

## CURRICULUM DESIGN POLICY

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 <b>clear aims and learning outcomes</b> with explicitly aligned learning, teaching and assessment strategies, taking account of good practice in curriculum design	<a href="#">Guide to writing learning outcomes and developing assessment criteria</a> <a href="#">Assessment Policy</a> <a href="#">Quality standards for flexible and distributed learning including distance and e-learning</a>
2	be consistent with national and institutional <b>credit frameworks</b> and the expectations of the <b>UK Quality Code for Higher Education</b> and, where appropriate, the requirements of PSRBs and employers, in defining the <b>level</b> of the qualification and the intended	<a href="#">Taught Courses Regulatory Framework</a> <a href="#">Principles and guidance for design of undergraduate courses in the Undergraduate Regulatory Framework</a> <a href="#">Principles and Guidance for the design of Foundation Degrees in the Undergraduate Regulatory Framework</a>

Principles	Guidance
<p>learning outcomes, and in <b>promoting progression</b> 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><a href="#">QAA Higher education credit framework for England: guidance on academic credit arrangements in higher education in England</a> – see Appendix B: Summary of the England, Wales and Northern Ireland (EWNI) generic credit level descriptors (previously known as NICATS)</p> <p><a href="#">SEEC level descriptors</a></p> <p><a href="#">Grade Descriptors Levels 4-6 (UG)</a>  <a href="#">Grade Descriptors Level 7 (PGT)</a>  <a href="#">Grade Descriptors Level 8 (PGR)</a></p>
<p>3 be informed by relevant and current <b>research, scholarship and professional practice</b>, 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.  <a href="https://www.heacademy.ac.uk/resource/linking-teaching-and-research-disciplines-and-departments-summary">https://www.heacademy.ac.uk/resource/linking-teaching-and-research-disciplines-and-departments-summary</a></p> <p><a href="#">EDU Research related teaching guide</a></p>
<p>4 promote in students <b>enquiry-based learning and critical thinking</b> 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: <a href="http://www.lifewideeducation.uk/about.html">http://www.lifewideeducation.uk/about.html</a>  <a href="http://stephenbrookfield.com/Dr._Stephen_D._Brookfield/Workshop_Materials_files/Developing_Critical_Thinkers.pdf">http://stephenbrookfield.com/Dr. Stephen D. Brookfield/Workshop Materials files/Developing Critical Thinkers.pdf</a></p> <p>The Centre for Excellence in Enquiry-Based Learning also has material:  <a href="http://www.ceebl.manchester.ac.uk/">http://www.ceebl.manchester.ac.uk/</a></p> <p>Useful resources from Learnhigher:  <a href="http://www.learnhigher.ac.uk/learning-at-university/independent-learning/">http://www.learnhigher.ac.uk/learning-at-university/independent-learning/</a>  <a href="http://www.learnhigher.ac.uk/learning-at-university/critical-thinking-and-reflection/">http://www.learnhigher.ac.uk/learning-at-university/critical-thinking-and-reflection/</a></p>
<p>5 take account of the previous likely <b>educational backgrounds of potential students</b> and legislation and institutional policy on equality and diversity</p>	<p><a href="#">Diversity and Equality policies, schemes and action plans (for race, disability, gender)</a></p> <p>Guidance on <a href="#">inclusivity</a> can be found on the EDU webpages</p> <p><a href="#">University of Bedfordshire, Centre for Learning Excellence - Inclusive practice</a></p> <p><a href="#">Higher Education Academy - Generic Considerations of Inclusive Curriculum Design</a></p>
<p>6 prepare students for their next step including the world of work by developing</p>	<p>Guidance on <a href="#">employability</a> can be found on the EDU webpages</p>

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<p>their <b>employability</b>, cultivating work-related and transferable skills, and offering opportunities for students to participate in <b>work-based learning, work placement or other work-related learning</b>.</p>	<p><a href="#">Higher Education Academy - Embedding employability toolkit</a></p> <p><a href="#">Enterprise and Entrepreneurship Education: guidance for UK HE Providers</a></p> <p><a href="#">Policy on the Management of Work-based and Placement Learning</a></p>
<p>7 embed a structured programme of <b>academic tutoring</b>, promoting professional behaviours and attitudes</p>	<p><a href="#">Personal Academic Tutoring - framework and related guidance</a></p>
<p>8 offer students opportunities to engage in <b>personal development planning</b> processes and build a record of their learning achievements</p>	<p><a href="#">Policy and Quality Standards on Supporting Student Personal Development Planning (PDP)</a></p> <p>Further guidance on <a href="#">PDP</a> can be found on the EDU webpages</p>
<p>9 promote ethical and environmental responsibility, including an understanding of sustainability in its widest definition</p>	<p><a href="#">Higher Education Academy - Education for Sustainable Development Toolkit</a></p> <p><a href="#">Education for sustainable development: Guidance for UK higher education providers</a></p>
<p>10 develop international understanding and cultural awareness to enable students to be inclusive in their actions and value diversity</p>	<p><a href="#">Higher Education Academy - Internationalising higher education toolkit</a></p>

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