



ual ■ london college
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**Undergraduate
Course Design Handbook
20/21**

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Introduction

Dear Colleagues

This Handbook is designed to be a key resource in supporting the development of new undergraduate curricula and existing curricula going through the re approval process.

Part I of the Handbook sets out the core parameters regarding the structure and resourcing of courses, including the requirements of the Colleges Undergraduate Framework, which must be followed.

Part II of the Handbook provides further direction and guidance, organised around twelve key themes, on how courses should be designed within the context of the key design requirements set out in Part I and how that process can be supported. Course development teams are expected to fully engage with the guidance from the outset of any course development process, and it will be a critical reference point at milestone events. In addition further resources are available in the form of Course Developer Workbooks and AEM Tool kits; links to these have been embedded in the handbook under useful links.

Part III of the Handbook highlights key contacts and the UG checklist.

Part 1 Course Design Requirements

This part of the Handbook sets out the core parameters regarding the structure and resourcing of courses, including the requirements of the Colleges Undergraduate Framework, which must be followed.

Course structures

Courses must be structured in accordance with the College's Undergraduate Credit Framework:

Each year is divided into two consecutive 15 week blocks (Weeks 1-15 and weeks 16-30).

In Years 1 and 2:

- 60 credits of units are delivered 'within' each block, comprising: 3 x 20 credit units; OR 1x 20 credit unit + 1x40 credit unit.

In Year 3:

- 60 credits is the maximum unit size; 20 and 40 credit units are completed 'within' a single block; 60 credit units may be delivered across both blocks where there is a sound pedagogic rationale.
- The 'Introduction to...' Unit is positioned within the first block of Year 1.
- The Collaborative Unit is positioned within the second block of Year 2.
- Option units are positioned in accordance with the relevant School Options Policy.
- Student Exchange opportunities are positioned in Year 2.

Collaborative unit

The College's standard undergraduate Collaborative Unit (20 credits) must be incorporated in all undergraduate courses unless an exemption has been granted by the College Quality Committee (CQC)

The CQC may grant an exemption where it is satisfied that similar learning outcomes of the Collaborative Unit will necessarily be achieved in one or more mandatory units in years 1 and/or 2 of a course. It must be clear that the relevant collaborative activity, integrated into the curriculum, would necessarily be outside the course.

Where the Collaborative Unit is incorporated into a course, it must be positioned in the second block of Year 2.

Assessment of units on a pass/fail basis

All the Units in the first block of Year 1, including the 'Introduction to...' Unit, must be assessed on a pass/fail basis.

However, as University Regulations only permit up to 60 credits of units to be validated for assessment on a pass/fail basis, no other units may therefore be designated for assessment on a pass/fail basis.

Timetabling and the window system

Courses must be designed to be deliverable within a framework of 4 hour 'windows' such that students will receive all their classroom/studio based contact-time, within a maximum of 3 designated windows per week.

However, it should be noted that this requirement only applies to classroom/studio-based contact time, not other forms of contact time (such as tutorial support, academic study support, technical support, online learning, visits, trips, events etc), and therefore the total amount of contact time in any one week is not formally limited to a maximum of 12 hours (i.e. 3 x 4 hour shifts). This is particularly important given that the College's course staff resourcing model contemplates up to an average of 14 hours contact time per week in year 1.

If a course wishes to depart from this model, then the alternative delivery pattern and a rationale must be approved by College Executive Group given the practical and resourcing implications.

Staff resource allocated to courses and contact hours

The College has a standard model for determining the 'total' allocation of academic staff resourcing to courses, and therefore when courses are designed, the learning, teaching and assessment strategies that are proposed for adoption must inevitably be deliverable in the context of that envelope of resource.

The current staffing resource model is explicitly designed to notionally enable an average of 14 hours of contact time per week in year 1, 12 hours per week in year 2, and 10 hours per week in year 3 (the 14:12:10 model), on the assumption of a class size of up to 27. The notional front-loading of contact hours in year 1 reflects that it is a crucial 'transition' year in which the necessary skills for independent learning strategies need to be developed.

The actual number of contact hours that students receive at course-level, and the nature and distribution of that contact time depends upon the learning, teaching and assessment strategies deployed by course teams. For example, more staff resource-intensive individual and small-group learning and teaching strategies can erode overall average contact time as experienced by the student. As a consequence, total average contact time can vary from course to course, and from the weekly average assumptions underlying the staffing resource model.

Whilst it is recognized that there can be some level of flexibility at course-level, the absolute minima for each year of study are:

Year One 250 hours

Year Two 200 hours

Year Three 150 hours

For this purpose, contact time here is defined as a face to face meeting with a member of the academic team involved in the delivery of the course and does not include time spent with Academic Support or interacting with online feedback.

It is also proposed that where the average weekly contact time across a course exceeds 12 hours per week (i.e. is in excess of the average weekly assumption underlying the resourcing model), as appears to be the case for a small number of our courses, course teams should be required to demonstrate that this is deliverable within the allocated resource.



