



Information for External Advisers to Course Approval & Review Panels

Updated September 2022
Academic Quality Unit

University of Central Lancashire ("the University") is very much appreciative of the valuable contribution made by external advisers within its course approval and review processes. This booklet seeks to provide you with additional information regarding the University's internal quality assurance and enhancement processes. It is hoped that this information will assist you in undertaking your role during course approval and review events.

This booklet is produced by Academic Quality Unit and any comments and suggestions for improvement should be submitted to courseapproval@uclan.ac.uk.

Contents

1	COURSE DEVELOPMENT.....	3
2	OFF CAMPUS PROPOSALS	3
3	PURPOSE OF COURSE APPROVAL	3
4	AUTHORITY AND COMPOSITION OF PANELS	3
5	YOUR ROLE AS AN EXTERNAL ADVISER	4
6	OPERATION OF COURSE APPROVAL AND REVIEW EVENTS	4
7	CONTINUOUS QUALITY ASSURANCE AND ENHANCEMENT.....	6
7.1	Course Review and Evaluation	6
7.2	Periodic Review.....	6
	Appendix A - Threshold Criteria for Course Approval	7
	Appendix B - University Curriculum Framework	10

1 COURSE DEVELOPMENT

New course proposals are initiated in response to internal and external developments. These are indicated in the University's Strategic Plan and the development plans for Schools and partner institutions. Proposals are based on the existing expertise of academic staff and on-going research and scholarly activity.

Proposals for new courses are vetted prior to course approval to ensure that the course resource audit has been carried out properly, that there is a market and that the proposal is well thought through in every aspect.

2 OFF CAMPUS PROPOSALS

The approval mechanism for UK and overseas collaborative provision mirrors that for on-campus provision, save that, there are specific criteria which must be met prior to approval of level 7 delivery off-campus. For franchise proposals (i.e., where the course proposed for delivery by a partner is run also on-campus), the course approval event focuses on the partner's ability to deliver the specified course, as the course itself is already approved to run. There are also some additional "due diligence" enquires which take place prior to course approval.

3 PURPOSE OF COURSE APPROVAL

The purpose of the course approval process is to ensure that a coherent course structure has been proposed which is appropriate to the name of the award, the level of the award and the subject to be approved and that the requirements for students to achieve the learning outcomes are clear. The course approval panel must be assured that the School can deliver the award within its current resource base and within the resource base of the University. The panel must assure itself that the course is able to operate at a threshold quality standard or above in comparison to other awards in the University and at the national and international level.

In the case of postgraduate qualifications and final year honours work, the panel will also want to assure itself that the necessary research activity exists which appropriately underpins the higher-level work and that there is sufficient intellectual challenge.

Documents reviewed during course approval include the Planning Consent Form/Course Resource Audit Form, Programme Specification and Module Descriptors.

4 AUTHORITY AND COMPOSITION OF PANELS

Course approval panels act on behalf of the University's Academic Board and report to the Academic Board through the Academic Quality and Standards Committee ("AQSC") which is a sub-committee of the Academic Board. Course approvals may be conducted jointly with professional/statutory bodies. Course approval panels may recommend approval with or without conditions and/or recommendations or recommend non-approval of a course to start (or continue). Conditions have to be responded to and, where the conditions are major conditions affecting issues of curriculum, design or resources, must be met satisfactorily before students may be enrolled. All actions required of the Course Team to improve the proposal or the documentation will be recorded as conditions so that the University has evidence to demonstrate that the required action has been taken.

Recommendations refer to advice which course teams may consider for the future development of the course and are to be responded to as part of the University's annual quality assurance processes.

A course approval panel normally comprises five or six members (a Chair, a minimum of one internal member, up to two external advisers, and possibly a student representative and, for collaborative provision, an internal adviser from the UCLan School). All members of a course approval panel have equal status. Course approval panels are supported by a reporting officer from the University's Academic Quality Unit who is responsible for making all the arrangements for the event, providing advice on protocol, producing the report and processing responses to conditions, where appropriate, to bring the approval process to completion.

