Information for External Advisers to Curriculum Approval & Review Panels

University of Central Lancashire ("the University") is very much appreciative of the valuable contribution made by external advisers within its curriculum 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 curriculum 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.

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1 CURRICULUM DEVELOPMENT

New 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 curriculum 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.

Course teams are recommended to engage with the Centre for Collaborative Learning to ensure that the design and development of the course is in line with University guidelines and best practices across the sector.

2 COLLABORATIVE PROVISION

The approval mechanism for UK and overseas collaborative provision mirrors that for on-campus provision, although there are specific criteria which must be met prior to approval of level 7 delivery off-campus.

Where an existing academic course is to be approved for operation at a partner institution, the key focus of the panel in this case is to ensure that there are appropriate physical resources i.e., access to books, computers, specialist equipment etc and the staffing base proposed is adequately qualified to deliver the programme. It may also explore partner operations and the student journey.

Due regard needs to be taken of potential student progression to the University and the mechanisms which a school uses to maintain oversight of the programme to ensure that the standards required are maintained and that appropriate Quality Assurance procedures are followed.

3 PURPOSE OF CURRICULUM APPROVAL

The purpose of the curriculum approval process is to ensure the school or partner institution has proposed a coherent programme structure which is appropriate to the name of the award, the level of the award and the subject to be approved; that the requirements for students to achieve the programme learning outcomes are clear and that the assessment is designed to rigorously test the learning outcomes. The curriculum approval panel must be assured that the course:

- is compliant with external regulatory requirements (OfS B Conditions, PSRB requirements, UK Quality Code, FHEQ, apprenticeship standards etc.) and internal policies (Academic Regulations, AQA Manual, Student Protection Plan, the University Curriculum Framework etc.);
- can be delivered within the proposed staffing and physical resource base of the University/Partner Institution;
- is able to operate at or above a threshold quality standard in comparison to other awards in the University and at national and international level;
- is recognised and valued by external stakeholders;
- will maintain currency over time;
- offers a high-quality student experience;
- provides support to ensure that students succeed and benefit from higher education.

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

Curriculum approval panels' primary focus is the approval of the curriculum, ensuring it aligns with the course design principles and meets appropriate internal and external benchmarks, regulations and practice. Panels may comment upon matters related to course viability and efficiency through design conversations and may make recommendations accordingly to the school or partner institution to consider.

Panels seek general assurance of the capacity and expertise of staffing teams, based upon CVs of staff received, to deliver the curriculum as designed. Any concerns about capacity or expertise of staff should be referred to the school or partner institution as a recommendation however shall not normally prevent approval of the curriculum from taking place unless in exceptional circumstances.

4 AUTHORITY AND COMPOSITION OF PANELS

Responsibility for curriculum approval resides with Academic Quality and Standards Committee through its University Review Panel (URP) which operates with delegated authority for academic approval of curriculum. URP is a body of suitably experienced University academic and senior professional services staff from whom curriculum approval panels are convened. Membership of the panel is by application and members receive training to fulfil their role. Curriculum approvals may be conducted jointly with professional/statutory bodies.

Curriculum approval panels will be sufficiently independent from the proposing school or partner institution and will always comprise a majority of academic members. Care is taken to ensure that panels are not comprised of participants from a single school, to facilitate a variety of views and approaches.

Panels are convened by AQU, selected from the membership of approved and trained URP Chairs and panel members. Panels are normally comprised as follows:

Curriculum approval panel composition	
Chair	The Chair of a curriculum approval panel is drawn from designated Chairs of the URP who have been ratified by the Chair of ASQC. Their role is to lead the approval event, facilitate discussions, manage time and ensure the panel operates in line with this guidance.
Panel Members	The internal membership of a curriculum approval panel is drawn from the current University Review Panel membership list. Normally two panel members will be appointed. Their role is to participate in discussion and debate with the Curriculum Development Team to test and challenge the presented curriculum, ensuring it meets the standards required.
Reporting Officer	Curriculum approval panels are supported by a Reporting Officer from AQU, who is responsible for making all the arrangements for the event, providing advice on regulations, protocol and quality assurance matters, producing the report and processing responses to conditions (where appropriate) which bring the approval process to completion. The Reporting Officer, as a quality assurance expert, is a de-facto member of the panel and thus will participate in discussions to reach an appropriate outcome.
External Advisors	Subject-matter expertise from an appropriate academic from another Higher Education Institution is an essential part of curriculum approval. Independent External Advisers are nominated by the school/partner and approved within AQU and/or by the URP Chair for each approval event. An industry advisor may also be included to support the panel. A written report can be accepted in lieu of attendance at the panel as appropriate.
Internal Advisor (collaborative events only)	For collaborative events involving delivery with a UK or international partner, a representative from the relevant UCLan School will be required to act as an internal adviser to the approval panel. Internal Advisers provide information from the perspective of the school and are considered equal members of the approval panel. These advisors are normally the Partner Link Tutors from the school however this may vary.
Student representative	In addition, an independent student representative may be invited to join the approval panel to enhance the student voice.
Professional/ Statutory Body representative	A curriculum approval panel may also contain members of professional/statutory bodies where a conjoint curriculum approval is being conducted.

5   YOUR ROLE AS AN EXTERNAL ADVISER

As an external advisor, your role is crucial in providing independent subject expertise, helping the panel assess the quality of provision, comparing it with similar programmes at other institutions, and ensuring students are well-prepared for future careers. You play a key part in maintaining curriculum parity with other universities, aligning it with subject benchmarks, and verifying the expertise needed for effective delivery. In certain cases, your input may be provided through correspondence.

Curriculum approval or review panels will normally have an academic external advisor in attendance and may include a second advisor from another higher education institution or from industry to provide greater externality and to ensure coverage of the curriculum. Occasionally, externality may be achieved via comments from external examiners or other independent advisors.

Nominations for external advisers are submitted by the University school or partner institution responsible for the course and must meet criteria ensuring independence and subject area expertise. These nominations, made to AQU for curriculum approval or review panels, may be reviewed by the allocated Reporting Officer, who can seek guidance from the relevant URP Chair to confirm suitability. Additionally, all nominations must comply with the University's Conflict of Interest Policy.

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 advisor from industry 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 be asked to add any relevant comments for discussion to an agenda **prior to** the curriculum approval event.

In respect of overseas curriculum 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 curriculum approval of the course.

External advisors are subject to right to work checks and are paid under a standard fee framework of £150 per day, increasing in multiples of £150 for any subsequent panel meetings or additional days such as overseas events.

6   OPERATION OF CURRICULUM APPROVAL AND REVIEW EVENTS

Prior to the curriculum approval or review event, the Reporting Officer will request all panel members to raise any relevant comments for discussion with the course team. These comments will be used to form an agenda for the meeting. The Chair may choose to structure the agenda items against the headings provided in the Threshold Criteria for Curriculum Approval (Appendix A).

The purpose of the event is to ensure through peer review and open discussion that the proposal meets the Threshold Criteria for Curriculum Approval (Appendix A).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 Dean of School and Course Leader are permitted to observe at agenda setting and when the panel considers its conclusions.

All curriculum approval and review events are intended to be collegiate but challenging, testing that the curriculum meets appropriate threshold standards, achieves university aims and provides an excellent student experience.

Curriculum approval and review events will ordinarily be conducted via Microsoft Teams, except in specific circumstances that may require in-person meetings. These will usually be at the request of, for example, a professional body who will be in attendance. 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. A typical event lasts half a day and will look at one or two programmes. Occasionally it may be necessary to hold a panel meeting over a full day where a maximum of four programmes should be considered.

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.

Feedback is sought from External Advisers to ensure that the integrity and rigour of the curriculum approval and review process is maintained. The outcome from approval events, including feedback from participants, is reviewed annually by AQU to identify whether the process is operating effectively and to identify any trends and issues. Following a curriculum approval and review event, a feedback link will be provided, or alternatively, you can submit feedback to courseapproval@uclan.ac.uk

7   DOCUMENTATION REQUIREMENTS

Documentation for curriculum approval and review panels will vary in accordance with the type of event and its content but information will be provided to the panel who may make judgement against the Threshold Criteria for Course Approval (Appendix A).