Part 2

Support for course teams developing new curriculum and revalidating existing courses

The college wants to provide timely and helpful support to course teams approaching the validation of new courses or the re approval of existing provision. As part of that process Course Teams will have a Validation or Re approval Development Event scheduled (Kick off event).

The sorts of topics that will be covered at the kick off events will include:

- Review the proposed course title, market analysis, applicant and graduate profile and will involve important discussion around the discipline specific academic ethos and outline content of the course, including input from relevant industry advisors (please see sections One and Three of the Guidance Note)
- Discussions with the broader Teaching & Learning Team, Progression, Attainment & Support team, Academic Support, Careers & Employability, the International Office and Digital Learning Team.

The aim of the Validation or Re Approval Event is to bring key colleagues from across the college together with the Course Team at an early stage so important issues central to both the student experience, teaching & learning and attainment are considered at an early stage. Key sections of this Guidance Note will frame the Agenda for the meeting.

Staff can be further supported through the validation or reapproval process by members of the team listed below:

- Associate Dean of Learning & Teaching
- Associate Dean of Progression, Attainment & Support
- Learning & Teaching Development Project Manager
- Head of Academic Support
- Teaching & Learning Innovation Leads for each School
- International Student Experience Officer
- International Development Manager
- Placements Manager
- Academic Coordinator for Careers & Employability
- Director of Digital Learning
- Technology Enhanced Learning Coordinators

Engaging with the College Vision and Manifesto and Articulating the Course Ethos and Narrative

In designing courses, development teams should engage with the College Vision and Manifesto as a key reference point.

Vision: Challenging and inspiring others through powerful narratives, bravely told.

Manifesto: LCC nurtures and develops the critical, creative and technical excellence needed to discover new possibilities and practices in creative communications, through a diverse, world-leading community of teaching, research and partnerships with industry.

At LCC, we encourage independent, agile and persistent experimentation that engages the practitioner's mind, eyes, hands and tools. We contribute to the advancement of our disciplines and the industries and communities we serve through the impact of diverse ideas.

We are for the curious, the brave and the committed: those who want to transform themselves and the world around them. Innovation comes from the margins - from seeing, thinking and acting differently. As a creative community and as a society we are energised and empowered by different perspectives and by collaboration.

The heritage and future of our college is committed to producing new knowledge and innovative practices that continue to evolve our disciplines and impact positively on the wider world.

Teams should consider how the College Vision and Manifesto aligns with their curriculum and how it is reflected in the particular ethos of their course. Reference should also be made to School-based manifestos and strategic priorities.

It is important that courses are driven by a coherent and engaging student-learning journey, which should be clearly understood by both students and staff. Therefore, the curriculum should be mapped, and the students' learning journey across the three years of the course articulated, so that:

- Each year of study has a statement about the key creative attributes students can achieve from it.
- Units in the second block offer students the opportunity to synthesise learning in earlier units and this is evident in the learning outcomes of the later units.
- Projects are offered that support the transition between years of study and articulate what is expected at the next level in terms of the students' learning trajectory as they move through the course.

Good practice

1. Distinctive features of the course should articulate the course's particular ethos with reference to the College Vision & Manifesto as well as School-based strategies.
2. Course teams are required to distil the distinctive features of the course to a maximum of five key characteristics that really differentiate the course from others.
3. Course teams should consider giving a theme or title for each block of study as this would assist in articulating the narrative of the course and to provide a visual representation of the student journey within the course handbook and unit guides.
4. The introduction to each year of study could include an overview statement that maps the students' learning journey across that year and articulates the key attributes, skills and knowledge they can expect to gain from it.
5. Course documentation (Courseware) should acknowledge that the transition between levels of study mark important transitional points in the student's learning trajectory.
6. Course teams can utilise the Course Designer : Vision and Values workbook to help develop the 'approach, values and beliefs' of the course and construct the course philosophy.
7. The course designer workbooks can support teams in the writing of aims and outcomes and will help articulate the course philosophy - 'defining aims involves producing a precise and succinct summary that broadly articulates the course vision and values.'

Useful links:

Course Designer Workbooks

Course Vision and Values

https://www.arts.ac.uk/_data/assets/pdf_file/0025/190393/Course-Designer-2-Vision-and-Values-PDF-227KB.pdf

Defining Course Aims

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/designing-teaching>

Crafting Learning Outcomes

https://www.arts.ac.uk/_data/assets/pdf_file/0027/190395/Course-Designer-4-Crafting-Learning-Outcomes-PDF-255KB.pdf

Supporting transition and building cohort culture through year one units

Good first year curriculum design aids transition from a student's previous educational experience to the nature of learning in higher education and their new discipline as part of their lifelong learning journey.

Courses should be designed to provide appropriate support for key transitions (in particular the transition into HE, and the transition from year 1 to year 2) and on the assumption that for new students enrolling at the start of the course, there will be a welcome programme prior to the start of the first block.

For students joining at Year 1, 2, 3 there will be preparatory sessions at the end of their prior stage and an induction day at the start of the new level; this may involve the front loading of resources to create a supportive environment that allows for early interventions that support retention, attainment and student satisfaction.

