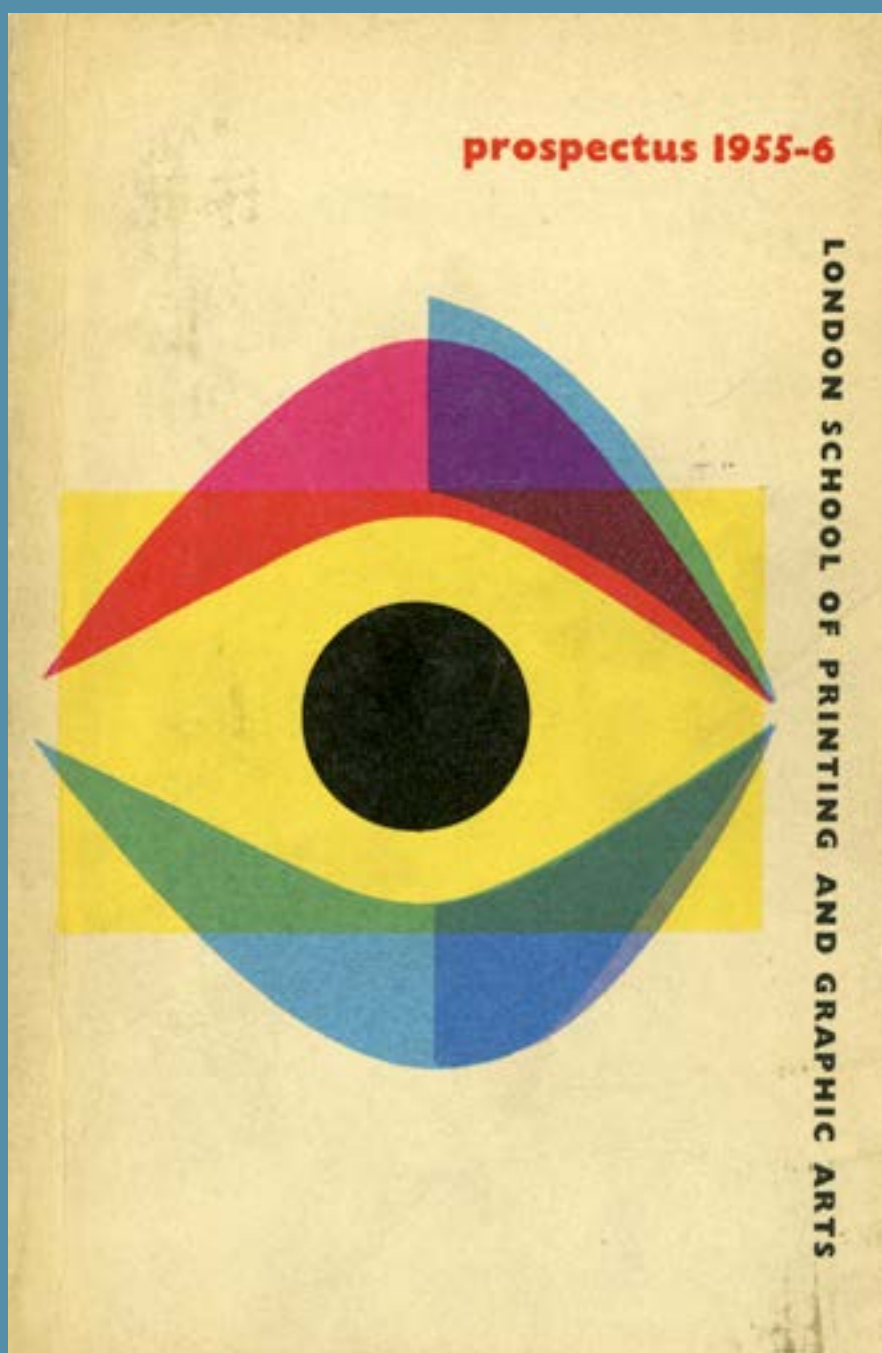


Undergraduate Course Design Handbook



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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 1 of the handbook sets out the parameters regarding the structure and resourcing of courses, including the requirements of the College Undergraduate Framework, which must be followed.

Part 2 of the handbook provides further direction and guidance – organised across themes – on how courses can be designed in the context of the requirements set out in Part 1. It also sets out how that process can be supported.

Course development teams are encouraged to engage fully with the guidance from the outset of any course development process. It will be a critical reference point at milestone events. In addition, further resources are available in the form of Course Developer Workbooks and AE Toolkits; links to these are embedded in the handbook under useful links.

Part 3 of the handbook highlights key contacts and a useful UG checklist

Part 1 **Course Design
Requirements**

Part 1

Course Design Requirements

This section sets out the College's key UG course design requirements, including the College's Undergraduate Framework and other conditions agreed by College Academic Committee. These requirements, which set out the core parameters regarding the structuring and resourcing of courses, must be followed.

Course structures

Courses must be structured in accordance with the College's Undergraduate Credit Framework. If your course has a pathway structure, contact the Quality team to ensure it meets the UAL naming conventions.

Each year is divided into two consecutive 15-week blocks – Weeks 1 to 15 and Weeks 16 to 30.

In Years 1 and 2:

60 credits value of units are delivered in each block, comprising:

- 3 x 20-credit or 1 x 20-credit unit plus 1 x 40-credit unit
- The Introduction to... unit is positioned within the first block of Year 1
- Option units are positioned in accordance with the CEB approved Optionality guidelines, below
- In Year 2, students can participate in an exchange at one of LCC's partner universities. The College International team also offers summer school opportunities

In Year 3:

60 credits is the maximum unit size:

- 20 and 40-credit units are completed in a single block
- 60-credit units may be delivered across both blocks where there is a sound pedagogic rationale to do so

Offering students' greater levels of choice enables them to personalise their learning journey. Optionality can provide students with agency and potentially promote higher levels of engagement and greater attainment. It also enables students to develop new knowledge and skills outside of their course context, which is potentially enriching in terms of their professional futures. Option Units can offer students different 'lenses' that they can take back to their core course. They are also a means through which academic staff can bring their specialisms in research and knowledge exchange into their teaching practice.