The Chair of a course approval panel is drawn from the chairs of the University Review Panels ("URPs"). Where involvement in URP activity is not an expectation of the individual's role in the institution, URP Chairs normally serve a three-year period of office and are appointed by the University Quality Academic Standards Committee (AQSC). The internal membership of a course approval panel is drawn from the URP and should not be connected with the proposing School. It is expected that URP members will serve for a number of years thereby developing experience of a particular area of operation.

There is a normal requirement for two external advisers to join a course approval panel with at least one from an academic institution and, where appropriate, a second adviser either from industry or from higher education. In addition, the Students' Union is invited to nominate a student representative to join course approval panels.

5 YOUR ROLE AS AN EXTERNAL ADVISER

Your contribution is extremely important in terms of providing independent subject expertise, assisting the panel to identify excellence in provision, in making comparisons with similar provision at other institutions and ensuring that students are appropriately prepared for future career development. Your input may be by correspondence in certain circumstances. Nominations for external advisers are made by the University School/partner institution responsible for the course and are vetted to ensure criteria have been met - principally that of independence and knowledge of the requirements of the subject area.

It is the University's belief that students completing a programme of study should, in addition to subject knowledge, be able to provide potential employers with evidence of pertinent personal and transferable skills. The external industrial/professional adviser provides a unique and invaluable perspective in identifying with the course teams how these skills are applied in the industrial/employment context and how they can be evidenced and evaluated in teaching, learning and assessment strategies.

Academic advisers are asked to seek evidence of coherent and consistent development of academic/intellectual skills; industrial/professional advisers are asked to seek evidence that, given a student has experienced and developed these skills, they are relevant and appropriate. In fulfilling this role, you need to read in detail the document describing the course and its modules. Other background information is also provided from the relevant University School for on-campus provision and from the partner institution for collaborative provision. You will also be asked to complete a short, written report using a standard proforma, to be submitted **prior to** the course approval event.

Please note that the course description is provided in the form of the programme specification and module descriptors. Additional supplementary information may be provided to the Panel that will provide the Panel with further details regarding the delivery of the course that is provided to students.

In respect of overseas course approvals, the role of the external adviser is to provide advice regarding the cultural context of the country concerned in addition to assisting the panel in relation to subject specific elements of the proposal in terms of comparability of standards and expectations of HE within the UK. If the proposal is a franchise proposal, the external adviser from the UK may be a current or previous external examiner or one of the external advisers present at the initial University course approval of the course.

6 OPERATION OF COURSE APPROVAL AND REVIEW EVENTS

At the beginning of the course approval or review event, the Chair will request all panel members to raise issues for discussion with the course team. These issues will be used to form an agenda for the meeting. You will have already been requested to provide written feedback on the proposal prior to the event itself and these comments should form the basis for your agenda items. The Chair may choose to structure the agenda items against the headings provided in the Threshold Criteria for Course Approval (Appendix A).

The following, but non-exhaustive, list of questions is indicative of the issues to be pursued during the meeting:

- How do the intended learning outcomes for the course relate to external reference points including relevant subject benchmark statements, Qualification Characteristics, the FHEQ and any professional body requirements (i.e., are they appropriate for the course and its level)?

- Are the learning outcomes appropriate to the aims?
- Are there an appropriate number of learning outcomes?
- Has the course team engaged with academic standards issues (e.g., through involvement with the Higher Education Academy's Subject Centres)?
- Does the overall course assessment enable learners to demonstrate achievement of the intended outcomes?
- Are there criteria which enable examiners to distinguish between different categories of achievement?
- Are the assessment methods chosen appropriate, inclusive and effective?
- Are there the appropriate number of summative assessments? How is formative assessment used to facilitate learning?
- Does the curriculum, as designed, enable students to achieve the intended learning outcomes?
- Is there evidence of progression in skills development and knowledge acquisition?
- Do staff draw upon their research, scholarship or professional activity to inform the course?
- Are the learning and teaching activities inclusive and appropriate in terms of the intended learning outcomes?
- Are the learning and teaching activities appropriate in terms of the development of skills?
- Is the documentation clear as to how students will progress through the course?
- Is there evidence that the Course Team will be supportive of the needs of students with differing needs and that there are suitable mechanisms to counsel and advise students, e.g., for induction, progression, placements, periods abroad, disability and/or learning difficulties, academic difficulties and personal problems?
- Is there evidence that students are supported in their Personal Development Planning?
- Is there a sufficient number of appropriately qualified staff to support the expected number of students to be recruited?
- Are there adequate learning resources and access to those resources to meet the needs of the anticipated number of students to be recruited?
- For collaborative provision, is there evidence that the partner's staff development policy addresses the specific needs of staff teaching on HE programmes?
- For collaborative provision, is there evidence of the adequacy of arrangements to ensure that there is an appropriate level of liaison prior to the start of the programme and subsequently?
- For degree apprenticeships, how will work based projects be facilitated and managed?
- How will progress be monitored towards that Apprenticeship Standard?

