

# Part 4

## Quality Criteria

**In order for a programme to be approved it must meet the criteria defined below. During Academic Review each programme will, once again, be measured against these criteria and approval may be withdrawn if the criteria are not found to be satisfied.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 programme is located provides evidence of relevant academic, scholarly and professional activity and can demonstrate that this is adequate and appropriate to support the programme.
- 1.2 There are adequate numbers of staff with appropriate expertise at all levels to support the programme.
- 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 programmes, that there are adequate resources to support the development of knowledge, skills and behaviours in a workplace setting, using the workplace is the main location for their development in the context of undertaking day to day work activities.

### **2 Philosophy and Principles**

- 2.1 The programme 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 programme 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.

- 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 programme in relation to research and ethics conforms to standards outlined in the Concordant to Support Research Integrity 2012 and the University's Code of Practice.
- 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 programme are clearly specified and justified.
- 3.4 Students are admitted to the programme only if they are likely to be successful in gaining an award.
- 3.5 For apprenticeship programmes, arrangements for the initial assessment of apprentices, involving UEL and the employer, and the creation of learning agreements between UEL, the employer and the apprentice. Using the knowledge, skills and behaviour requirements of each apprentice as a basis for tailoring the programme to the individual apprentice's needs.

### **4 Structure**

- 4.1 The structure is clearly defined and consistent with the aims and objectives of the programme.
- 4.2 The programme 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 programme.

- 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 programmes within the institution and to and from programmes external to UEL.
- 4.6 For apprenticeship programmes, 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 programme is consistent with its aims and objectives.
- 5.2 The specialist content of the programme is current and comparable with that of similar programmes elsewhere.
- 5.3 The content is inclusive and diverse.
- 5.4 The programme actively fosters within students the following general skills and competencies (i.e. skills are both taught and assessed):

### **All programmes**

- use of subject specific English and Mathematics pertinent to the demands of the programme;
- 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 programmes**

- 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 programmes**

- 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.

## **6 Learning and Teaching Methods**

- 6.1 Learning and teaching methods are consistent with the aims and objectives of the programme 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.
- 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 programmes, 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 programme 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 programmes, 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 programme is readily available to all staff and students involved with the programme through the provision of student handbooks, programme 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 programme 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 programme.
- 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 programme undergoing revalidation must be informed of the proposed changes and be given ample time to provide their feedback and consent.
- 11.4 In apprenticeship programmes:
- 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 programme is accredited/validated by an external body, it must also conform to the regulations of that body.