Should course teams consider Optionality as part of re-approval or validation, the following principles will apply:

- Option Units should be offered across a set of cognate courses where students will share a similar set of foundational skills and knowledge developed in Year 1
- There is a strong pedagogic rationale for optionality to be placed in Year 2 once students have developed core skills and knowledge
- Introduction of options in Year 2 should be accompanied by a thorough curriculum mapping exercise
- Systems, both in terms of academic administrative and tutorial provision, need to be developed to support optionality

Optionality and personalising the learning journey

Based on these principles, the College has a framework which limits the total amount of Option units that can be included in UG provision:

	Course Units by Credit	Option Units by Credit
Year 1	100	20 in Block 2
Year 2	Minimum of 60	Up to a maximum of 60 across Block 3 & 4
Year 3	100	20 in Block 5 or 6

Total Course: 260 Credits
 Total Options 100 credits
 Maximum options = approx. 28% of the whole curriculum

Optionality is not a requirement. The framework applies to Course teams **should** they decide to include Option Units in the course.

Shared delivery units

Shared delivery units can be delivered cross school or cross programme and in all UG years. They fall into two categories – shared title units, and shared units. When cross school or programme they open the opportunity for community building and networking as students can learn with peers from different courses and disciplines.

Shared title units

UAL or LCC units that are shared in terms of their title but the delivery will be at course level, for example the cross-UAL Year 1 Introduction to... unit.

Shared units

Units that are shared at Programme or School level and delivered across Programme or School that are not optional, for example, Design School Professional Practice Unit and Media School Media Communications Programme Units.

In both types of shared delivery units the assessment method and learning outcomes are the same for all students.

Pass/fail assessment

At LCC, all the units in Block 1 of Year 1, including the Introduction to... Unit, must be assessed on a pass/fail basis.

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

In normal circumstances courses must be designed to be deliverable within a framework of four-hour windows such that students will receive all their classroom/studio based contact-time within a maximum of three designated windows per week. This mode of delivery may be adapted for blended learning.

However, this requirement applies to classroom/studio-based contact time and timetabled synchronous online sessions. Other forms of contact time such as ad hoc tutorial support, and Academic Study support are not included. Therefore the total amount of contact time in any one week is not formally limited to a maximum of 12 hours across 3 x 4 hour windows. 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 Board given the practical and resourcing implications.

Staff resource and Scheduled Learning and Teaching (SLT)

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

The current staffing resource model is explicitly designed to notionally enable an average of:	
Year 1	14 hours of contact time per week
Year 2	12 hours of contact time per week
Year 3	10 hours of contact time per week
This is known as the 14:12:10 model, on the assumption of a class size of up to 27	

It is expected that the majority of SLT will be delivered in person, with a maximum of 20% allowed to be delivered online.

The notional front-loading of contact hours in Year 1 reflects this crucial transition year during which the necessary skills for independent learning strategies are 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.

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

Year 1 – 250 hours
 Year 2 – 200 hours
 Year 3 – 150 hours

Scheduled learning and teaching time here is defined as a face-to-face or a synchronous online meeting with a member of the academic team involved in the delivery of the course. It does not include independent or self-directed study, time spent with Academic Support or interacting with ad hoc online feedback. It does not include any asynchronous course delivery.

Scheduled Learning and Teaching (SLT) categories

Where the average weekly contact time across a course exceeds 12 hours per week – that is more than the average weekly assumption underlying the resourcing model – course teams will need to demonstrate that this is deliverable within the allocated resource.

See page 13 for more on managing SLT

Feedback and tutorials

These are normally one to one or small group meetings or crits, either to discuss formative or summative assessment, receive assessment feedback, discuss progress or a particular piece of work. They are not personal non-academic related meetings.

Briefings and demonstrations

This includes health and safety briefings, workshop/studio inductions, project briefings and technical teaching and demonstrations.

Lectures

Presentation or talk on a particular topic – can be a traditional model or an interactive approach, for example online. Lectures can also take place off site at an external venue such as a gallery.

Seminar

Small group sessions where students engage in discussions that can be tutor or student-led, if a tutor is present. Seminars can be delivered in person or online.

Supervised studio or workshop

Time in which students work independently in a specialist facility, for example a studio or workshop. These sessions are scheduled and supervised, and the key purpose is learning and teaching. Students working on their own in a studio with no staff present is not included in this category.

Work-based learning

Structured supervised learning, supervised by academic staff and /or employers. This takes place in a workplace but is part of the calculated notional learning hours of the unit.

Part 2

Support for course teams

Validations and reapprovals

New course validation and existing course reapproval are formal processes that require pre-approval and confirmation through College and University quality processes. These approvals are managed by School Deans and Associate Deans. When the go-ahead and timelines are set, the process moves to programme and courses.

Best practice suggests that developmental discussions begin in the academic year before the validation or reapproval is planned – that is two academic years prior to first delivery. This long lead time provides space for deep, critical reflection on the curriculum and on the development of teaching and learning strategies. Best practice also suggests two further meetings during the development process – an industry panel and a stakeholder meeting.

The College and UAL provide timely and helpful support to course teams approaching the validation of new courses or the reapproval of existing provision.

Course development event

As part of the process a validation or reapproval development event is scheduled by course teams where course staff can contribute to the initial validation or reapproval concepts. Such events should include HPLs and technical staff.

Industry panel

An industry panel is set up to 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 new course or planned updates. Input includes that from relevant industry advisors. This event is organised by the School.

Learning & Teaching, Progression, Attainment & Support stakeholder meeting

Discussions with the broader Learning and Teaching team, Progression, Attainment and Support team, Academic Support, Careers & Employability, the Knowledge Exchange and Business & Innovation team, the International Office and Digital Learning team. This event is organised by the Associate Dean, Learning, Teaching and Student Experience in liaison with School Associate Deans.

The exact timing of these meetings is agreed by the Programme Director, Associate Dean of School and Associate Dean, Learning, Teaching and Student Experience.

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

- Associate Dean of Learning & Teaching and Student Experience
- Associate Dean of Progression, Attainment & Support
- Director of Digital Learning
- Head of Academic Support
- Learning Resource Manager
- Educational Developer Academic Enhancement
- Progression and Attainment Project Manager
- Learning and Teaching Development Project Manager
- Curriculum Developer - Climate Justice
- Teaching and Learning coordinators
- Student Experience Officer
- International Development Manager
- Work-based Learning Curriculum Development Project Manager
- Placements and Employability Manager
- Academic Coordinator for Careers and Employability
- Technology Enhanced Learning Coordinators
- Changemakers
- Climate Advocates
- Digital Champions

See contact list on page 33

Part 2

Support for course teams

UAL Strategy and Principles: course ethos and narrative

In designing courses, development teams should engage with the UAL Strategy 2022 to 2032 and the Principles of Climate, Racial and Social Justice. These aim to ensure that the University becomes a civic University driven by social purpose.