Additional guidance for URP Panels regarding Foundation Degrees, Distance Learning programmes and Apprenticeships are available, and should be provided where these apply to the provision you are asked to review.

The purpose of the event is to ensure through peer review and open discussion that the proposal meets the threshold criteria for approval and will offer an exciting, well taught and well managed programme for students. All Panel members have equal status and no private meetings of the Panel are held. The Head of School and Course Leader are permitted to observe at agenda setting and when the Panel considers its conclusions.

Course approval events are normally held using Microsoft Teams or equivalent video conferencing applications. Where necessary, events may be held at the appropriate campus on which the proposal is to be delivered. This may necessitate travel across the region and beyond, particularly in the case of events involving overseas partners. External advisers are eligible to claim an honorarium payment for each day or part day of attendance, to recognise their contribution to the event. Any travel or subsistence expenses will be reimbursed in line with the published policy.

7 CONTINUOUS QUALITY ASSURANCE AND ENHANCEMENT

7.1 Course Review and Evaluation

Course Review - The purpose of the course review process is to aid Schools in their pursuit of excellence and improvement of quality. The process requires course teams to monitor and enhance their course throughout the academic year, and producing actions at up to three points. The actions should be informed by team discussions and key metrics. The actions are monitored by the School and feed into a School Report, which in turn feeds into an institutional report. Updates on course actions and School reports are provided to Faculty Students Teaching and Quality Committees and University Academic Quality Standards Committee.

A separate document is available to support the Course Review process:

https://www.uclan.ac.uk/aqasu/aqa_manual.php (App 5)

Interim Review - The purpose of interim review is primarily to provide an opportunity for the Course Team to undertake a critical appraisal of a new course/subject after the first year of operation and, if appropriate, to amend the course content or teaching, learning and assessment strategies in the light of the course delivery. Interim Review is a University led process and follows the guidance provided in the Threshold Criteria for Course Approval, concentrating on quality enhancement and the student experience. In any event there will be a documented meeting with students on the course.

The University has established that if any of the following criteria apply then an Interim Review should take place:

- Conditions have been set at course approval to be considered at Interim Review;
- There have been a series of minor changes over a short period which cumulatively lead to a major change;
- In addition to the above criteria if major concerns have been expressed by external examiners, students, the course/subject team, School on issues which remain unresolved, it may be beneficial to hold an Interim Review for further discussion to take place with an independent Panel;
- The School or course/subject team have made a request for an Interim Review to be held in order to consider changes in advance of the scheduled periodic course review.

A separate briefing paper is provided to support the Interim Review process.

https://www.uclan.ac.uk/aqasu/aqa_manual.php (App 8)

7.2 Periodic Review

In addition to an Interim Review, all courses within one academic School or partner institution are reviewed and reapproved over one day, on a 6 to 8 year cycle. Such process is known as a Periodic Review ("PR"). The composition of the panel for a PR is similar to that of the initial course approval, however it works to review the School's provision to enhance the student learning experience and student outcomes, consider the School's strategic development and confirm that each course has 'good standing'. The Periodic Review documentation is formed largely on the Self Evaluation Document (SED) produced by the School focusing on the curricula, the learning environment, student support, staff development and Quality and Enhancement Management. In addition to the SED, the Panel are provided with supporting documentation including the reports on the reapproval of the course materials, summaries of External Examiner reports, staff CVs, statistical information and information about the student voice. It may be possible for the panel to have the opportunity to tour specialist learning resources and meet students as part of the event.