AQU Reporting Officers will provide details of documentation requirements however these will normally include the following:

Title	Purpose
Programme Specification	Detailed, programme-level, conclusive curriculum information which forms part of the **Definitive Course Documents** after approval. This may be a brand new document or an updated version (with changes clearly shown) in the case of curriculum re-approval, modification or partner delivery approval.
Module descriptor and coversheet	Detailed, module-specific, conclusive curriculum information which forms part of the **Definitive Course Documents** after approval. Modules may be presented to a curriculum approval panel in three categories, which are mapped in a coversheet to each of the following: • New (requiring approval) • Existing with amendments (requiring approval) • Existing unchanged (for information only) Staff who will be delivering on specific modules is also included in the coversheet to serve as a reference matrix. Where existing modules are presented as unchanged, a panel may identify critical changes to these descriptors to set as a condition of approval to amend (e.g. those required to ensure compliance with internal or external regulations, PSRB standards or the correction of errors such as spelling or missing information). Where these modules are shared with other programmes, any condition must consider the impact of the amendment on these other programmes. Any other amendments a panel wishes to suggest should be recommendations of approval only.
Curriculum Approval Supplement	One-time document created specifically for curriculum validation events. It is intended to provide supplemental information that is relevant to the approval process and will not be used for any other purposes. This supplementary document offers a more in-depth look at key aspects such as assessment and delivery plans, proposal changes, mapping to standards, foundation/top-up degree mapping and real-

	world learning components. It ensures the panel has a comprehensive understanding of the curriculum design, implementation, and alignment with institutional and external requirements. Only relevant sections require completion and this will depend on the approval event details.
Curriculum Proposal Form	For information only, the proposal form which received approval to proceed by the Portfolio Planning and Review Committee. This is helpful context on rationale, scope and plans for the curriculum and the panel must ensure what it is presented with falls within this remit.
Staff CVs	Provides an overview of current academic staff expertise and insight into capacity. The panel, in particular the academic External Advisor, use this to seek broad assurance of the appropriate level of staff proposed to deliver the curriculum (from an academic qualification, knowledge and capacity perspective). A mapping coversheet will be provided which shows which staff are proposed to contribute to the delivery of each module.
Briefing Pack	Event-specific information for the panel including timings for the day, attendee details and high-level proposal information for absolute clarity.
Agenda	A live document for input by the panel to collate questions, comments and suggested conditions or recommendations following review of the paperwork. Formulates the agenda for the curriculum approval panel and is normally shared with the Curriculum Development Team for information ahead of the event.

Additionally, for proposals which relate to apprenticeship provision, the following additional documents are normally required:

Title	Purpose
Apprenticeship Delivery Plan	Detailed guide of how the apprenticeship will be delivered over its duration, identifying the practical period of training from gateway and end point assessment activity. Includes sequencing of modules to support creation of Apprentice Training Plans in line with funding requirements for details of how, when, what and who content will be delivered by. Forms part of the Definitive Course Documents after approval.
Apprenticeship Standard Knowledge, Skills and Behaviours (KSB) Mapping	A detailed mapping of the Standard's KSBs required for apprentices to demonstrate occupational competence, tested by the End Point Assessment. Supports apprentice development and progress monitoring, evidenced through learners' e-Portfolio system (OneFile), against each programme module and beyond the curriculum with English and Maths and Personal Development skills. Forms part of the Definitive Course Documents after approval.
Off the Job Hours Form	Detailed plan of taught theory, practical and independent training hours that are received within the practical period and normal working hours for the purpose of achieving new skills directly related to the apprenticeship standard (KSBs). Identifies the delivery provider and volume of eligible off-the-job training, by module, in compliance with funding rules and minimum OTJ hours as well as active learning policy requirements. Source information for apprenticeship evidence pack requirements: Apprenticeship Agreements, Training Plans and the Individualised Learner Record monthly return. Forms part of the Definitive Course Documents after approval.
Course Handbook	Draft student-facing information which shows the panel how students will be communicated with on key aspects of their programme delivery and student experience.