The Strategy incorporates three guiding policies:

- Guiding Policy 1: Giving our students the education they need to flourish in a changing world
- Guiding Policy 2: Bringing a high-quality creative education to more students than ever before
- Guiding Policy 3: Changing the world through our creative endeavour

Course teams should be mindful of the policies when creating and reapproving courses and to fully incorporate the underlying principles of Climate, Racial and Social Justice. Each course is asked to embed these principles into its values and its delivery, including through Learning Outcomes and Assessment Methods, through unit descriptors and unit assignments. LCC's Curriculum Developer Climate Justice, the Academic Enhancement team and LCC's student partners – Changemakers, Climate Advocates and Digital Champions – can support course teams in decolonising the curriculum and in embedding the UAL Principles into curricula by September 2025.

LCC's Library Services team can also support in embedding the UAL drawing on local and library service-wide support and resources. The team can support:

Subject librarians can support reading list development and can advise on resource availability and cost.

UAL Library service runs workshops covering climate, racial and social justice topics such as 'researching sustainably with the library', and 'citation justice'. The team can also develop a bespoke offer to courses.

Thematic guides include Race, Racism and Anti-racism; Sustainability and Environmental issues; and Decolonising Libraries and Archives. Additionally subject specific guides cover such topics as sustainability and materials.

Each course should have a well-articulated approach to its discipline, including its values and beliefs articulated in the course philosophy.

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.

It is important that courses are driven by a coherent and engaging student learning journey that should be clearly understood by both students and staff. The curriculum should be mapped 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
- Unit learning outcomes build through each Block and each Year, offering students the opportunity to synthesise learning in earlier units. This is then evident in the learning outcomes of later units
- Projects support the transition between years of study and articulate what is expected at the next level in terms of the students' learning trajectory

Some courses find it useful to create a visualisation of the student journey, taking into consideration its ethical stance and values, and how these are articulated through the course units.

Creating a visualisation can start with a full course meeting, including academic staff and HPLs and other departments that feed into the learning development of students. Include representatives from the technical teams, library, academic support and learning and teaching.

Once the full staff team has gained an understanding of the tenets of the degree, go on to develop a unit-by-unit visualisation, illustrating how the units build practise-based skills, theoretical models and critical analysis as students move through each stage. It can be useful to give each Block a theme or title. See page 39 for examples.

The visualisation can then be used for staff induction. With students, the visualisation supports their understanding of the purpose of individual units, how they fit and build, and what the ultimate outcomes are.

Teams should consider how Equality, Diversity and Inclusion are rooted in the course. The aim of EDI is to ensure that all students can experience the course equally, including through the unit assignments, materials – whether digital or physical – and reading lists that are presented to them. Importantly, consider if any students are disadvantaged by the parameters of the unit.

Including optionality within a unit assignment and of assessment method are good EDI practice – this enables students to use their own cultures and identities within units.

See page 21 for further guidance on EDI.

Consider

1. The distinctive features of the course should articulate the course's ethos with reference to the UAL Strategy and Principles of Climate, Racial and Social Justice, as well as to school-based strategies.
2. Distilling the distinctive features of the course to a maximum of five key characteristics that differentiate the course.
3. Providing a visualisation of the student journey to enable students and staff to appreciate the learning journey and the way that learning builds from unit to unit and stage to stage.
4. Giving a theme or title for each block of study. This assists in articulating the narrative of the course.
5. Year briefings that 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.
6. Acknowledging in the course materials that the transition between levels of study mark important points in the student's learning trajectory.
7. Using course designer workbooks to support the development of vision, values and course philosophy and in writing Aims and Outcomes.

Useful links

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

UAL Strategy

<https://www.arts.ac.uk/about-ual/strategy-and-governance/strategy>

Embedding UAL Principles

<https://www.arts.ac.uk/about-ual/climate-action-plan/change-the-way-we-teach>

CAF

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/careers-and-employability/creative-attributes-framework>

Supporting transition into HE

Good curriculum design aids transition from a student's previous educational experience, including FE study at UAL, to learning in higher education. It also introduces students to 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 from Year 3 into employment or further studies.

For new students enrolling at the start of the course, there will be a Welcome programme prior to the start of Block 1.

At LCC there is a full programme of Welcome activities in addition to those offered centrally by UAL. These are aimed at building community as well as assisting in the transition to higher education.

LCC's Academic Support team offer a wide range of sessions for incoming students, starting online in August of each year. Like the Welcome, LCC's Academic Support team augments the central Get Ready offer.

Course development teams should be mindful that to prepare students academically is key and the curriculum should facilitate discussions regarding time management, resilience and salient skills while also promoting social, cultural and institutional integration.

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
- Addressing cultural diversity and intercultural exchange as this is central to effective collaborative student working
- Addressing what independent learning is at higher education level
- Developing student ability to work and study independently through taking a scaffolded approach. For example initially setting independent learning activities and being explicit about what independent learning involves
- Providing opportunities for early and frequent formative feedback, especially in the first year of study
- Providing preparatory tasks to help students successfully transition to the next stage

For students enrolling into Year 2 and Year 3 or final year 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.

Consider

1. Addressing the cultural diversity of the cohort and providing intercultural awareness to support collaborative student working.
2. Independent learning should be clearly articulated to students and what it means within the context of their discipline.
3. Introduce your cohort to the student partnerships – Changemakers, Climate Advocates, Digital Champions and Peer Mentors.
4. The underlying pedagogical principles introduced during transition should apply to in person teaching and learning, blended and online teaching.

Useful links

Student welcome

<https://www.arts.ac.uk/students/welcome>

Teaching for retention (AE toolkit)

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/resources/teaching-practice2>

Planning SLT, independent learning and cost of studying

Within the boundaries of the LCC resource framework, course development teams must provide scheduled learning and teaching time – essentially contact time – to students. This forms part of the contract between the University and each student, so it is critical to get it right.

Course development teams should clearly articulate how scheduled learning and teaching time drives the design and delivery of units. This articulation should be informed by the SLT categories defined on page XXX

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

The relationship between scheduled learning and teaching time and independent learning should be clearly mapped, with targeted use of scheduled learning and teaching time made in the design of units and in 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 could 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.