A separate document is available to support the Periodic Review process:

https://www.uclan.ac.uk/aqasu/aqa_manual.php (Apps 6 & 7)

You can find the Academic Regulations, Student Handbook and other Policies at the following link:

https://www.uclan.ac.uk/study_here/student-contract-taught-programmes.php

Appendix A - Threshold Criteria for Course Approval

THRESHOLD CRITERIA FOR COURSE APPROVAL IN RELATION TO THE CURRICULUM FRAMEWORK AND COURSE CONSTRUCTION APPROACH

Course Aims and Learning Outcomes

- Clearly linked Aims and Learning Outcomes which are appropriate to the level and title of the target award and that appropriate Learning Outcomes are provided for all named exit awards.
- The aims reflect an ethos of inclusion
- The aims are informed by an understanding of the previous experience and future aspirations of current and prospective students. The Learning outcomes are comparable to those expected of graduates in this subject area and there is evidence of the application of IT.
- Evidence that the Course Team have taken into account relevant external influences, for example relevant benchmark statements, Equality Act 2010, other legislation and where appropriate, statutory/professional body requirements, the needs of industry in course design, delivery and assessment.
- Evidence that any ethical issues related to the course have been addressed.

Curriculum Content and Design

- The content of the course is appropriate for the titles proposed at each named exit point.
- The design and content of the curriculum encourage achievement of the intended course learning outcomes for all students in terms of knowledge and understanding, cognitive skills, subject specific skills (including practical/professional skills), career/employability/key skills for progression to employment and/or further study and personal development.
- There is evidence that curriculum content and design is informed by scholarly activity/research and any changes in relevant occupational or professional requirements and that there is evidence that the students are made aware of how the courses are informed by the School's research.
- There is a coherent structure and progression in skills development and knowledge acquisition which reflect the aims learning outcomes and competence standards of the course overall.
- That the order of modules and multiple entry points have been considered There may be resource implications associated with flexible delivery, which should be considered
- Modules adopted from outside the host School have been approved by the relevant Head of School
- The content should take into account work-based and/or international opportunities.
- The content should take into account the diversity of the student population by providing a range of examples to which all students can relate; raising awareness of equality and promoting respect of individual difference.

Teaching and Learning

- There is evidence of a variety of teaching and learning strategies to support the development of the required skills and to enhance the cognitive development of students, and that these strategies are inclusive. Teaching and Learning strategies may be informed by recent developments in techniques of teaching and learning, by current research and scholarship, and the needs of the students recruited to the course.
- That there is evidence the method of delivery takes account of pedagogy and reflects educational best practice.
- What mechanisms will be in place to provide good communication channels to ensure students feel part of the group?

Assessment

- Clarity in the assessment process so that students know what is expected of them to enable them to develop their abilities, pass modules and be successful in the course.
- The assessment process is inclusive, appropriate and effective in enabling learners to demonstrate achievement of the intended learning outcomes for the course and that the overall assessment load is reasonable.
- There is marking criteria which enable internal and external examiners to distinguish between different categories of achievement.
- Evidence that the standards to be achieved by learners will meet the minimum expectations for the award, taking into consideration relevant benchmarks and the national qualifications framework.
- Learners are provided with a range of opportunities to demonstrate that they have met the learning outcomes and competency standards

Student Progression

- The admissions requirements are clear and appropriate, including any credit exemption and transfer arrangements.
- The documentation is clear how students will progress through the course (including progression from a partner institution to the University) and can achieve the proposed named awards in line with the Academic Regulations.

- Consideration as to whether the programme is likely to be recognised nationally/internationally to facilitate future progression.

Student Support and Guidance

- There is evidence that the Course Team will be supportive of the needs of students with differing needs in line with the Equality Act 2010 and that there are suitable anticipatory arrangements to support and advise students e.g. for induction, progression, placements, periods abroad, disability and/or learning difficulties, academic difficulties and personal problems.
- The Student Handbook and module descriptors are accurate and clear in the way they describe the course and its requirements.
- There is evidence that students are supported in their Personal Development Planning.
- There should be clear mechanisms such as workshops, residentials, tutorials hot-lines etc to encourage interaction for online provision.

