

Part 4

Quality Criteria

In order for a course to be approved it must meet the criteria defined below. During Academic Review each course will, once again, be measured against these criteria and approval may be withdrawn if the criteria are not found to be satisfied. Any proposed departures from, or extension to, these criteria should be justified at the planning stage of the approval process and, if necessary, referred to the Education and Experience Committee for agreement.

1 Academic Climate and Resources

- 1.1 The School in which the course is located provides evidence of relevant academic, scholarly and professional activity and can demonstrate that this is adequate and appropriate to support the course.
- 1.2 There are adequate numbers of staff with appropriate expertise at all levels to support the course.
- 1.3 There is adequate accommodation for teaching and learning to take place within an environment that is conducive to learning.
- 1.4 There is appropriate and up-to-date specialist equipment to support learning.
- 1.5 There is adequate library, computer and other educational resources available to support students' learning needs.
- 1.6 For apprenticeship course, that there are adequate resources to support the development of knowledge, skills and behaviours in a workplace setting, using the workplace as the main location for their development in the context of undertaking day to day work activities.

2 Philosophy and Principles

- 2.1 The course has clearly articulated aims and objectives which meet the needs of students and equip them with skills, knowledge and behaviours relevant to the needs of employers and the wider economy.
- 2.2 The aims and objectives are consistent with the UEL vision.

- 2.3 The course conforms to UEL's Equality & Diversity Policy and actively encourages participation by groups previously under-represented in higher education. Students' ethnic and cultural/historical background is treated with respect and reflected in curriculum content and teaching methods wherever possible. See CELT EDI Curriculum Checklist for further guidance (<https://uelac.sharepoint.com/sites/celt/SitePages/documents-policies.aspx>).
- 2.4 Academic standards in subject content, teaching, and learning materials provided match the national standing of the award and the expectations of employers and other external partners and peers (as articulated in documents such as the Quality Assurance Agency for Higher Education's Subject Benchmark Statements, the Framework for Higher Education Qualifications, the UK Quality Code for Higher Education and in statements articulating professional body accreditation requirements).
- 2.5 The course in relation to research and ethics conforms to standards outlined in the Concordat to Support Research Integrity 2019, the University's Code of Practice for Research and the Code of Practice for Research Ethics
- 2.6 Opportunities exist for progression on to further (lifelong) study, career or professional development.

3 Admissions

- 3.1 Policy and practice in admissions provides equal opportunities to applicants and does not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation and is consistent with UEL's overall admissions policy.
- 3.2 The admissions procedure conforms to UEL's policy concerning the Accreditation of Prior Certificated and Experiential Learning (APEL).
- 3.3 The threshold competencies required for admission to the course are clearly specified and justified.
- 3.4 Students are admitted to the course only if they are likely to be successful in gaining an award.
- 3.5 For apprenticeship courses, arrangements are made for the initial assessment of apprentices, involving UEL and the employer, and the creation of learning agreements between UEL, the employer and the apprentice. The knowledge, skills and behaviour requirements of each apprentice are used as a basis for tailoring the course to the individual apprentice's needs.

4 Structure

- 4.1 The structure is clearly defined and consistent with the aims and objectives of the course.
- 4.2 The course has been designed in such a way as to ensure that the student experience has a logic and integrity that is clearly linked to the aims and objectives of the course.
- 4.3 Learning outcomes are specified for each module.
- 4.4 Each module has a credit tariff specified in accordance with the regulations and there is a clearly defined method for awarding credits to students who leave at intermediate stages.
- 4.5 Provision is made for movement between courses within the institution and to and from courses external to UEL.
- 4.6 For apprenticeship courses, the structure is sufficiently flexible to allow for the delivery approach to be tailored to the needs of the apprentice and employer as and when tri-partite relationships are formally agreed.

5 Content

- 5.1 The content of the course is consistent with its aims and objectives.
- 5.2 The specialist content of the course is current and comparable with that of similar courses elsewhere.
- 5.3 The content is inclusive and diverse.
- 5.4 The course actively fosters within students the following general skills and competencies (i.e. skills are both taught and assessed):

All courses

- use of subject specific English and Mathematics pertinent to the demands of the course;
- intellectual and imaginative skills;
- understanding and competence;
- the ability to solve problems;
- an enquiring, analytical and creative approach;
- independent judgment and critical self-awareness;
- skills of clear communication and logical argument;
- the ability to see relationships within what they have learned and to relate what they have learned to actual situations;
- an appreciation of attitudes, modes of thought, practices and disciplines other than those of their main studies.