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

SLT is an area that students look at when they are addressing parity. Responding to that, it makes good sense to provide broadly similar contact hours for each credit value – 20, 40 and 60 – at each level across programme or practice areas. As such course teams could consider how each unit might reflect this when units run simultaneously.

Unit contact hours subsequently leads to unit timelines. If course teams plan 20 credit and 40 credit units on similar timelines, this could lead to a clash of submission deadlines. Such clashes are known to create huge stress for students.

Course development teams should be mindful of the cost of study and the cost of producing work for assessment. This is particularly so on practice based courses where students will be expected to meet materials costs and/or the cost 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.

Consider

1. The full range of SLT time and the different types of experience that it offers. This can include quick feedback, embedded Academic Support or one-to-one technical support.
2. The relationship between independent learning, enhancement and taught provision through purposeful activities within the timetabled windows.
3. Providing students with likely indicative costs of studying a unit. Include this information on the unit assignment.
4. The potential cost to students when writing unit assignments and project briefs. Ensure additional costs are clearly identified on these documents.
5. Parity of student experience by aligning SLT across practice areas / programmes.
6. Reducing the number of weeks that 20 credit unit runs compared to a 40 credit unit, consequently moving unit submissions onto different timelines.
7. Including guidance for students on group size and experience expectations, for example the experience of transmission versus supervision, lecture versus small group tutorials.
8. Embedding clarity around technical delivery, including co-delivery with academic teams.
9. Reviewing the amount of small group and individual SLT time students receive, and ensure it is properly articulated in the SLT.

Useful links

LCC Teaching Hub

<https://lccteaching.arts.ac.uk>

Year 1

Supporting Year 1 students is critical to increasing retention. The section below shares some guidance, pertaining to curriculum, that can be used to boost enthusiasm and student engagement.

A good Year 1 curriculum design is student-focused, explicit, relevant and provides the foundation and scaffolding for learning success. The Year 1 curriculum objective should be articulated as a coherent, integrated whole.

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, for example co-producing a student/staff contract and agreeing a statement on the course assessment strategy.

Integration of skills to support the success of all students should be predicated on an enhancement rather than a deficit model. This recognises and builds on the strengths, skills and prior experience of students entering Year 1. 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.

Small group and collaborative peer activities can be designed to help students practice their learning, for example before presenting to larger groups. By doing so, you will help build community and cohort in a year where some students are likely to feel isolated.

Give frequent formative feedback as students are new to understanding higher education, its expectations and teaching and learning approaches. Giving students clear goals and scaffolding how to reach there with the help of early and frequent feedback, will make their learning journey smooth. Early identification and intervention help to avoid setbacks at a later stage and empowers student to ask for help in good time.

Collaborating with students in their learning journeys, for example, by giving them opportunities to share and bring previous learning and life experiences into curriculum and assessment will reinforce that new students' ideas are valued at LCC and are seen as an integral part of teaching and learning.

Consider

1. 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 can be timetabled to provide space for both vertical and horizontal cohort community building.
2. Curriculum mapping: theory and practice is critically complementary from the start of all UG courses at LCC and should be made apparent to students from the beginning of their learning journey. This creates a coherent and engaging student-learning journey.
3. The Introduction to ... Unit. This unit gives students 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 later in their studies. Introductory units may not have enough time and content to understand depth. However, examples from previous years – which are not overwhelming – may be shared with students to give them an idea of what to expect.
4. Introducing formal peer-to-peer learning across the year and between years of study. LCC's Peer Mentors are also trained to undertake Peer Assisted Learning (PALS) sessions. These aid social networking and 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.

Useful links

Designing teaching

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

Peer mentoring

<https://www.arts.ac.uk/colleges/london-college-of-communication/student-life-at-lcc/peer-mentoring-at-london-college-of-communication>

Academic enhancement resources

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

Belonging through compassion

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

Year 2

Student satisfaction rates tend to decline in Year 2 and course teams are encouraged to reflect on the factors that cause this and to try to address them.

Year 2 students do not have the excitement of joining the College and a new course and the scaffolded support that brings; they also don't have the momentum and pace of the final year, with Final Major Projects and Degree Shows as key drivers and the support and focus that accompanies those activities. Second Year students might feel that this is the 'in-between year' that lacks a clear focus and purpose. At the same time, the financial and emotional challenges of studying in London might become more apparent in Year 2.

Acknowledging that students' might question the value of Year 2 we need to collectively articulate its purpose and focus:

Having developed a set of foundational skills, knowledge and experiences in Year One, Year Two is the time for consolidation and growth. It is a space to take risks, to experiment and to collaborate. It is the space where students' can really develop their individual creative identity and start to explore possibilities for their professional futures in preparation for the final year and graduation.

Course teams can:

- Ensure the purpose and added value of Year Two is articulated and communicated to students
- Develop Year 2 in the context of the whole learning journey of the three year degree, articulating how students can use knowledge and skills developed in year one in year two; and how students can use year two as preparation for year three
- Highlight collaborative opportunities available to students' in Year 2
- Highlight opportunities for students to develop creative attributes in Year 2 that will support their professional futures and employability

Students are offered the Diploma in Professional Studies and the Diploma in Creative Computing between Year 2 and Year 3. Both offer students the prospect of specialising before their final year. Sessions for students to understand the value of the diplomas to their future careers and the commitment needed to undertake one of the diplomas can be embedded into scheduled sessions. The DPS preparation programme takes place in Block 2.

Consider

1. Peer-to-peer mentoring: LCC has a well-developed peer mentoring opportunity, organised by the Academic support team.
2. Creating opportunities for students to share work, with each other and with staff, through timetabled crit or peer review sessions.
3. Formative assessment as a way of supporting students in their attainment. Timely feedback supports students in submitting their best work.
4. How you generate opportunities to create community within timetabled sessions.
5. How you ensure that students understand the UAL regulation that can use Year 2 grades in calculating the final classification. This can be embedded into Year 2 induction sessions.
6. Giving students the opportunity to consider a year out with DPS or DCC.
7. How the course supports the development of skills, including negotiating, needed for the largely self-generated project work in Year 3.

Useful links

Assessment and feedback

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

DPS

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

DCC

<https://www.arts.ac.uk/subjects/creative-computing/undergraduate/ual-creative-computing-institute-diploma>

Year 3

Our final year students should be nurtured through the year in which the focus will always be on their classification. While in some circumstances Year 2 unit grades may be taken as part of the classification, it is largely and for most students dependent on their Year 3 grades.