Additionally, for events which include an element of collaborative provision with a partner, the following documents may be required:

Title	Purpose
Partner Curriculum Resource Audit Form	Contains information on the planned operation of the partnership with respect of delivery of the curriculum. Also either supplements or is in lieu of an in-person tour of facilities at a partner institution. Contains details of learning resources, facilities and hardware at the delivery location proposed for the curriculum presented. Overview of the roles and responsibilities of the partner and UCLan for the curriculum and its operation. This provides a panel with assurance that relevant aspects of the delivery have been considered, to ensure smooth operation of the partnership and ultimately an excellent student experience.
Module Teaching Schemes	Per module information on how delivery will operate, including week-by-week lecture, workshop or seminar content plus assessment, to ensure alignment with proposed module aims and learning outcomes, a good learning experience for students and appropriate contact hours. This is normally only required where modules are being presented for partner delivery for the first time.
Course Handbook	Draft student-facing information which shows the panel how students will be communicated with on key aspects of their programme delivery and student experience.
New Partner Profile	For new partners only, the confirmed form from PPRC approval to proceed provides useful details on the partner and its operation.

8 PANEL CONSIDERATIONS

Indicative questions for the approval panel are provided in a briefing pack for each event. These endorsing statements and questions/prompts provide a consistent approach across panels and provide assurance that key factors have been addressed and that compliance with the OfS Conditions of Registration have been appropriately considered as follows;

B1	The panel was assured that learners registered on this programme would receive a high-quality academic experience and that: • The programme developed is up to date and takes account of industry requirements; • The programme has been co-developed with industry; • The programme will provide learners with education challenge; • The programme is coherent; • The programme content is appropriate; • The programme maps appropriately to the relevant subject benchmark statement; • The programme requires learners to development relevant skills (including technical proficiency in English language).
B2	The panel was assured that the learners registered on this programme would receive a high-quality academic experience and succeed in and beyond higher education through: • The resources and support provided for each cohort; • Effective engagement with each cohort.
B4	The panel was assured that learners registered on this programme would receive a high-quality academic experience and that: • Learners are effectively assessed; • Each assessment is valid and reliable; • The programme aligns with the academic regulations.
B5	The panel was assured that, for the awards granted to learners who complete this programme, that:

	• Standards reflect sector recognised standards (including FHEQ, subject benchmarks) • Programme learning outcomes are appropriate; • Learners would be able to develop knowledge and skills that reflect applicable sector standards.

9 CURRICULUM APPROVAL OUTCOMES

The curriculum approval panel may reach a number of different outcomes through their discussion of presented curriculum, as follows:

Outcome	Definition	Examples
Refer back for further development (not approved)	For use on an exceptional basis where the panel has serious concerns about academic quality and standards which cannot reasonably be addressed with conditions or recommendations. Proposal is returned to the school for revision and resubmission to a reconvened panel.	Fundamental concerns about course design or structure, significant misalignment with regulations, missing or poor quality paperwork.
Unconditional approval	Course meets all academic standards and requirements without any issues to address.	N/A
Approval with conditions	Specific requirements that must be met before final approval of the curriculum by the panel.	Amendments and clarifications within programme specification or module descriptors, revisions to mapping against the curriculum framework, evidence of approval of exemptions to Academic Regulations or calendar, production of supplementary information or evidence to provide additional assurance to the panel.
Approval with recommendations (curriculum or operational)	Suggestions either for enhancement of the curriculum and its delivery or where they relate to operational matters for institutional action outside the remit of the Curriculum Approval Panel. These do not require resolution prior to curriculum approval being formalised however an initial response to outline how this will be progressed is required and will be captured in the event report outcomes.	Recommendations for curriculum enhancement could include: • Exploring accreditation opportunities • Considering staff training or development needs • Sharing of innovative teaching, learning or assessment good practice Recommendations related to matters outside of the panel's remit may include: • Staffing expertise gaps • Progressing any required withdrawal paperwork where courses are to be replaced • Course viability or efficiency comments • Operational matters such as timetabling • Resource and facilities availability

Conditions and recommendations 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.

10 CONTINUOUS QUALITY ASSURANCE AND ENHANCEMENT

Course Review and Monitoring

The purpose of the course review and monitoring process is to aid schools in their pursuit of excellence and improvement of quality. The process requires course teams to review, monitor and enhance their course throughout the academic year, and produce actions at the three specified census points. The actions should be informed by team discussions and key metrics. The actions are monitored by the school and schools are required to provide updates via their school assurance report to University Academic Quality Standards Committee.

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 Curriculum approval (Appendix A), 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 curriculum 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 and 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.

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 curriculum 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.

Appendix A - Threshold Criteria for Curriculum 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 *encouraged fully-shared with other pathways*
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).