



Academic Policy Statement APS 18: Curriculum Design

1. Introduction

1.1 This document is a policy statement (18:TJ 7 4 D9 >>B pa<8)scm2675.88mQ BT 45 (m)8ma18:enth T558mQut cy 81ca

The design of the curriculum requires that all of these parts of the curriculum relate to each other in a logical and mutually supportive way, through the process of constructive alignment.

2. Aims

2.1 The general precepts applying to aims are that:

- all programmes and modules will have aims
- aims should be succinct and readily comprehensible to students
- aims will indicate the nature, focus and coverage of the programme or module
- aims will indicate opportunities and benefits likely to accrue to students through taking the

programme or module.

3. Learning outcomes

3.1 Learning outcomes are statements of what the programme and/or module teams expect learners to know and be able to do as a result of engaging in the learning process. The general precepts relating to learning outcomes are that:

- all programme learning outcomes are to be expressed at minimum acceptable (threshold) standard
- all programme learning outcomes will indicate the highest level (in terms of University level descriptors) at which every graduate of the programme will achieve
- all programme learning outcomes must be assessed (this will be achieved indirectly through the assessment of module learning outcomes and curriculum mapping)
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- the weighting and scale of each assessment task and will be proportionate to the learning outcomes being assessed
- learning outcomes should not be assessed multiple times within the module
- where appropriate, assessment will enable e-submission and feedback
- assessment will be designed to avoid an overload on students and staff.

7.4 Assessment and learning

- assessment will inform and reinforce learning by students
- assessment will be embedded in student learning
- wherever possible, students should be offered opportunities during the course of the module to demonstrate achievement of module learning outcomes
- all modules should offer formative assessment
- students will receive timely, useful and clear feedback on their performance according to the University Code of Assessment Practice.

7.5 Assessment at levels 3 and 4 At levels 3 and 4:

- assessment may be marked as pass or fail, or may be graded using the University scale
- where possible, there should be opportunities before the end of the module for students to demonstrate achievement of, and to be given feedback on, their achievement of module learning outcomes. If students fail to demonstrate achievement of these learning outcomes at this point, then further opportunities for students to demonstrate achievement will be provided. Provision of such assessment opportunities is at the discretion of programme/module teams and the extent to which they are provided will depend upon available resources and time constraints.

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Revision history	This policy replaces policies APS 16, A< B004400510003>- >>620560003>-6.8 >-6.