Some final year students will be re-joining the course after taking a diploma year. Integrating students who have been on DPS or DCC can start with social and community events that can help to integrate them into a new cohort.

In terms of final year workloads, course teams should bear in mind parity for students across programmes and similar practices. The point of workload equivalence is to create parity at discipline level so that students feel fairly treated. When designing the final year and its individual units, weigh up how the student workload on your course compares with other courses in the same programme. While there are inevitably different requirements from different practises, overall there should be perceived parity.

Considering equivalence across wordcounts and practice-based assessments can be complex. There are a variety of ways in doing so. Estimating the time needed to complete assessments is one way of ensuring equivalence. Think about what is appropriate in your discipline and work from there. For example, you could look at an equivalence between a written submission and a moving image submission. How many words might be equivalent to a length in minutes taking research and submission delivery into consideration.

The LCC resource model guidance for weekly contact time is 10 hours per week for final year students. Consider how the Scheduled Learning and Teaching load works in view of students working largely on self-generated individual or group projects. Map out the SLT at the same time as working on the unit content, learning outcomes and assessment method.

Assessment submission timelines are critical for students. Students can become very stressed when they have clashing submission deadlines. Course teams can alleviate this by timetabling more formative assessment so that students have had the opportunity to respond to feedback before their summative submission. Some courses choose element assessment to spread student workload. This can work well, however some caution is needed here as elemental summative submissions can increase the workload for students – and for staff undertaking assessment.

During course development, it may be useful to map, for staff use, all formative and summative assessment points onto the course diagram to ensure student workload has a reasonable spread.

Consider

1. The total of word counts across all final year units alongside individual unit wordcounts.
2. Consider the breadth of any word count ranges, for example a range of 5,000 to 7,500 gives a range of up to 33% and is the equivalent of a standalone essay.
3. How you communicate to students the use – or not – of the +/- 10% rule
4. Creating parity of student experience by aligning word counts across practice areas /programmes.
5. How to support staff and students in negotiating project outcomes – look at credit value, unit timeline, programme equivalences.
6. Ensuring students have developed the skills for such a negotiation. This can be built through scaffolding in Years 1 and 2.
7. Creating practice-based/programme equivalence in terms of expected student effort.
8. For Unit Assignment development: include examples of outcome submission types to support not proscribe.
9. For Unit Assignment development: include guidance on outcome expectation.

Useful links

Assessment and feedback

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

Academic Enhancement Resources

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

Academic support

<https://www.arts.ac.uk/students/library-services/academic-support>

Equality, Diversity and Inclusion

Alongside the UAL Principles of Climate, Racial and Social Justice, the University has comprehensive equality, diversity and inclusion functions, plus an anti-racism action plan. Reflecting the UAL action plan, LCC's anti-racism operating plan incorporates local targets for both staff and students, for example a target for B.A.M.E staff by 2025.

Among UAL's APP agreement are targets for the elimination of awarding gaps for home B.A.M.E, low IMD home students and international students. Each course is charged with reducing these awarding gaps.

EDI is driven by the Equalities Act 2010, so covers all the protected characteristics named in the law. These are sex, sexual orientation, gender reassignment, age, race – including colour, nationality, ethnic or national origin – religion or belief, disability, marital status, pregnancy and maternity leave.

By not discriminating, the aim is to create total inclusivity for students in all aspects of a course including delivery, all course materials and in the detail of assignment briefs and assessment methods.

LCC has a proud history of decolonising the curriculum and was the first College in UAL to create student Changemaker roles to support this project.

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 the new College Options framework (see Part I for details).

Consider where in the curriculum students can make choices to enhance and direct their studies to suit their own interests and needs.

When optionality opportunities are provided during the course it supports EDI and personalisation for students. This can be informed through the shared creative and conceptual ideologies of each School and Programme area. This provides opportunities for student collaboration and further cohort building.

The pacing of options should be carefully considered as part of a holistic review of the learner journey and can give the opportunity for students to explore practice outside of their core discipline. Check Part 1 for guidance on introducing options to a course.

Consider

1. How you ensure that the brief is inclusive. This means that it must not exclude nor discriminate against any protected characteristic named in the Equalities Act.
2. Sources of materials used, decolonising the curriculum and taking a global view. Your students should see themselves in the materials being used as examples.
3. Assignment briefs: add optionality into unit project or assessment briefs. For example, offering alternative approaches to fulfilling the learning outcomes.
4. Submission formats: alternative submission formats. For example, an essay, or a visual essay or a video essay. Consider visual alternatives to written formats, or report documents as alternatives to essays. Give an alternative to assessed presentations. For example a slide deck equivalent, a video equivalent or a presentation equivalent.
5. During lockdown we became experts at alternative types of assessment and put the emphasis on process rather than on a final object or artefact. This can be developed with an eye on cost of study.
6. Managing student workloads and submission bunching by using element submission across the timeline of a unit. Do consider, however, that element submissions can increase student and staff assessment workloads. Look at how formative and summative assessments relate to each other.
7. Giving your students a 'size' or range of pages for their submission beyond a word count, so they understand the expectation. For example, an accompanying research file or R&D evidence could be given a range of 20 to 40 pages. This could help students to do an appropriate amount of work.
8. Ensuring your brief constructively aligns with the assessment method and the learning outcomes in an obvious way that does not lead to any confusion.

Useful links

Designing Inclusive assessment

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

UAL EDI

<https://www.arts.ac.uk/about-ual/equality-and-diversity>

LCC EDI

<https://canvas.arts.ac.uk/sites/explore/SitePage/206027/equality-diversity-and-inclusion-edi-at-lcc>

UAL anti racism strategy

<https://www.arts.ac.uk/about-ual/strategy-and-governance/anti-racism-strategy>

Learning and teaching practices

All students benefit from an inclusive learning environment that is fully committed to social justice and where all aspects of individual's identity, experience and backgrounds are acknowledged in the ways they are taught and assessed.

Our commitment to social justice means we take active measures to improve the success of specific groups where research and data show there are differentials in academic success. We address race, socio-economic class, gender, sexuality, nationality, disability and faith in our pedagogies and assessment practices to address awarding gaps and issues of educational inequalities.

This work is focussed on:

We recognise that decolonisation is a complex and contested term but we approach it as challenging the legacies of colonisation and imperialism in education and deconstructing established hierarchies and practices, encouraging a greater diversity of perspectives from underrepresented voices in the curriculum.

