

**Student Learning & Experience Committee**

|  |
| --- |
| **Guidance for Principles of Academic Delivery and Proforma** |

|  |
| --- |
| **Document Owner:** Student Learning & Academic Registry  **Version number: 1.1**  **Effective date:** September 2023 (Academic Year 2023-2024)  **Date of next review:** July 2024  *This document is part of the University Quality Framework, which governs the University’s academic provision.* |

**Alignment with Principles of Academic Delivery**

TU on-campus Undergraduate Course only

**Student Learning and Academic Registry**

**Guidance Notes: Purpose and Scope**

Please complete this document in preparation for consideration by the Validation Approval Panel. The process supports the alignment of all Teesside University undergraduate courses with the principles for undergraduate delivery for new and reviewed courses delivered from September 2023.

The following exemptions will continue to be observed:

* Clear PSRB regulatory requirements or professional apprenticeship standard that prohibits the adoption of one or more of the principles.
* Courses delivered by partners and not linked to current TU on-campus provision.
* HNCs/HNDs.
* UC awards.
* Integrated Masters, where the course structure is not aligned to undergraduate provision.
* Provision delivered by TU Online Ltd, where the course structure is not aligned to TU undergraduate provision.

In addition to the list above, it is acknowledged that Schools may wish to present a case for exemption due to exceptional circumstances. The Associate Dean (Learning and Teaching) or nominee will consider each case individually following the submission of the exemption request form (**C Appendix 6a**) from the Course Team.

1. **Course and Module Specification(s)**

|  |  |  |
| --- | --- | --- |
| Within this section, course teams should ensure the course and modules align with the following Principles of Academic Delivery:   * *Principle 1: The minimum number of students on modules contained within the course structure will be met.* * *Principle 2: Students should study no more than four modules per level, with a minimum of 20 credits per module.* * *Principle 3: Each student will complete one module at levels 4 and 5, which directly prepares them for graduate-level employment and/or enterprise.* * *Principle 4: Resilient staffing plans for each module must embed a team-teaching approach. This includes robust staffing contingency planning to ensure the sustainability and quality of delivery.* * *Principle 7: Implicit pre- and co-requisites in teaching delivery must be avoided.* * *Principle 9: Optional modules will be permitted at level 6 only. Optional modules may be standalone or an existing core module.*   *(Evidence will be presented within the: Course Specification, Course Structure Diagram, Course Data Collection Form, Modified/New UTREGs (Module Specifications), Map of Modules to Learning Outcomes, Level Learning Outcomes)* | | |
| **The course aligns to the principles: -**  ***please provide further information within the sections below.*** | **Yes** | **No** |
| * Confirm how the new/revised course structure has ensured that minimum student numbers, as described in Principle 1, can be achieved on all modules. | | |
|  | | |
| * Describe below the rationale for the proposed course structure and alignment with Principle 2. ***Please refer to guidance in Part A below*** | | |
|  | | |
| * Confirm the approach taken in relation to how graduate-level employability has been embedded into the curriculum to meet requirements set out in Principle 3. For further information, please refer to the Employability Modules in Part B. * Tick the appropriate box below and provide an appropriate rationale if required. | | |
| |  |  | | --- | --- | |  | Confirm relevant box | | The approved School employability module(s) have been included within the course structure. |  | | The course structure incorporates the central approved module. |  | | The course team have created a new employability module supported by Student Futures Team |  |   Please provide module title(s)/code(s): ………………………. | | |
| * Indicate what staff planning has taken place for each module, to ensure an embedded team-teaching approach and staff contingency plan has been implemented to support sustainability and quality of delivery as defined within Principle 4. | | |
|  | | |
| * Confirm no implicit pre- and/or co-requisites are contained within the course structure as noted in Principle 7 or provide a strong rationale for their inclusion (normally related to PSRB requirements). | | |
|  | | |
| * Where option modules are included at level 6, please confirm how they link to professional specialisation as required by Principle 9. | | |
|  | | |