Course development teams should be mindful that to continually prepare students academically is key and the curriculum should facilitate discussions regarding time management, resilience and salient skills whilst also promoting social, cultural and institutional integration. A good first year curriculum design is student-focused, explicit, relevant and provides the foundation and scaffolding for learning success. The first year curriculum objective should be articulated as a coherent, integrated whole.

Integration of skills to support the success of all students should be predicted on an enhancement rather than a deficit model, which recognises and builds on the strengths, skills and prior experience of students entering the first year. In terms of skills development, this process should start with initial identification and valuing of what students can already do, rather than focusing on what they cannot do.

Enhancing students' self confidence as learners should be the objective of this process. Course development teams should ensure that units support transition by:

- Building Community
- Address cultural diversity & inter-cultural exchange as this is central to effective collaborative students working.
- Address what independent learning is at Higher Education level.
- Developing students ability to work and study independently through taking a scaffolded approach e.g. initially setting independent learning activities and being explicit about what independent learning involves.
- Consideration should be given at the end of each year of study in terms of providing preparatory tasks to successfully help students transition to the next stage.

Good practice

Typically, Year 1 should provide opportunities for students to self-assess their knowledge at point of entry, interests, skills and attitudes against discipline expectations; Curriculum time might be devoted to discussing expectations and responsibilities (e.g., draw up a student/staff contract; agreeing a statement on the course assessment strategy) as well as the following:

1. Formal peer-to-peer learning across the year and between years of study. Timetabled Peer Assisted Learning (PAL) sessions to aid social networking are explicitly encouraged in learning and teaching activities, as are the development of independent learning skills and behaviours through enhanced group-working and project-based activities.
2. Addressing the cultural diversity of the cohort and providing intercultural awareness to support collaborative student working.
3. Independent learning should be clearly articulating to students what it means within the context of their discipline.
4. Opportunities for building community and a sense of belonging through the physical and digital resources available to students and through both the curriculum and extra-curricular offer. School-based, cross course workshops are timetabled to provide space for both vertical and horizontal cohort community building.
5. Curriculum Mapping: Theory and practice to be seen as critically complimentary from the start of all UG courses at LCC and this made more apparent to the students from the beginning of their learning journey. (Coherent and engaging student-learning journey)
6. Introduction to ... Unit: Students given the opportunity to experiment at an early stage in their courses the variety of methods and methodologies we might expect them to use in a systematic and in- depth thesis/dissertation research project.
7. These underlying pedagogical principles would apply to face to face teaching and learning, blended and online teaching.
8. Course teams are encouraged to reflect on how good practice can be embedded in all teaching and learning environments.

Useful links

Teaching for Retention (AEM Toolkit)
<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/teaching-practice2>

Teaching and Learning Innovation and Research Informed Curriculum

In developing the curriculum, course teams should engage with critical debates about what the subject area is, external factors contributing to the subject in terms of any changes within industry, and professional practice. They should reflect upon the latest directions in discipline specific research and consider how educational ethics can be embedded within the curriculum in terms of students' creative practice and research.

Teams should consider how issues of sustainability are embedded within the curriculum and evidenced in the learning outcomes. Students should be encouraged to engage with questions around ethical, sustainable and socially responsible practice including decolonising the curriculum.

Teams should also consider how UAL's Code of Practice for Educational Ethics for BA & MA students can be embedded within the curriculum. The code applies to all creative and investigative practices undertaken by students and Course Teams should think about how to raise students' awareness of the policy & procedures for scrutinising, approving and monitoring ethical activities.

Development teams should be aware of innovations in Teaching & Learning at college, university and sector level. This might include:

- Projects & initiatives funded by the college's Teaching & Learning Innovation Fund and projects & developments from UAL's Teaching, Learning and Employability Exchange.
- Developments in Digital Learning; sector wide debates and changes in relation to new pedagogical developments about the pace of learning & curriculum delivery.
- The role of Work Based Learning in the curriculum in the form of placement units, live briefs and the inclusion of the Diploma in Professional Studies (DPS).

In addition, curriculum should be informed by disciplinary specific developments within the subject so that teaching is enriched by the research and scholarly activity of college staff.

Good practice

1. Course Development Teams should engage with the following during the validation process:
2. External advisers from industry and professional practice.
3. Research into the latest pedagogical practice (this may include Advance HEA resources).
4. Colleagues working in Teaching & Learning, and the Teaching & Learning Innovation Leads; Educational Developer Curriculum, Teaching & Learning Exchange.
5. Director of Digital Learning, Digital Learning Team and the Digital Team within the Exchange.
6. Placements Manager.
7. School Research Coordinators and Professors & Readers.

Useful links:

Advance HEA
<https://www.advance-he.ac.uk/>

UAL Decolonising Arts Institute
<https://www.arts.ac.uk/ual-decolonising-arts-institute>

Teaching, Learning and Employability Exchange
<https://canvas.arts.ac.uk/sites/explore/SitePage/41279/teaching-and-learning-exchange>

Digital Learning

It is essential that use of digital learning is integrated into the course design from the beginning of the process. Digital learning includes the use of digital learning platforms to facilitate online learning and to support campus-based learning activities.