Work that supports all students feeling recognised, included, respected and supported in their learning. We know that students' sense of belonging is pivotal to their wellbeing and to achieving academic success and look at how we can actively engender a strong sense of belonging through compassionate approaches to teaching, learning and assessment.

Working to design forms of assessment that enable a diverse community of learners to exercise choice and feel empowered when approaching assessment; co-creating assessment tasks with students', recognising a broad range of skills and knowledge; giving compassionate feedback.

Decolonising curriculum and teaching and learning.

Compassionate pedagogies

Assessment for social justice

Consider

How the course development teams will engage with the following during the validation or reapproval process:

1. External advisers from industry and professional practice.
2. Research into the latest pedagogical practice. This may include Advance HEA resources.
3. Colleagues working in learning and teaching – Associate Dean, Learning and Teaching Development Project Manager, the Learning and Teaching Coordinators, the LCC Teaching Exchange Educational Developer .
4. Director of Digital Learning, Digital Learning team.
5. Placements and employability Manager.
6. School Research Coordinators, Professors and Readers.
7. Changemakers, Climate Advocates and Digital Champions

Useful links

Academic enhancement resources

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

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://www.arts.ac.uk/about-ual/teaching-and-learning-exchange>

Digital learning

Digital learning encompasses the use of digital learning tools, technologies, and platforms to facilitate online learning and to support on-site learning activities. We aim to provide a hybrid learning experience to all our students creating an engaging and interactive learning environment. It is essential that the use of digital learning is integrated into the course design from the beginning of the process.

Course delivery at LCC follows a blended learning approach. Curricula is delivered through a blend of onsite and online sessions. A mix of synchronous and asynchronous modes of engagement are paired with scaffolded independent learning.

Ensure the course team understands the terminology associated with digital learning.

Pedagogy: The mode of delivery, the mix of on site and online activities will be driven by a preferred pedagogical approach.

Flexible pedagogical design: Course teams have agency to design blended learning for their specific contexts. It is recognised that there is not size fits all approach to blended learning. Innovative and new approaches are strongly encouraged

Co-design: Designing blended learning is a collaborative process led by course teams, involving others, including students, the digital learning team and employers.

Digital inclusivity: Blended learning must be digitally inclusive. Both digital accessibility and digital connectivity should be considered when designing online learning activities.

Digital accessibility: This relates to websites, digital platforms, videos and electronic documents. Digital content is accessible if the format can be accessed, navigated and understood by everyone.

Digital connectivity: This relates to students' devices and the quality of their internet connections. Including asynchronous approaches will support digital inclusivity.

Learning journey: Students should be provided with a clear understanding of the structure of the course in Moodle and the relationship between the online and on-site learning activities.

Online learning activities: Course teams should take advantage of UAL's suite of digital learning platforms to facilitate a variety of asynchronous and synchronous activities. Courses can further extend the digital learning environment to meet pedagogic requirements, in line with UAL policy which is designed to ensure that students' personal data is protected and the University meets its responsibilities for information security.

Hybrid learning: Teaching students on-site and students online simultaneously will only take place in rooms where the required technology and support has been provided. Involving online students in live on-site teaching sessions is challenging. The student experience of both those on-site and those online will suffer without the appropriate technologies and support.

Consider

1. Consultation with the College Digital Learning team. The LCC Digital Learning Team will be able to provide advice and involve the UAL's wider digital learning teams if needed.
2. The role digital learning can play in all aspects of your course. Consider it alongside the other elements of this guidance not in isolation.
3. Ensuring how your course is designed to scaffold students' use of digital learning and provides them with the support they need to be online learners.
4. Designing your course around the use of the UAL digital learning platforms only.
5. The implications of using digital learning when designing your course to ensure you do not 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>

Retention, continuation and awarding gaps

The University is committed to improve retention, continuation and to eliminate all awarding gaps. Indeed our KPIs require us to take action in these areas.

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 and teaching approaches to be embedded and/or offered as alternatives.

This recognises that inclusive practice for one group can and should be effective practice for all, thus pre-empting the need for reasonable adjustments. Inclusive curricula and pedagogy creates a welcoming environment for all students and makes space for exploring what diversity means within disciplinary contexts.

Gaps in attainment between home white students, students of colour, low IMD background students 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, decolonised curricula and teaching approaches.

These should be attentive to social-cultural identities and put the most disadvantaged at the centre of planning and designing curricula. Incorporate opportunities within curricula for students to develop an effective understanding of inclusivity and decolonisation in relation to their subject discipline and apply and extend that knowledge through assessment.

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. UAL's Academic Enhancement team has created a number of guides to support course development.

Among them are the AE guide to Creating Inclusive Briefs and the AE guide to Internationalising the Curriculum. These ask course teams to consider how students from diverse backgrounds might engage with curricula and how courses are engaging with a global perspective.

Course designers should look at the authors recommended on core and supplementary unit reading lists, and consider how their identity or perspectives might be upholding Eurocentric outlooks. The AE guide to Decolonising Reading Lists can support this. Course development teams can look at the diversity of teaching and assessment approaches that are inviting and participatory to all groups.

LCC's Student Changemakers, Climate Advocates and Digital Champions can work with course teams to co-develop aspects of the curriculum. This is an opportunity for students to play a sustained partnership role in curriculum decolonisation, embedding climate, racial and social justice and ensuring digital literacy.

UAL's Decolonising the Arts Institute also exists to help decolonise the curriculum and the University from within. It has resources that can support the development of both curricula and assessment.

Consider

1. Introductory sessions should allow students to celebrate their own identity, previous experiences and backgrounds. This highlights the capital that each student brings to the course, and how that is a meaningful resource.
2. Creating opportunities within the curriculum and assessment for students to draw upon their own experience and knowledge and for this to be recognised as having academic value.
3. Revising course materials and the curriculum including core texts and reading lists to ensure materials used are from sources and practitioners reflecting diverse backgrounds.
4. Meeting with your librarian, Academic Support liaison, language development coordinator and academic enhancement educational developer.
5. Lectures, learning outcomes and assessments 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-developing curriculum in partnership with students and librarians to help promote the knowledge and perspectives of historically marginalised groups.
8. Incorporating a range of mid-unit reviews/evaluations timetabled throughout the study levels, so students can observe enhancements implemented in response to their feedback.