Learning Resources

- There is a sufficient number of appropriately qualified staff to support the expected number of students to be recruited.
- There are adequate accessible learning resources and access to those resources to meet the needs of the anticipated number of students to be recruited.
- That the measurement of performance of staff on short term contracts has been considered.
- That there is the required minimum presence on Blackboard.

Quality Management and Enhancement

- There is a commitment to provide continuing support from the School and, where relevant, partner institution, to encourage curriculum development, scholarly activity/research and the spread of good practice in teaching learning and assessment. For collaborative provision there is evidence that the partner's staff development policy addresses the specific needs of staff teaching on HE programmes.
- For collaborative provision there is evidence of the adequacy of arrangements to ensure that there is an appropriate level of liaison prior to the start of the programme and subsequently.
- There is evidence that appropriate student feedback mechanisms will be in place and that the Course Team will give careful consideration to feedback received from students, external examiners and relevant others, such as professional bodies.
- There are adequate arrangements in place to ensure consistency of marking across a partnership if collaborative.

COURSE DESIGN PRINCIPLES

These principles should be followed when developing courses for approval. A rationale for deviating from these principles must be clearly articulated and approved, e.g. due to Professional Body requirements

1. The course start date must be in line with our agreed academic calendar start dates.
2. Modules must be designed to conform to the following credit sizes per level of study:

Level	Module Size Options
3	20, 40, 60
4	20, 40, 60, 120
5	20, 40, 60, 120
6	20, 40, 60, 120
7	20, 40, 60, 120

Examples of appropriate variations include international delivery requirements (10 credit modules), and some placement provision (0 credit-weighted modules).

3. Optional modules should normally be in line with the following:

Level	Maximum number of Options
3	1 / 20 credits from a maximum choice of 2
4	0
5	1 / 20 credits from a maximum choice of 2

6	Up to 2 / 40 credits from a maximum choice of 4
7 (incl. integrated Masters)	2 / 40 credits from a maximum choice of 4

These maximums can rise through justification, e.g. options shared between courses that can demonstrate an increase in efficiency.

4. Options that are advertised to students must be delivered irrespective of student numbers so the design team must be confident that any options provided are efficient in terms of cost, and effective in terms of student experience.