There are several potential benefits to incorporating the use of digital pedagogies into your course:

- New learning opportunities: digital learning can facilitate learning activities that aren't possible without digital platforms.
- Flexibility: incorporating online learning into courses can provide students with flexibility in terms of how and when they study.
- Students' own digital fluency can be developed by using learning activities that integrate digital platforms.
- Inclusivity: digital learning can be more inclusive (but can also exclude some students if poorly designed)

For blended or online learning contact time is articulated as scheduled learning hours. If you are planning blended or online learning you should seek further advice from the quality team.

Good practice

1. Consult with the College digital learning staff when designing your course. The LCC staff will be able to provide advice and involve the wider UAL digital learning team if needed.
2. Incorporate an appropriate blend of synchronous (live) and asynchronous digital learning activities.
3. Consider the role digital learning can play in all aspects of your course. Consider it alongside the other elements of this guidance (Effective assessment practices, Developing collaborative practices etc.) not in isolation.
4. Ensure your course is designed to scaffold students' use of digital learning and provides them with support they need to be online learners.
5. Design your course around the use of the UAL Digital Learning Platforms.
6. Consider the implications of using digital learning when designing your course to ensure you don't exclude any students.

Useful links:

UAL Teaching Online:
<http://www.arts.ac.uk/teachingonline>

LCC Teaching Hub: (the Digital Learning & Curriculum sections)
<https://lccteaching.arts.ac.uk>

(Digital) Creative Attributes Framework:
<https://dcaf.myblog.arts.ac.uk/>

Ensuring sustainable and effective assessment practices

Wherever possible, assessment methods should be flexible and varied to encourage achievement by students with a variety of strengths and learning styles. This may include alternative forms of submission delivered through the range of methods used across course units, for example the use of video essays or other inclusive assessment practices.

There should be greater emphasis on formative assessment within programmes early on in the first block of the first year, as well as tailored development feedback and structured tutorial support, so that induction into the autonomous approach to learning required at university is embedded into curriculum design.

A focus on formative rather than summative assessment in the first block is more likely to enhance the learning experience through encouraging 'risk-taking' in project-based enquiry and discovery-focused learning activities. Consideration should be given to assessing attendance using the learning outcomes.

Assessment Strategy is a substantive agenda item at Stage Validation Meetings. Course teams will be invited to outline their assessment strategy in years one, two and three; to discuss the balance between formative and summative assessment and assessment load in terms of parity with other courses in the programme area.

UAL is committed to sustainability and as part of that should critically reflect on the impact that their assessment strategies have on both environmental sustainability and the cost of study to students. Course teams should review the assessment requirements they are setting students in light of unit learning outcomes and staff guidance on student submissions..

Good practice

1. Students have been given clear information on the assessment criteria, learning outcomes, marking schemes, required standards and, where possible, examples of assignments using different assessment methods.
2. A diverse 'mix' of assessment methods are used to ensure that specific students are not disadvantaged by specific forms of assessment. Varying assessment activities will also help develop a broader range of personal and employability skills.
3. There are clear formative feedback opportunities throughout the course to support students as they develop increasing assessment and feedback literacy, confidence and autonomy
4. Where possible peer assessment is integrated, involving students taking responsibility for assessing the work of their peers against set assessment criteria and engaging in providing feedback to their peers (sometimes referred to as peer review), summative grades (moderated by academic staff), or a combination of the two.
5. Assessment and feedback are planned as a 'continuous dialogue within a cyclical learning process' (Beaumont et al 2011, p. 684), rather than a series of isolated events. As such models of a dialogic feedback cycle are used to plan for both feedback and feed forward within the curriculum, covering preparatory guidance, in-task development opportunities, and performance feedback.
6. The course design is planned in such a way that learning gain opportunities are clearly communicated to students.
7. Thesis/dissertation preparation sessions to be in Block 4 at the end of Year 2. This should enable the students to explore a variety of methods and methodologies related to their research question/ topic. This should be mandatory for all students progressing to year 3 and formatively assessed.

Useful links:

Reducing Referrals

https://www.arts.ac.uk/_data/assets/pdf_file/0021/190155/AEM-Reducing-referrals-PDF-304KB.pdf

Supporting attainment with unit design

https://www.arts.ac.uk/_data/assets/pdf_file/0019/201934/Supporting-attainment-with-unit-design-PDF-683KB.pdf

Eliminating inequality in formative assessment

https://www.arts.ac.uk/_data/assets/pdf_file/0019/190153/AEM-Eliminating-Inequality-Formative-Assessment-PDF-288KB.pdf

Designing Inclusive Assessment

https://www.arts.ac.uk/_data/assets/pdf_file/0028/190396/Course-Designer-5-Designing-Inclusive-Assessment-PDF-296KB.pdf

Courses designed to be inclusive and addressing attainment gaps

A typical cohort includes individuals with a diverse range of characteristics and experiences, and curricula that does not take sufficient account of this can be exclusionary. Inclusive curricula creates opportunities for different learning approaches to be embedded and/or offered as alternatives, recognising that effective practice for one group can and should be effective practice for all, thus pre-empting the need for reasonable adjustments. Inclusive curricula creates a welcoming environment for all students, embraces their individual perspectives, influences and creations, offers assessment methods that identify, celebrate and harness their diversity, and makes space for exploring what diversity means within disciplinary contexts.