Useful links

Decolonising Reading Lists

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

Decolonising the Arts curriculum

https://www.arts.ac.uk/_data/assets/pdf_file/0029/243875/AEM3-Selection-of-recommended-resources-PDF-168KB.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

LCC Student Changemakers on the Teaching Hub:

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

Providing an internationalised student experience

Course development teams should ensure that an international experience is incorporated into the design of the course. The aim is to develop students' global experience and understanding of subject, help them acquire intercultural competence and confidence and challenge their own perspectives and approach. This will support students in building their professional and personal networks and prepare them to work in an international context.

This can be achieved through several different activities, including:

- Student/staff exchange programmes
- In-person international collaborations, delivered at LCC
- International collaborative virtual projects with other universities, businesses, governments, charities, or NGOs
- Short term international study trips

The College's International Partnerships team is available to support course teams in developing these opportunities.

To support students with English as an additional language, course designers 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.

Course teams may consider attending intercultural training sessions and other workshops run by the Language Centre as part of their continuing professional development.

Consider

1. Incorporating student experiences of globalisation and internationalisation within teaching, learning and assessment.
2. How to integrate 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. Using Block 1 to establish inclusive, international and intercultural approaches as part of the course philosophy, teaching and learning pedagogies and methodologies.
5. Unit level learning 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. Incorporating a student exchange in Year 2, in conjunction with the College's International Partnerships team.
8. 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>

Enterprise and employability

Employability is one of the key metrics used by the Office for Students to benchmark University performance, including the Graduate Outcomes Survey. As such, course development teams should ensure the skills and attributes of UAL's Creative Attributes Framework are mapped to both course and unit outcomes, preparing students for their professional futures.

All courses can include an outcome relating to the professional context of their work. Students should recognise when they are developing professional skills throughout their course, made clear in learning outcomes. Career planning, employability and entrepreneurial skills should be a key feature of Year 3 units and can underpin student understanding of their own professional development throughout the course.

Some courses formally incorporate a placement. At a minimum, units should incorporate learning outcomes typically associated with placement learning. This could be through industry-facing live projects, student Knowledge Exchange opportunities, and working collaboratively in teams to help build their professional networks.

Knowledge Exchange (KE) is how we, as a University, interact and innovate with our network of external partners to create value for society, economy, culture and environment. Staff can find information on tools to support KE activities, staff development and funding on the Knowledge Exchange canvas page.

Additionally, all Year 2 students are offered the opportunity to participate in a diploma course – the Diploma in Professional Studies and the Diploma in Creative Computing – before embarking on the final year of their UG degree. Undergraduate course teams can liaise with the DPS Coordinator for their respective School to find out more about the DPS preparation programme.

Courses should be designed to provide opportunities for students to reflect on their learning, and to understand the implications for their professional development. Digital literacy and an ability to manage an online profile with confidence is essential.

Consider

1. Curriculum mapping using tools such as the Creative Attributes Framework Toolkit can help articulate the students' learning journey through the course. It can identify what key skills, knowledge and attributes they will develop at different stages of the course.
2. Helping students to recognise where in the curriculum they are learning the CAF through, for example, learning outcomes.
3. Embedding the CAF and discipline-specific professional experiences, courses should encourage students to engage with extra curricula resources provided by the LCC Placements Manager and UAL Careers and Employability.
4. Curricula including opportunities for students to understand professional contexts and to develop enterprise, employability and collaborative skills, evident in the learning outcomes of units.
5. Inviting the participation of the College Business and Innovation team to discuss the possibility of integrating live projects with external partners. Teams can also use their own KE networks to create live projects. Students relate well to collaborative units where the outcome has an external profile.
6. Teams can consult the Enterprise and Employability Coordinator and the Work-Based Learning Curriculum Development Project Manager for support with embedding opportunities in the curriculum.
7. Welcoming recent graduates to facilitate discussion of professional experiences and progression to further study is to be encouraged. Course teams can work with LCC Graduate Futures team to engage with alumni as well as using their own networks.

Useful links

Creative Attributes Framework

<https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/careers-and-employability/creative-attributes-framework>

MYCAF is hosted by Academic Support online

<https://academicsupportonline.arts.ac.uk/user/login?destination=/learning-resources/mycaf>

Knowledge Exchange at LCC

<https://canvas.arts.ac.uk/sites/explore/SitePage/209812/knowledge-exchange-ke-at-lcc>

UAL Careers and Employability

<https://www.arts.ac.uk/careers>

Part 3

Key College contacts

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Reapproval checklist – UG

What	Status
Data	
Dashboards UG Attainment Retention and Continuation Retention - Year 2 to Year 3 Unit level Analysis UG Completion Annual Course Monitoring	
AM meeting notes	
NSS/CSS/PTES strategic priorities	
External examiner report	
Course committee minutes	
Unit evaluation	
Annual course monitoring / enhancement plan	
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: Introduction and resources list Course vision and values Defining course aims Crafting learning outcomes Designing inclusive assessment Course structure	
UAL Guiding Principles - Climate , Race and Social Justice How have these principles been embedded? Is the course at SHIFT level?	
Creative Attributes Framework (CAF) Employability & Enterprise How have these UAL frameworks been embedded? Are the course employability skills mapped?	
Inclusive Attainment How is attainment parity for B.A.M.E, international 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?	
Cost 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	Status
AE Toolbox Has the course team consulted the AE toolbox and has it engaged with/ embedded the following activities: 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 whom 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 other 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 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	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 AE toolbox. See UAL International Partnerships Handbook.	
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? Staff Technical facilities Other	