Undergraduate courses

- ability to take initiatives and work independently;
- ability to work effectively as a member of a team;
- ability to use written communication and oral presentation effectively in a variety of contexts
- ability to search for information and carry out appropriate data-analysis;
- ability to make effective use of information technology.

Postgraduate/post experience courses

- research appropriate to the subject, including data searching and retrieval at research level;
- management/leadership skills, including decision-making skills;
- independent critical analysis of conceptual and theoretical basis of a piece of argument within the field being studied;
- awareness of new developments in the subject area.

Apprenticeship Courses

- British values, Prevent and Safeguarding embedded within the curriculum.

6 Learning and Teaching Methods

- 6.1 Learning and teaching methods are consistent with the aims and objectives of the course and meet the needs of students.
- 6.2 A range of learning and teaching methods is used to provide students with a variety of learning opportunities and experiences.
- 6.3 Learning and teaching methods respond to diversity, promote equality of opportunity and inclusivity. See CELT EDI Curriculum Checklist (<https://uelac.sharepoint.com/sites/celt/SitePages/documents-policies.aspx>).
- 6.4 Students are encouraged to be active in the learning process and to take responsibility for much of their own learning.
- 6.5 For apprenticeship courses, learning takes place in the workplace, normally supported by a workplace mentor who is in turn supported by the university via a trained educator with industry experience and knowledge.

7 Assessment

- 7.1 Assessment methods and arrangements are fair, reliable and valid, with assessment at the appropriate level.
- 7.2 A variety of methods of assessing student learning is used.
- 7.3 Assessments measure the stated learning outcomes for each module, including skills development.

7.4 The methods and criteria for assessment are published and made available to students in advance.

7.5 External moderation of assessment takes place.

8 Guidance and Support

8.1 Adequate induction is provided at the point of admission to the course and is consistent with the Policy on Student Induction.

8.2 Arrangements for the induction of apprentices includes an induction to the workplace as a place to work and learn.

8.3 There is an adequate academic guidance system in place to provide support for students which facilitates the planning, monitoring, reviewing, and recording of their learning.

8.4 Support is available to help students acquire core skills and competencies.

8.5 There is an adequate personal support system for students.

8.6 For apprenticeship courses, support is available to assist apprentices who become unemployed during the course of the apprenticeship, to find alternative employment or study.

9 Progression and Completion

9.1 Progression and completion rates are kept under review and appropriate action is taken when a problem is identified.

10 Information

10.1 Detailed and useful information on the philosophy, aims, objectives, structure, content, admissions, operation and assessment of the course is readily available to all staff and students involved with the course through the provision of student handbooks, course specifications and module study guides, as appropriate.

10.2 To be compliant with consumer law, any extra costs on top of the tuition fees must be provided in the “Additional costs” section of the course specification. Examples for which additional costs may be required include:

- field trips
- equipment
- materials
- bench fees
- studio hire

Confirmation will be needed of whether:

- these are mandatory or optional
- when the costs are due to be paid
- how much these extra costs are or are likely to be and, if they are unknown or uncertain, how they will be calculated

11 Students' and Employers' Views

- 11.1 The views of students and employers are actively sought and taken into account in the design, delivery and outcomes of the course.
- 11.2 If a revalidation is to impact any existing students, those students must be informed of the proposed changes and be given ample time to provide their feedback and consent.
- 11.3 Offer-holder applicants to a course undergoing revalidation must be informed of the proposed changes and be given ample time to provide their feedback and consent.
- 11.4 In apprenticeship courses:
- The course has been designed and developed in partnership with employers and other stakeholders (where applicable).
 - There are clear expectations around conducting regular tri-partite progress reviews.

12 Regulations of Validating Bodies

- 12.1 If the course is accredited/validated by an external body, it must also conform to the regulations of that body.