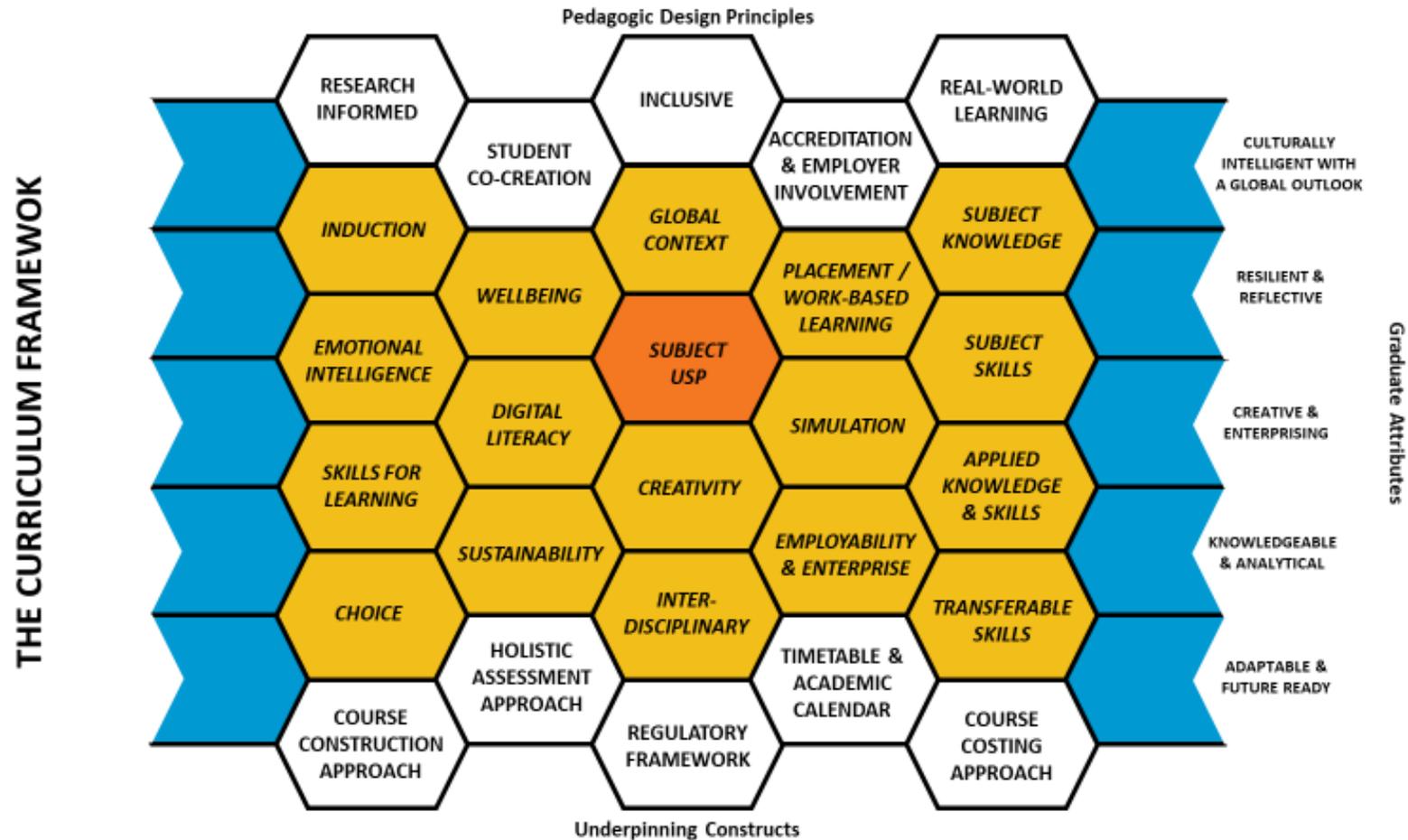
5. Award titles must conform to the following minimum subject specific credit per level:

Level	Minimum course-specific credit
3	0
4	0 <i>encouraged fully-shared with other pathways</i>
5	40
6	40
7	60
7 (integrated Masters)	40

6. UG provision should normally include a sandwich year, and a Study Abroad option.

7. There should normally be an even distribution of learning and summative assessment across the semesters (ideally 60 credits of learning and assessment per semester).

UCLan Curriculum Framework (UCF)



Guidance notes on completing the Curriculum Framework

The Curriculum Framework mapping template is made of up two tables and some open ended questions and is designed to provide Course Approval Panels and other stakeholders information on how the programme embeds the curriculum framework identified above. In relation to the tables these should be done on a module by module basis and the template should be adjusted in relation to the number of modules at each level add or delete rows and for the number of levels within the programme(s). Below are full definitions of each attribute in the framework, however some aspects of the underpinning constructs will be identified through other documentation.

Definitions of

1.1 The Underpinning Constructs - The Underpinning Constructs are a set of core building blocks that are fundamental to how courses are designed and built. They include the following elements:

- *Course costing approach* – Courses must be efficient and cost-effective.
- *Timetabling and the Academic calendar* – Courses must be designed to be delivered in line with our timetabling expectations and be in line with the academic calendar.
- *Holistic assessment approach* – Courses must have a holistic approach to assessment, ensuring an appropriate distribution of summative assessment using a subject-appropriate diet of assessment.
- *Regulatory framework* – Courses must be designed to be compliant with our regulations (with the understanding that in certain disciplines, amendments to the regulations are permitted in line with professional body requirements).
- *Course Construction Approach* – Courses must be designed in line with the course construction approach guidance in order to be efficient.

1.2 The Pedagogic Design Principles - A set of over-arching pedagogic principles that should inform the design, on-going review and engagement of the curriculum. They will include the following:

- *Research-informed* – Courses should be designed to enable ongoing refreshment of curriculum to take advantage of the research community and engage students in the research process.
- *Accreditation and employer involvement* – Courses should be designed with input from employers to ensure relevance, and courses should pursue accreditation where available.