Gaps in attainment between home white students, students of colour and international students persist across the sector and likewise at LCC. Sector research on closing these gaps places increasing emphasis on the need for inclusive and decolonised curricula and opportunities within curricula for students to effectively develop understanding of inclusivity and decolonisation in relation to their subject discipline.

One aspect of decolonisation is the recognition of diverse forms of knowledge, including the lived experience of people belonging to historically marginalised and oppressed groups. The AEM guide to Creating Inclusive Briefs prompts curriculum designers to consider whether assignments 'enable students from diverse backgrounds to engage with it and draw on their experiences in responding to it'. The AEM guide to Internationalising the Curriculum asks course designers 'To what extent does the course/unit promote a global perspective' and 'acknowledge and value a range of international perspectives?'

Course designers are also encouraged to look at the authors recommended on core and supplementary reading lists in the curriculum, and to consider how their identity or perspectives might be upholding Eurocentric understanding of the subject discipline. The AEM guide to Decolonising Reading Lists offers course designers steps for critically reviewing reading lists and co-developing them in partnership with students and librarians to represent the knowledge and perspectives of historically marginalised peoples.

LCC's Liberate the Curriculum project makes space for academics to co-develop aspects of curriculum in collaboration with students and librarians, and the LCC Student Changemakers initiative creates the opportunity for students to play a sustained partnership role in curriculum decolonisation. UAL's Decolonising the Arts Institute also exists to help us understand how to 'decolonise the curriculum and the university from within'. These are resources that course designers can draw upon.

Good practice

1. Introductory sessions should allow students to celebrate their own identity, previous experiences and backgrounds to highlight the capital that each student brings to the course, and how that is a meaningful resource.
2. Create opportunities within the curriculum for students to draw upon their own experience and knowledge and for this to be recognised as having academic value
3. A range of mid-unit reviews/evaluations could be timetabled throughout the levels of studies so students can observe enhancements implemented in response to their feedback.
4. Revision of courseware and the curriculum including core texts and reading lists are advised to ensure materials used are from sources and practitioners reflecting diverse backgrounds.
5. Lectures and incremental assessments as well as level outcomes, are designed to raise issues and encourage debate around broad and specific issues and influences relating to diversity.
6. Diversification of guest speakers, visiting practitioners and external examiners throughout the learning cycle can be used to enhance the student experience and academic aspirations of the University.
7. Co-develop curriculum in partnership with students and librarians to help promote the knowledge and perspectives of historically marginalised peoples.

Useful links:

Decolonising Reading Lists:

https://www.arts.ac.uk/_data/assets/pdf_file/0021/201936/Decolonising-reading-lists-PDF-703KB.pdf

Creating Inclusive Briefs:

https://www.arts.ac.uk/_data/assets/pdf_file/0023/190148/AEM-Creating-Inclusive-Briefs-PDF-304KB.pdf

Supporting Attainment with Unit Designs

https://www.arts.ac.uk/_data/assets/pdf_file/0019/201934/Supporting-attainment-with-unit-design-PDF-683KB.pdf

Eliminating Inequality in Formative Assessment

https://www.arts.ac.uk/_data/assets/pdf_file/0019/190153/AEM-Eliminating-Inequality-Formative-Assessment-PDF-288KB.pdf

Arts Student Union and UAL 'Decolonising the Arts Curriculum' Zines:

<https://decolonisingtheartscurriculum.myblog.arts.ac.uk/>

LCC Student Changemakers on the Teaching Hub:

<https://lcc-teaching.myblog.arts.ac.uk/lcc-student-changemakers/>

Universities UK and the NUS 2019 #closingthegap report on BAME student attainment at UK universities:

<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/bame-student-attainment-uk-universities-closing-the-gap.aspx>

UAL Decolonising the Arts Institute:

<https://www.arts.ac.uk/ual-decolonising-arts-institute>

Developing collaborative practice

Collaborative activity and practice is at the heart of much of our curriculum and it is important to ensure this is reflected in course and unit outcomes.

Course development teams should demonstrate how they are enabling collaboration opportunities for their students in all three years of the course, both within the curriculum and with external organisations & partners (industry, cultural institutions, NGOs, charities, community groups etc.)

The transferable skills and attributes that collaborative group working develops should be clearly articulated in unit learning outcomes and in particular, course teams should articulate the progression of collaborative practice to allow a deeper level of understanding through years 1, 2 and 3.

The 20 credit Collaborative Unit in year 2 is recommended as a standard unit in all undergraduate provision, unless the same learning outcomes will be achieved in one or more of the mandatory units in year 1 or 2 of the proposed course.