1. **Cross-University Curriculum Design**

|  |  |  |
| --- | --- | --- |
| Within this section, course teams should highlight where the curriculum incorporates the cross-University design elements of the Principles of Academic Delivery:   * *Principle 5: Where appropriate, curriculum design should embrace a cross-University approach to course delivery.*   *(Evidence will be presented through track changes within: Course Specification, Course Structure Diagram, Course Data Collection Form, Modified/New UTREGs (Module Specifications), Level Learning Outcomes)* | | |
| **The course aligns to the principles: -**  ***please provide further information within the sections below.*** | **Yes** | **No** |
| Please provide details: | | |

1. **Assessment and Feedback Strategy**

|  |  |  |
| --- | --- | --- |
| Within this section, course teams should highlight how the following Principles of Academic Delivery align with the course:   * *Principle 6: Lean assessment strategies must be embedded which avoid the bunching of assessments during key periods and remove the use of compound assessments (elements). Bespoke assessment strategies will enhance academic integrity.* * *Principle 8: Early re-assessment opportunities must be prioritised.*   *(Evidence will be presented through track changes within: Course Specification, modified/new UTREGs (Module Specifications), Assessment chart)* | | |
| **The course aligns to the principles: -**  ***please provide further information within the sections below.*** | **Yes** | **No** |
| * Outline any implications on the application of the Assessment Regulations and/or proposed variances including how this will be managed | | |
|  | | |
| * Describe how lean assessment strategies have been embedded to:   + avoid bunching of assessments during key periods,   + confirm the use of compound assessments (elements) have been removed, and   + multiple components have been reduced as expected in Principle 6. | | |
|  | | |
| * Describe how the early reassessment opportunities expected in Principle 8 will be prioritised and facilitated. | | |
|  | | |

**Part A**

**Assessment Regulations Implications**

**Structures**

In line with the agreed principles of academic delivery, full-time undergraduate students (levels 3-6) should study four modules per level with a minimum of 20 credits per module. This means that the following structures are available:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Model A** | **Model B** | **Model C** | **Model D** |
|  | 20 | 20 | 30 | 20 |
|  | 20 | 30 | 30 | 20 |
|  | 40 | 30 | 30 | 20 |
|  | 40 | 40 | 30 | 60 |
| **Total** | **120** | **120** | **120** | **120** |

Each student will complete one module at both Level 4 and 5 which directly prepares them for graduate level employment and/or enterprise with the potential option of central delivery for ‘future ready’ modules.

Optional modules will only be permitted at Level 6, where linked to professional specialisation and are subject to the ADM Principles. Optional modules may be standalone or an existing core module.

It is possible to have a different model for the structure at each level as appropriate to the course delivery and in order to meet the requirements of the ADM Principles.

Standard delivery is over one semester with students studying two semesters per year.

Implications of the delivery model and in-level progression should also be considered for part-time students, who in-fill on full-time delivery. Such students are normally required to have submitted for assessment in at least 30 credits in the current academic year unless otherwise interrupted.

**Assessment Regulations Considerations**

The assessment strategy for each module would need to consider the size of the module.