- *Inclusive* – Learning and teaching approaches must be inclusive and includes the de-colonisation of the curriculum. Teams should ask themselves the following questions
1. Does the course team know who their students are/will be and has the course team met to discuss inequalities on the course (recruitment, continuation, awards)?
 - a. *Consider the profile of students on the programme, and what (if any) their specific needs may be. For example, does the programme recruit mainly mature students, who have caring responsibilities? Or students from a BTEC rather than A-Level background? How well does the programme currently meet these needs?*
 2. What are your reflections on whether the curriculum contains content where knowledge and subject histories are presented from a range of global perspectives and views (global north and south)?
 - a. *Consider how we have decided what forms of knowledge/ways of approaching the subject are most valuable within the curriculum – how and where has this ‘value’ been placed, and what role has colonialism played in the establishment of certain forms of knowledge as ‘elite’ or ‘privileged’ over others?*
 - b. *This is a challenging question, and one that requires us to really examine our assumptions about, and relationships to, the subjects that we teach.*
 - c. *Sometimes, it may be that the curriculum is shaped by an external framework that it in itself heavily colonial in approach (the UKPSF for Teaching and Learning is an example of this). Where this is the case, can we acknowledge it, and think about how we can work around or challenge these perspectives?*
 3. How do reading lists, case studies and other materials that are used reflect the variety of experiences, characteristics, identities and backgrounds that are relevant to the learner body and wider world?
 - a. *Consider the curriculum content and teaching materials – are your students able to see themselves in these, in a positive light? Likewise, are they able to see a range of different perspectives and identities?*
 - b. *Does the reading list give equal weight to perspectives from a range of different cultures, or is it predominantly White Western? Related to the question above, have you thought about why this might be?*
 - c. *How do we present different cultures and perspectives within the curriculum? For example, is non-Western literature and art always seen as ‘exotic’? Are countries in the Global South assumed to be ‘developing’ in comparison to the Global North? What sort of messages might these be sending to students?*
 4. How well does the learning environment and your approaches to learning and teaching connect with the lived experiences of our diverse learners?
 - a. *Learning environment doesn’t just mean the physical environment on campus, or the online environment. It can also mean the social and emotional environment in which students are learning.*
 - b. *Within all of these spaces (physical and virtual), do all students feel welcomed regardless of their needs or backgrounds? What barriers do you think might be in place to prevent some students feeling that sense of belonging?*

5. How do assessment and feedback/forward methods across the course provide sufficient variety and approaches that enable all learners to achieve their potential?
 - a. *Some assessment strategies privilege certain groups of students, and disadvantage others. Unseen written exams are a good example of this; students who are adult returners to study, or who have prior qualifications that relied mostly on coursework, are often at a disadvantage because they have had less recent experience of exam preparation and technique. This isn't to say that we should remove exams from the curriculum altogether – many professional or accrediting bodies insist on them – but we can reflect on how we support all students to prepare for exams, and consider how exam preparation fits into the wider curriculum*
 - b. *The same can be said for all forms of assessment, and that is why it is important to have a range of different assessments and, wherever possible, offer a flexible assessment strategy with assessment options. This allows students to choose the best way for them of demonstrating that they have met the assessment criteria, and reduces some of the inequality discussed above*
 - c. *We also need to consider how we give feedback to students. Do we rely on written feedback only or are there other ways of giving feedback and feedforward, that allow students to engage with it in different ways?*
- *Student co-creation* – Students should be involved in co-creation of courses and curriculum.
 - *Real-world learning* – Courses should deliver applied learning that is relevant to the world we live in.

1.3 The Graduate Attributes - a set of defined, practical and inclusive set of attributes that a student will develop and be assessed on during their course of study at UCLan.

- *Resilient & Reflective* - Students will understand how to be self-aware and understand the importance of recognising their own strengths and areas for development. They will be able to equip themselves with the professional tools that enable them to navigate the challenges that life and work bring.
- *Culturally Intelligent with a Global Outlook* - Students will be able to gather knowledge, understanding and/or experience of local, regional and global perspectives. They will have the ability to be curious and open to new and diverse perspectives and will be able to make informed and ethical decisions by being able to reflect on and be aware of their own and other's biases and emotions. Ability to communicate and collaborate with people from diverse backgrounds with integrity and confidence.
- *Adaptable & Future Ready* - Students will be able to take personal responsibility for a proactive, purposeful and life-long approach to learning and to build relevant, new and complementary skills through a combination of action and reflection. They will understand the importance of being prepared for the steps that need to be taken to succeed in their chosen journeys.