An expanded Diploma in Professional Studies (DPS) offer is currently in development for the Media and Screen School courses. Undergraduate courses should consider including the DPS year as part of their delivery. DPS is currently running successfully in the Design School - see links.

Good practice

1. It is important to focus on the collaborative process itself, and the approaches taken by different disciplines.
2. Allow opportunities for students to develop their learning around team building and collaborative working, as part of the development of professional practice skills.
3. Cross discipline/unusual collaborations can produce very interesting outcomes and deep learning, eg. Sound and Photography, as opposed to the more standard Sound and Film. An example of this is the Elephant Park project, a collaboration with developer Lendlease, which saw 15 students from different courses working together.
4. Use of external partners / live briefs within the Collaborative Unit which have a public-facing outcome can add greatly to the student experience. The Business and Innovation team links courses to a wide variety of organisations including third-sector organisations, businesses and brands, on creative paid projects.
5. Collaboration with non UAL students, or communities can be considered. A good example of this is Talent Works, an LCC programme that gives LCC students paid work with local charities, social enterprises and community groups:
6. Course teams should invite the participation of the College Business and Innovation team during the validation process to discuss the possibility of integrating 'live projects' with external partners.
7. Examples of strategic partnership projects between courses, local councils and local community partners, led by the Cultural and Communities Partnerships Manager in LCC, can be seen in the Community Partnerships magazine,

Useful links:

Talent works

<https://www.arts.ac.uk/colleges/london-college-of-communication/business-and-innovation/social-innovation/talent-works>

DPS: Design School

<https://www.arts.ac.uk/colleges/london-college-of-communication/lcc-careers/diploma-professional-studies>

Case studies

<https://www.arts.ac.uk/colleges/london-college-of-communication/business-and-innovation/work-with-our-students-and-graduates-industry-projects/elephant-park>

<https://www.arts.ac.uk/colleges/london-college-of-communication/business-and-innovation/work-with-our-students-and-graduates-industry-projects>

Community Partnerships magazine

[https://artslondon.sharepoint.com/sites/TLP/Shared%20Documents/Resources%20for%20all%20staff/3.%20Community%20Partnerships%20LCC_11%20\(1\).pdf](https://artslondon.sharepoint.com/sites/TLP/Shared%20Documents/Resources%20for%20all%20staff/3.%20Community%20Partnerships%20LCC_11%20(1).pdf)

Developing and supporting an Internationalised student experience

Course development teams should ensure that an Internationalised experience is incorporated into the design of the course, and that this is reflected through the course-level learning outcomes, a diverse curriculum and activities that value the knowledge and experience that students bring to the course.

Course design should take account of the international diversity within the student cohort by developing communication, collaboration and other transferable competencies.

Support for internationalisation of the curriculum and student experience was a key element of the rationale for adopting a block/semester structure for undergraduate courses. This structure, common to the greater majority of universities both within the UK and overseas makes the mapping and management of student exchanges a more effective process and means that engagement with partner institutions on other curriculum-based projects is more easily achieved and managed.

To support students with English as an additional language course designer are encouraged to embed sessions by the Language Development team. Students benefit from this support as the purpose of these sessions is to enable students to find the language and expression necessary for their studies.

Good practice

1. Incorporating student experiences of globalisation, internationalisation etc. within teaching, learning and assessment.
2. Intergrate and value the International student experience as part of the wider student experience
3. Ensure speakers of English as an additional language are aware of the Language Development Programme and that there is good liaison between the Language Development Tutor and the Course Team.
4. Use term 1 to establish inclusive, international and inter-cultural approaches as part of the course philosophy, teaching and learning pedagogies and methodologies.
5. Course-level outcomes requiring students to demonstrate global engagement and/or intercultural competence through the curriculum.
6. Embedding Internationalised learning within unit content and outcomes as well as learning, teaching and assessment methods by incorporating international live projects, internships or work placements as part of a course/unit to facilitate international professional experience.
7. Developing virtual collaborations/projects with international partners (academic, commercial, NGO, public sector, charities).

Useful links:

Decolonising Reading Lists:

https://www.arts.ac.uk/_data/assets/pdf_file/0021/201936/Decolonising-reading-lists-PDF-703KB.pdf

Internationalising the curriculum

https://www.arts.ac.uk/_data/assets/pdf_file/0020/190154/AEM-Internationalising-curriculum-PDF-313KB.pdf

Intercultural and Communication Training

<https://canvas.arts.ac.uk/sites/explore/SitePage/45349/intercultural-and-communication-training-ict>

Language Development for students

<https://www.arts.ac.uk/study-at-ual/language-centre/english-language-development-for-ual-students>

Personalising of the learning journey

Research indicates that students value opportunities to shape their own learning through personal choice.

Course development teams should consider what level of optionality can be offered to students and how that optionality would enable students to explore their own academic and creative interests.

In meeting this expectation, course teams should refer to their School's Options Policy to consider where in the curriculum students can make choices to enhance and direct their studies to suit their own interests/ needs.