1. **Compensation** - the maximum number of credits that can be compensated at Levels 3-6 is 20 credits where a module is designated as compensatable at approval. Therefore, the models would vary as to the amount of compensation that could be applied and for Model C, no compensation could be applied. It should also be noted that from the 2022-23 academic year, new students will need to achieve a minimum mark of 20% in order to be compensated in a module.
2. **Additional Assessment Attempt (AAA)** – this replaces In-Module Retake (IMR) and Exceptional Third Attempt (ETA). It may be applied to non-compensatable modules on a course-specific basis. It provides an additional exceptional assessment attempt that can be applied prior to the formal progression point, subject to completion of all moderation. It is not restricted to PSRB requirements. AAA must be considered and approved at Course Approval in relation to the reassessment strategy for a course.**[[1]](#footnote-2)**
3. **Pass/Fail Modules/Components** - modules may include a Pass/Fail component. In order to pass the module, the Pass/Fail component must be successfully completed. Compensation can be applied to the component(s) that are marked/graded. Modules may also be assessed on a Pass/Fail basis only. In which case, compensation will not be applied.
4. **Trailing** – where a module is non-compensatable, subject to meeting the regulatory requirements, a student may trail up to a maximum of 20 credits on one occasion only. Therefore, the models would vary as to whether Trailing could be applied. It should be noted that Trailing is not applicable between Levels 3 and 4.
5. **Reassessment** – students are offered a reassessment opportunity in all failed modules so there are no implications in relation to reassessment opportunities of the different models. However, consideration would need to be given to the reassessment strategies.
6. **Restudy** – students are offered restudy where they have achieved at least 60 credits following reassessment. Where failure is more than 60 credits, it is a discretionary decision of a Board. Therefore, the structure may have more impact on this e.g., Model A, if a student failed the two 40 credit modules, they would automatically move to discretionary, rather than automatic, restudy. Consideration may also need to be given as to how partial restudy could be applied.
7. **Proceed under Provision** – this discretionary decision of a Board provides an opportunity for students to complete the progression criteria at the current level within a maximum of 6 weeks into the next academic year. Consideration may need to be given as to the module loading in the first semester of an academic year in relation to those students who may be utilising this regulation.
8. **Study Abroad** – the study abroad period will normally take place between Levels 5 and 6 or for one semester during Level 5. Where a study abroad period is offered, consideration may need to be given to the structure at Level 5.
9. **Assessment Boards** – the Assessment Regulations allow Schools the discretion to convene Boards to suit the progression needs of their provision, i.e., out with the “standard” summer period.**[[2]](#footnote-3)**

**Part B**

**Employability Modules**

Employability modules at Level 4 and Level 5 focus on ensuring graduates are ‘opportunity ready’ – ready to start a new role, ready to launch a business, ready for the future. Their aim is to prepare graduates for rapidly changing labour markets and diverse career pathways including linear, non-linear and portfolio career pathways and enable graduates to make informed decisions about their futures. All undergraduate students should study and be assessed on employment related content at level 5 although course teams may feel it more appropriate for their students to study further employability related content or focus on a level 5 entrepreneurship module.

By not only focusing on embedding employability, enterprise and entrepreneurship into the curriculum but adding recruit-ability skills Teesside graduates will be ready and able to make successful transitions post-graduation and beyond. Upon completion of the module's students will be able to build relationships, find solutions, reflect professionally, and collaborate locally, nationally, and internationally.

**Course Teams should u**se the framework below to assess whether current modules in the School/course are comparable to those outlined in the framework (indicative content).

**Level 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Type** | **Learning outcome** | **L&T activities** | **Indicative content** | **Assessment Strategy** | **Assessment Criteria** | **Assessment Weighting** |
| **4** | PTS | Explore and explain personal strengths and opportunities. | Employer presentations, seminars,  reflective practice theory sessions, workshop on communication skills, Full networking event, teamworking,  External presentations on real world problems. Case Studies,  Wicked Problems, Insight Day,  Research skills,  Guest speakers,  Digital badges, Employer Q&A Panel, Seminars. | Reflective practice, Awareness of professional roles within the subject area and beyond,  Self-awareness, resilience,  wellbeing,  self-care,  values,  Communication, networking techniques, Information seeking,  Team working,  emotional intelligence, Digital Profile,  Creative thinking, Enterprise,  Influencing change, Current landscape,  Ethical considerations, Global factors, Sustainability agenda. | Create a Professional Digital Profile /cv and produce a 1000-word reflection on individual strengths and opportunities for personal development. | Create an effective digital profile evidencing professionalism. Use reflective practice to identify areas of strength and development; write in an appropriate style and refer to relevant literature as appropriate. | 50% |
| PTS | Demonstrate professionalism in an organisational context and create a professional profile. |
| PTS | Identify and articulate methods appropriate for solving problems in each real-world scenario. | As a team produce a short, recorded presentation using appropriate digital tools on a real-world problem currently faced in the subject area and outline the current strategies to address these reflecting a global context. | Ability to work as a team to produce a coherent presentation, use of digital tools to prepare the presentation, ability to articulate a real-world problem, identify and explore appropriate solutions, consideration of social and ethical factors, use of literature as appropriate. | 50% |
| PTS | Demonstrate effective use of digital communication tools relevant to global audience. |
| RKC | Consider and appraise global issues in the context of sustainability and environment. |
|  |  |  |  |  |  |  |  |

