

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 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
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 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,	Taught Courses Regulatory Framework Principles and guidance for design of undergraduate courses Principles and Guidance for the design of Foundation Degrees QAA Higher education credit framework for England: guidance on academic credit arrangements in higher education in England – see Appendix B: Summary of the England, Wales and Northern Ireland (EWNI) generic credit level descriptors (previously known as NICATS)

Principles	Guidance
knowledge, conceptualisation and learning autonomy increase as students move through a programme of study.	SEEC level descriptors Generic Grade Descriptors Levels 4 – 7 (new from September 2020) Grade Descriptors Level 8 (PGR)
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	
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	
5 take account of the previous likely educational backgrounds of potential students and legislation and institutional policy on equality and diversity	UW Inclusion Toolkit
6 prepare students for their next step including the world of work by developing their employability , cultivating work-related and transferable skills, and offering opportunities for students to participate in work-based learning, work placement or other work-related learning .	Guidance for University Staff on employability related topics HEA Framework for Embedding employability in HE Advance HE (HEA) Embedding Employability in HE tools Enterprise and Entrepreneurship Education: guidance for UK HE Providers Policy on the Management of Work-based and Placement Learning and associated documentation under section headed Placement and Work-based Learning
7 embed a structured programme of academic tutoring , promoting professional behaviours and attitudes	Personal Academic Tutoring Policy Personal 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	
9 promote ethical and environmental responsibility, including an understanding of sustainability in its widest definition	Education for sustainable development: Guidance for UK higher education providers

Principles		Guidance
10	develop international understanding and cultural awareness to enable students to be inclusive in their actions and value diversity	Advance HE (HEA) Internationalising higher education toolkit

Reviewed and updated: October 2015

Hyperlinks reviewed and updated 02.12.2019, Grade Descriptors link 18.12.2020

Version reference: 1.13

Date document was approved: Academic Board April 24 2007

Date document comes into effect: Immediate

Author of the document: Dr M Stowell, Director of Quality and Educational Development

Date document is due for review: annually