

**Student Learning & Experience Committee**

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| **Principles of Academic Delivery** **Exemption Request** |

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| **Document Owner:** Student Learning & Academic Registry**Version number: 2.1****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.*  |

**Principles of Academic Delivery Exemption**

**Student Learning and Academic Registry**

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| **School(s)** |  |
| **Partner (if applicable)** |  |
| **Course Title(s)** | (*Please note: if appropriate, a separate list of course titles would be accepted where multiple course exemptions are requested*) |
| **Course Leader(s)** |  |

Monitoring the alignment of Teesside University Principles of Academic Delivery for undergraduate provision will be managed via the validation process, although it is acknowledged that prior to commencing completion of event documentation the Course Team may wish to present an exemption from one or more of the principles. To ensure a consistent approach, the Associate Dean (Learning and Teaching) will consider each case individually following the submission of the exemption request.

**Confirm which principle(s) the exemption request applies:**

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| * *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 5: Where appropriate, curriculum design should embrace a cross-University approach to course delivery.*
 | ☐ |
| * *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 7: Implicit pre- and co-requisites in teaching delivery must be avoided.*
 | ☐ |
| * *Principle 8: Early re-assessment opportunities must be prioritised.*
 | ☐ |
| * *Principle 9: Optional modules will be permitted at level 6 only. Optional modules may be standalone or an existing core module.*
 | ☐ |

**Rationale**

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| Please provide a brief outline and attach relevant evidence (e.g., for PSRB/apprenticeship standard or exceptional circumstances exemption), to explain the rationale for the above course(s) exemption from alignment with the Principles of Academic Delivery.  |
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**Please return all completed forms to the Student Learning & Academic Registry at** **QAV@tees.ac.uk**

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| **Associate Dean, Learning and Teaching** (or nominee) | Signature: |  |
| Name: |  |
| Date: |  |
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**For Student Learning & Academic Registry (QAV) use only:**

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| **Make available within File of Evidence:** |  |