

## 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).