**Level 5**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Type** | **Learning outcome** | **L&T activities** | **Indicative content** | **Assessment Strategy** | **Assessment Criteria** | **Assessment Weighting** |
| **5** | PTS | Identify and evaluate own values to present personal professional brand. | Seminars,  Employer Guest speakers,  Creative Jam,  Insight Day,  Team challenge, Teamwork,  Experiential opportunity,  Enterprise,  Seminars,  Case studies, Showcase event,  Mock interviews, Employer led challenge Experiential learning (simulation or live). | Creative thinking,  Professional Presentation,  Reflective Practice, Interview techniques Professional Pitch: Selection of content and format,  Entrepreneurship.  Communication, Networking techniques, Emotional intelligence, Social and Ethical considerations,  Global challenges, Sustainability. | Portfolio:  Evidence using appropriate digital tools to demonstrate graduate talents and personal professional brand. (Including evidence of mock interview or evidence of a professional pitch to employers/potential investors).  Evidence of engagement in team and Individual tasks with reflective summary (500 words per task).  Evidence of digital certification (e.g., Adobe, Microsoft or equivalent).  Reflective summary of experiential learning and workforce challenges of the future (500 words)). | Appropriate digital tool to develop the portfolio, with clarity or presentation relevant to the industry.  Mock Interview: Use of appropriate language, examples of previous work/experiences in relation to role.  or  Professional Pitch to employers/potential investors:  Clarity, content, creativity and appeal, use of appropriate tools, concise professional style in relation to the audience.  Evidence of teamwork and taking responsibility for individual tasks.  Provide evidence of achieving digital certification.  Reflective summary of workforce challenges: Use of appropriate reflective model, concise writing style, evaluation of workforce challenges relevant to the industry, use of appropriate source material. | 100% |
| PTS | Demonstrate the ability to work in a team and reflect on your own and your peers’ contributions. |
| PTS | Create a pitch suitable for a professional audience. |
| RKC | Evaluate and present workforce challenges of the future. |
|  |  |  |  |  |  |  |  |

**Level 5 Enterprise Module**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Type** | **Learning outcomes** | **L&T activities** | **Indicative content** | **Assessment Strategy** | **Assessment Criteria** | **Assessment Weighting** |
| **5** | PTS | Identify and evaluate the building blocks of a business start-up. | Entrepreneurial process, Ideation and design thinking, Business models, Business model canvas, business model patterns, Viability,  desirability and feasibility,  Lean start-up, validation experiments, customer research, Present a business idea. | Entrepreneurial mindset, Effectuation,  Business Planning, Communication and interpersonal skills, Creative thinking and problem solving,  Opportunity awareness, Organisational skills, Networking skills, presentation skills, team working skills  Reflective Practice  Project management team management,  Financing for start-ups. | Portfolio of evidence using appropriate digital tools to demonstrate graduate talents and personal professional brand.  Evidence of a professional pitch to employers/potential investors.  Evidence of engagement in team and Individual tasks with reflective summary (500 words per task).  Evidence of digital certification (e.g., Adobe, Microsoft or equivalent).  Reflective summary of the role of entrepreneurship in society (500 words). | Appropriate digital tools to develop the portfolio, with clarity or presentation relevant to the industry.  Professional Pitch to employers/potential investors:  Clarity, content, creativity and appeal, use of appropriate tools, concise professional style in relation to the audience.  Evidence of teamwork and taking responsibility for individual tasks.  Provide evidence of achieving digital certification.  Reflective summary of the role of entrepreneurship in society: Use of appropriate reflective model, concise writing style, evaluation of workforce challenges relevant to the industry, use of appropriate source material. | 100% |
| PTS | Demonstrate the ability to work in a team and reflect on your own and your peers’ contributions. |
| PTS | Develop an idea into a business model using business model canvas. |
| PTS | Test a business value proposition using lean start up methods. |
| PTS | Apply entrepreneurship principles to gather resources. |

1. This regulation links to Principle 8 regarding early reassessment [↑](#footnote-ref-2)
2. This regulation links to Principle 8 regarding early reassessment [↑](#footnote-ref-3)