Good practice

1. Optionality is provided at appropriate opportunities during the course and should be informed through the shared creative and conceptual ideologies of each School/Programme Area, providing opportunities for student collaboration and further cohort building.
2. The pacing of options is carefully considered as part of a holistic review of the learner journey and positioned within block 2 (end of the 1st year) and/or block 3 (beginning of 2nd year). This is indicative as some courses might use block 5 during year 3.
3. Consideration is given to how some options could be explored outside the students' core discipline and subject of studies.

Useful links:

[Design School Policy](#)

[Media School Policy](#)

[Screen School Policy](#)

Embedding Creative Attributes Framework (CAF) / Personal & Professional Development and Developing Students' Critical Digital Fluency

Course development teams should consider that the key skills and attributes of the CAF are mapped to both course and unit outcomes.

All courses should include an outcome relating to student understanding of the professional context of their work, and employability skills should in particular be a key feature of third year units. Additionally, all courses should have an element of career planning and professional development that highlights entrepreneurial skills alongside employability.

Courses should be designed to provide opportunities for students to reflect on their learning, and the implications for their professional development. These opportunities may be formalised through a dedicated unit, or through aspects of larger units.

Course development teams should consider how to incorporate a placement or how some of the learning outcomes most typically associated with placement learning can be incorporated into the curriculum through industry-facing & engaged project work.

Course development teams should ensure that units include opportunities to develop students' digital literacy and the development and management of their on-line identity. They should also encourage students to be critical of normative thinking around the digital and social media.

Good practice

1. Curriculum Mapping using tools such as the Creative Attributes Framework Toolkit can help articulate the students' learning journey throughout the course by identifying what key skills, knowledge and attributes they will develop at different stages of the course.
2. In addition to embedding the Creative Attributes Framework (CAF) and disciplinary specific professional development experiences into their curriculum, courses should seek to encourage students to engage with the following central and local resources provided by UAL Careers and Employability
3. Curriculum should include opportunities for students to understand professional contexts and to develop enterprise & employability skills, evident in the Learning Outcomes of dedicated or more general units.
4. Course teams should invite the participation of the College Business and Innovation team during the validation process to discuss the possibility of integrating 'live projects' with external partners.
5. Placement Learning should be incorporated, or alternatives that simulate the value of placement learning. It is not good practice to schedule placement units in block 4 (i.e. the second block of Year 2) as this can have a negative impact on preparatory work for Year 3.
6. Developing students' critical understanding of the digital and the role of on-line identities in developing a professional identity / brand should be incorporated into curriculum and evident in Learning Outcomes.
7. Students value units that introduce them to early career professionals/ recent alumni who they relate best to; and Collaborative Units that involve external partners where the outcome has external profile.
8. The thesis/dissertation should help students make early connections between the Creative Attributes Framework and the course's purposes as they become more aware of their own abilities and become even more curious. It should help students tell better stories, connect with others and help them communicate more sophisticatedly.

Useful links:

(Digital) Creative Attributes Framework:
<https://dcaf.myblog.arts.ac.uk/>

UAL Careers and Employability
<https://www.arts.ac.uk/careers>

Planning contact time, independent learning and costs of studying

Course development teams need to clearly articulate how contact time drives the design and delivery of units. This articulation should include the full range of activities both within and external to academic team delivery.

Course design will recognise the increasing development of independent learning across levels, such that the contact time for each student may progressively decrease through the levels of the course.

The relationship between contact time and 'independent learning' should be clearly mapped, and smarter and more targeted use of contact time made in the design of units and in mapping the student journey.

Time needs to be planned so that the delivery of feedback can be factored in. For example, time spent outside traditional delivery as students work on projects can be punctuated with 'quick' feedback (remotely delivered). Students often perceive this form of contact to be 'richer' and more meaningful than large group-based contact.

Window delivery should allow for time to be calculated in terms of more traditional blocks of face to face delivery alongside periods where contact is targeted at individuals or groups engaged in project work. The aim should be to foster a sense of involvement in purposeful activity that is fully supported, and hard and fast distinctions between taught time and independent learning broken down. To allow for more ongoing feedback, which can be resource intensive, much greater emphasis needs to be placed on the forms of contact that is offered outside academic teams: Academic Support and Technical Support, for example, offer rich forms of contact that need to be factored into calculations of contact hours.

Taking the average contact time as a benchmark, course teams need to demonstrate that over a full academic year the contact time offered equates to the applied 14:12:10 (academic resourcing) model with the proviso that different types of contact are richer and also more resource heavy than others. Thus, one-to-one tutorial time needs to be offset against less resource intensive contact – lectures or large group activities, for example.

Course Development Teams should be mindful of the costs of studying and of students producing work for assessment, particularly on practice-based courses where students will be expected to meet materials costs or the costs of location travel and subsistence. Consideration should be given to whether particular assessment requirements might disadvantage some students and create the perception that students who are better off financially might be advantaged.

