participation, and increase flexibility and choice. Information, communication, social and personal, analytical and creative, emersive and recording technologies are all available to support the processes of teaching and learning. Classroom technologies are fully integrated with other relevant systems, while learners' use of personal and social technologies is not unnecessarily restricted.
	Enable	° session planning (support) ° learning support ° managing learner differences ° responsive teaching ° tutoring	The diverse abilities of learners demand different types and levels of support; different modes of delivery may be considered to suit preferred patterns of attendance and approaches to learning. The delivery of the curriculum is made responsive and adaptive to the requirements of different types of learners.	Learning environments and the curriculum can both accommodate learners' preferred tools and software, and assist learners in developing appropriate digital capabilities. Technology is used where appropriate to help diagnose learning needs, support diversity and differentiation in learning, and give access to learning support off-site. Classroom technologies are used to enable responsive teaching.
	Assess	° formative feedback ° assessment planning and delivery ° grading ° summative feedback ° reflection (learners)	Formative assessment and feedback are crucial to learning and are built into the curriculum cycle, whether intrinsic to the activity, tutor-led, or provided by learners and their peers. Assessment criteria and the rationale for feedback and grading are made transparent. Where appropriate, self-evaluative activities are integrated. [Enabling systems]	Technology-enabled formative and summative assessment are used as appropriate to ensure prompt feedback and active learning. Technologies are used to capture learning processes for reflection and review. E-assessment and technology-supported feedback (e.g. via podcast, annotation, shared documents) are all used as appropriate to support individual learners' progress.
	Evaluate	° evaluation ° sharing/ dissemination	Learner achievement and feedback data, and evidence from course evaluation and review, feed into the lifecycle. Lessons learnt are shared and disseminated. [Enabling systems]	Data from virtual learning systems can be recorded; data can be aggregated and shared between systems to provide a more rapid, accurate and comprehensive overview. Learning designs can be shared and enriched with comments