

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 s610.7 65206267o 7AA G4qP5E bgqEuG2710q40qS6p q&#acG7403&S45 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 c

Learning Resources

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