

CURRICULUM DESIGN POLICY (at 29.3.2012)

The University seeks to develop courses and programmes of study that reflect the institution's values, goals and mission, that provide an excellent experience for students to learn, discover and fulfil their academic potential, and offer opportunities for students to be 'co-creators' in the learning experience, whilst also securing appropriate academic standards.

The University is committed to providing programmes of study that are attractive to prospective students and are a foundation for long-term study and progression, producing graduates who are engaged, resilient and lifelong learners. Programmes will be relevant to external needs for high quality courses which equip students to find graduate employment, gain professional advancement or start up new businesses.

At undergraduate level, the University aims to offer modes of study, programme choice and combinations of subjects which permit flexibility as students progress. Courses at all levels will offer possibilities of breadth and depth in the student's programme and also opportunities for students to showcase innovation, academic and creative flair.

The University will also ensure that curricula underpin the University's financial sustainability through efficient operation of programmes.

The following set of principles, which are informed by the University's Learning, Teaching and Assessment Strategy, provide a framework within which these aims can be fulfilled.

Each University approved programme of study should:

Principles		Guidance
1	be specified in terms of clear aims and learning outcomes with explicitly aligned learning, teaching and assessment strategies, taking account of good practice in curriculum design	Guide to writing learning outcomes and developing assessment criteria Assessment Policy Quality standards for flexible and distributed learning (including distance and e-learning) Quality Standards for work based and placement learning
2	be consistent with national and institutional credit frameworks and the expectations of the UK Quality Code for Higher Education and, where appropriate, the requirements of PSRBs	Undergraduate Regulatory Framework Postgraduate Regulatory Framework Principles and guidance for design of undergraduate courses in the Undergraduate Regulatory

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<p>and employers, in defining the level of the qualification and the intended learning outcomes, and in promoting progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase as students move through a programme of study.</p>	<p>Framework</p> <p>QAA Quality Code (incorporating FHEQ, subject and qualification benchmark statements)</p> <p>QAA Master's degree characteristics - March 2010</p> <p>Dublin descriptors NICAT level descriptors SEEC level descriptors</p> <p>URF Generic Grade Descriptors PGRF Generic Grade Descriptors</p>
<p>3 be informed by relevant and current research, scholarship and professional practice, and promote student understanding of, and engagement with, the research process and its application</p>	<p>See publications on linking research and teaching on the Higher Education Academy website eg publications by Healey and Jenkins et al. http://www.heacademy.ac.uk/assets/documents/teachingandresearch/LinkingTeachingAndResearch_April07.pdf http://www.exchange.ac.uk/issue3.asp</p> <p>ADPU Research related teaching guide</p>
<p>4 promote in students enquiry-based learning and critical thinking related to their field of study which is up-to-date and based on academic research methodologies</p>	<p>As well as the above resources, some helpful stimulus materials for developing student's critical thinking skills can be found in: http://lifewideeducation.co.uk/home http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Workshop_Materials_files/Developing_Critical_Thinkers.pdf</p> <p>The Centre for Excellence in Enquiry-Based Learning also has material: http://www.ceebl.manchester.ac.uk/</p> <p>Useful resources from Learnhigher: http://www.learnhigher.ac.uk/Staff/Independent-learning.html http://www.learnhigher.ac.uk/Staff/Critical-thinking-and-reflection.html</p>
<p>5 take account of the previous likely educational backgrounds of potential students and legislation and institutional policy on equality and diversity</p>	<p>Diversity and Equality policies, schemes and action plans (for race, disability, gender)</p> <p>Guidance on inclusivity can be found on the ADPU webpages</p>
<p>6 prepare students for their next step including the world of work by developing their employability, cultivating work-related and transferable skills, and</p>	<p>Student Employability supporting statement for Learning, Teaching and Assessment strategy</p> <p>Guidance on employability can be found on the ADPU webpages</p>

Principles	Guidance
offering opportunities for students to participate in work-based learning, work placement or other work-related learning.	QAA Code of Practice Section 8
7 embed a structured programme of academic tutoring , promoting professional behaviours and attitudes	Academic tutoring - framework and related guidance
8 offer students opportunities to engage in personal development planning processes and build a record of their learning achievements	Policy and Quality Standards on Supporting Student Personal Development Planning (PDP) Further guidance on PDP can be found on the ADPU webpages
9 promote ethical and environmental responsibility, including an understanding of sustainability in its widest definition	Higher Education Academy - Sustainability
10 develop international understanding and cultural awareness to enable students to be inclusive in their actions and value diversity	Higher Education Academy - Internationalisation

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