- *Creative & Enterprising* - Students will develop a creative and enterprising mind-set to problem solving, and the ability to spot opportunities and act where needed. They will be able to adapt to change, prevailing cultures and working norms of an organisation.
- *Knowledgeable & Analytical* - Students will be confident and skilled in applying acquired knowledge to real-world contexts. They will understand the importance of being able to add value through the application of carefully analysed knowledge.

1.4 The Curriculum Characteristics - A set of learning opportunities that students will pass through within their courses that will underpin and enforce our defined set of Graduate Attributes. The characteristics are a holistic selection of specific and non-course specific elements. They will include the following:

- *Subject Knowledge, Subject Skills, Applied knowledge and skills and transferrable skills*. These are included here as they relate to how we describe subject-specific curriculum developed for our courses, and therefore have a key place in our overarching Curriculum Framework alongside other elements we wish to become consistently threaded through our course delivery.
- *Subject USP* – Each course will design and promote their own unique selling point in order to promote a sense of pride and belonging of their students within the University. This will allow students to feel a sense of purpose and inspire course co-creation between students and staff.
- *Induction* – Each new student, regardless of course or entry date will have access to an induction process included within their course and including introductory course content. Provision will address university expectations and support mechanisms.
- *Emotional Intelligence* – Courses will provide an opportunity to discuss with students how to understand and manage their own emotions, work in teams, communicate, turn failure into an opportunity to learn.
- *Skills for Learning* – Students need to be equipped with the skills required to learn effectively, including study skills, research methods, ethics, revision techniques, how to interpret assignment briefs, and work with feedback. This may include testing literacy and numeracy and providing resources to address any gaps for certain cohorts.
- *Choice* – Choice – Student choice is an important aspect of the journey through a course. Choice does not necessarily mean additional modules – but student choice in terms of projects, assessment, focus, group working, criteria. In addition, there may be an opportunity to develop cross-institutional choices for students to develop transferable skills.
- *Wellbeing* – Courses will demonstrate the inclusion of the University’s framework for mental health and wellbeing including the effective use of wellbeing service’s

resource and effective signposting. It will also acknowledge the need for practical use of mental wellbeing initiatives within their chosen fields and grow resilience.

- Digital Literacy – Course content will include the need for students to demonstrate their ability to find, ethically evaluate, and compose clear and trustworthy information through writing and other media on relevant digital platforms.
- Sustainability - Inclusion of sustainability within courses will support the University's mission by striving to improve the environmental health and quality of life on our campus and within our wider community. Sustainability aims to discuss use of resources efficiently to benefit communities, the University and the workplace.
- Global Context – Courses will be required to touch upon the global context that our students will live and work within. This will include addressing items such as personal and cultural expression, tolerance and inclusivity, the global economic environment and the importance of ethical decision making in a globalized world.
- Simulation – Students will be provided with the opportunity to experience simulated real-world activities and processes in a safe environment. Simulations will aim to provide an experience as close to a working example as possible; and push course participants to try alternative strategies and approaches to better themselves and their peers.
- Interdisciplinary – Courses will provide an opportunity for students to experience and gain knowledge by working collaboratively with others in areas outside of their field of study.
- Placement/Work based learning – Students will be provided with work-based learning or placements in order to provide them with an opportunity to increase their employability, gain an insight into potential careers and make contacts for the future.
- Creativity - Courses will promote self-efficacy and give students the opportunity to have agency over their learning. Students will be provided with opportunity to hone skills that are needed to produce ideas that are both original and valuable using imaginative approaches to make learning more interesting and exciting.
- Employability and Enterprise – Students will be provided with the opportunity to develop a set of skills, knowledge, understanding and personal attributes that enable them to be more likely to choose, secure and retain occupations in which they can be satisfied and successful.