Good Practice

1. The clear articulation of the full range of contact time and the different types of experience that it offers. This can include 'quick feedback', Academic Support embedded or one-to-one Technical Support.
2. The clear articulation of the relationship between independent learning, enhancement and taught provision through an emphasis on purposeful activities within the timetabled windows. For example, within a window students might experience taught contact time, access to Academic Support, Technical Workshops and independent, collaborative working with peers or Peer Assisted Learning sessions.
3. Provide students with likely indicative costs of studying a unit.
4. Consider the cost to students when writing unit assignments and project briefs and ensure additional cost are clearly identified on these documents.

Useful links:

LCC Staff Guide to Unit Assignment and Project Briefs
<https://lccteaching.arts.ac.uk>

LCC Teaching Hub:
<https://lccteaching.arts.ac.uk>



Part 3

Key college contacts and additional resources

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Re-approval checklist - UG

What	When	Status
Data		
Dashboards Academic Enhancement Model (AEM) dashboard <ul style="list-style-type: none"> Retention and continuation Attainment Attainment gap (BAME/ International) Unit level attainment Admissions and enrolment dashboard		
AEM meeting notes		
NSS/USS/PTES strategic priorities		
External examiner report		
Course committee minutes		
Unit evaluation		
Programme enhancement plan/ Annual course monitoring		
External and University development frameworks		
QAA benchmark statements – is the course team aware how the course responds to the relevant QAA subject benchmark statement?		
Course Designer materials – has the course team considered the six documents in this UAL resource: <ul style="list-style-type: none"> Introduction and resources list Course vision and values Defining course aims Crafting learning outcomes Designing inclusive assessment Course structure 		
Creative Attributes Framework (CAF) & Digital Creative Attributes Framework (DCAF) (employability & enterprise) How have these two UAL frameworks been embedded? Are the course employability skills mapped?		
Inclusive Attainment – how is attainment parity for BAME and working class students being addressed and implemented?		
Access and Participation – is the course team aware of UAL's commitment to this UK HE sector agreement?		
Costs of Study – has the course team engaged with this UAL-supported NUS campaign and taken all steps to eliminate unnecessary student assessment and participation costs?		

What	When	Status
AEM Toolbox Has the course team consulted the AEM toolbox and has it engaged with/embedded the following activities: <ul style="list-style-type: none"> Creating inclusive briefs De-biasing strategies Eliminating inequality in formative assessment Internationalising the curriculum Reducing referrals and resubmissions (Make the Grade) Rethinking Industry Engagement 		
Digital Learning+ – has the course team identified where digital learning designs will be integrated into the course?		
Competitor course analysis – with who and how does this course compete? How are other courses structured and how is their content described? Are these traditional HE institutions? How would the course team describe applicants to the course?		
College and School priorities		
Is the course DPS-ready? Are there opportunities for placements within/ outside the course?		
Collaboration – where do students collaborate with others (students and industry)?		
Personalisation – what are the opportunities for personalisation of study?		
Pathways – are there opportunities for students to pathway through this degree? Are there shared resource opportunities e.g. teaching/unit with other courses?		
Narrative – has the course got a clear narrative and ‘story arc’ overall and within each year?		
Accessible language – is courseware - i.e. handbook, unit guides, assignment documents - written in ‘plain English’?		
Theory and Practice – what is the balance on this course and how is the teaching of each approached?		
Assessment – has the course team considered how learning outcomes are being appropriately assessed, including where there may be any over-assessment?		
Dissertation/FMP – what are the options for students?		
Tutorial policy – what is the course provision and how are Blueprint formative assessment approaches embedded?		
Contact hours – has the course team taken the opportunity to revise its contact hours according to any published School minimum and maximum hours?		
Timetabling – is the course timetabled in 3x four-hour ‘windows’ to ensure inclusive teaching practice?		

What	When	Status
Has the course considered/built-in any requirements for the new building?		
Mobility and international experience – are there exchange possibilities for students on this course? Does the course integrate study trips and how are these appropriate to the curricula? Are there virtual or other international experience opportunities (see AEM toolbox above) See UAL International Partnerships Handbook.		
Liberate the curriculum (embedded or extra-curricular)/ intercultural communication workshops/ Changemakers– is the course team engaged with these initiatives?		
Knowledge Exchange - Enterprise/ paid student projects/ local community – what opportunities exist for students to engage with work being undertaken through KE initiatives?		
Academic Support/ Language centre – has the course got a clear approach to support from these areas? Is this support standalone or embedded?		
Which approach works best for the students on this course?		
Core subject content themes		
Ethics		
Sustainability and environmental literacy/ climate emergency		
Critical thinking e.g. media and digital literacy		
Equality, diversity and inclusion		
Global citizenship		
Consultation		
Student voice - where, when and how has the course team engaged with students in the re-approval process?		
Stakeholder – what steps have been taken to engage with industry stakeholders and how has this been recorded?		
External assessors – will the external assessor provide 'stretch' in thinking? How?		
Resourcing		
Are there any resource implications for this course? <ul style="list-style-type: none"> • Staff • Technical facilities • Other 		