Course reapproval process

Time period (defined if required)	Action	Who
Consultation and Proposal Form Phase		
	A summit (development day) is held to kick start the reapproval process. The session should cover: <ul style="list-style-type: none"> initial plans further consultation required key actions that the reapproval should address collectively based on student outcome data, student experience measures and consideration of the existing course offer. Consideration of need for reapproval meeting (see 2.6.3) 	CL/DoS/PD/AD: Q (or equivalent)/CQM/AE Lead +others as determined locally (see list of potential teams/services under key stakeholder consultations)
	Consultation may instigate a course title change, introduction of a Diploma year and/or admissions changes to be implemented for cohort joining following completion of reapproval. See 2.3.2 for further details.	CL
12 months ahead of entry	Course webpages updated with disclaimer text to inform potential students that the course is undergoing reapproval during the academic year. * Consultation with key course stakeholders. The level of consultation with stakeholders will be determined by the nature of the changes being made but must include: <ul style="list-style-type: none"> Student consultation 1 (current and alumni where possible) Senior College staff (supporting LTE (including AE leads, Curriculum Developers (or UAL Teaching and Learning Exchange), student experience, KE etc.) Heads of Service (Admissions, Student Marketing and Recruitment, Technical Resources, Digital, Library, Academic Support etc.) Industry An overview of the outcomes of the consultation meetings should be added to the reapproval log.	CL (PD+DoS)
	External advisor identified	CL + PD
	Meet with Dean of School to consider outcome of consultation and agree proposals and priorities to be taken forward through reapproval.	CL + PD + AD: Q (or equivalent) + DoS
	Complete Course Costing (in consultation with the Head of Finance / Financing Manager) and Resources review exercise to be reviewed by College Executive/ Management Group in part C of the reapproval proposal form	CL + HoF + AD: Q + Dean
	Complete Course reapproval implementation exercise	CL+CQM+PAM/AHAR: A
	Submit reapproval proposal form to CQAC for development approval, incorporating feedback from internal/industry stakeholders and student consultation	CL

Time period (defined if required)	Action	Who
Proposals and Documentation Development Phase		
	CQAC+ review proposal form, provide feedback (via reapproval log) and confirm development approval and consider need for reapproval meeting (see 2.6.3)	CQAC + proposal form signatories
	College Executive/Management Group consider Section C: Planning and Resources of the Reapproval Proposal Form	College Executive/ Management Group
	Course handbook and SLT hours updated to reflect proposals approved by CQAC.	CL (with support from Quality Team)
	Complete student consultation (2) outlining any new or changes to existing proposals being since previous consultation.	CL + PD
	Submit draft of revised curriculum information (including scheduled L&T hours) and updated reapproval log for internal review (either BoS sub-group or CQAC).	CL
For Spring Term AQSC	Submit evidence of student consultation to CQM, if immediate implementation of changes for existing students in next academic cycle) is being proposed.	CL
Time period (defined if required)	Action	Who
Review and Approval Phase		
	Internal review completed at BoS Sub-Group or equivalent with feedback provided via reapproval log.	BoS Sub-Group (as nominated by DoS or equivalent)
	Feedback from internal review considered and any revisions made to course handbook and SLT hours	CL
	Revised course handbook and SLT hours circulated to external advisor for review or considered at reapproval meeting.	Quality Team
	Update reapproval log confirming action taken in response to student and advisor consultation	CL
May	Finalise and submit final course handbook and SLT hours for CQAC approval	CL
	CQAC review final documentation (and if required provide feedback via reapproval log).	CQAC
	Undertake student consultation (3) to inform them of finalised changes.	CL
May VSC	Submit Memo from Chair of CQAC to VSC to confirm reapproval process complete.	DQM
June	SITS and AKARI updated.	
June	Communications sent to students confirming process complete and confirmation of relevant changes	PAM – continuing students. UAL Student Recruitment – new students

Examples of Course visualisation diagram

BA (Hons) Fashion Photography



Continuous development



BA GMD 2024/25 Student Journey / Units structure

Year 1 Level 4 Discover and Explore		Year 2 Level 5 Investigate and Expand		Optional	Year 3/4 Level 6 Position and Foreground	
Unit 1B (20 credits) Introduction to GMD Aim This unit introduces the graphic and media design study through theory and practice Key aspects: - Preparation HE and GMD - Identified industries - Technical skills - Design process CRSL 1, 3, 4	Unit 2A (20 credits) Responsible Design Aim Understanding the potential impacts of design increasingly important for designers in relation to their practice. Key aspects: - Principles and Frameworks - Understanding systems - Practice and methods - The designers responsibility CRSL 2, 3	Unit 2A (40 credits) Ways of Working Aim You'll be introduced to specialised areas of graphic and media design encompassing a wide range of approaches that explore the use of both established and emerging technologies with a critical perspective Key aspects: - Fundamental Processes - Principles of Application - Investigation and Exploration - Creative Independence - Improve Fundamental Skills CRSL 2	Unit 2A (40 credits) Situating Practice Aim You will focus on enhancing your learning and skills, to nurture your own distinctive approach, self-guidance, exploration, and critical judgment through self-directed project assignments Key aspects of the unit: - Democratization - D&I Enhancement - Critical Reflection - Progression and Practising CRSL 4, 5	Diploma in Professional Studies Aim Diploma in Professional Studies (DPS) is optional where you have the opportunity to undertake an industry placement. Read more	Unit 3A (40 credits) Self-Initiated Research Project Aim This unit concludes the theoretical and theoretical studies in your course. You'll apply your skills and past knowledge to create a research project Key aspects: - Self-initiated research project - Persuasive rationale, structure and content - A written dissertation of 4,000-7,000 words - Create a design proposal CRSL 1, 3, 4	Unit 3 (60 credits) Major Project Aim Your Major Project is the culmination of the course where you produce and showcase work based on the core skills, specialist techniques and theories you have learned and chosen to focus on Key aspects: - Self-reflection - Defining your practice - Independent - Creativity - Portfolio - Reflective practice CRSL 1, 3, 4
Unit 1A (40 credits) Process and Methods Aim In this unit you will build on Introduction to GMD to develop core conceptual and technical skills of working in design Key aspects: - Process and Methods - Technical skills - Language skills CRSL 1, 3, 4	Unit 2B (40 credits) Design Exploration in Context Aim Put into practice the ideas, concepts, and critical approaches you have applied in the preceding unit by working on project assignments to demonstrate your understanding of the subject matter Key aspects: - Investigate and integrate - Innovation and innovation - Exploration in context - Reflective practice CRSL 3, 4	Unit 2B (20 credits) Professional Practice Aim This unit gives you the opportunity to collaborate with design students from other courses in a live industry brief Key aspects: - Collaboration - Expand professional contexts - Communication and networking CRSL 2, 3, 4	Unit 2B (20 credits) Design Cultures Aim This unit aims to broaden knowledge of contemporary culture encompassing historical, social, practical, environmental, theoretical and cultural aspects in design, art and media Key aspects: - Cultural and Theoretical Studies - Post an extended research project - Combine personal interests with subject knowledge - Including an essay of 2000 words CRSL 4	Diploma in Creative Computing Aim Diploma in Creative Computing of UAL Creative Computing Institute (CCI). This will develop your skills in creative computing alongside your degree. Read more	Unit 3B (20 credits) Positioning in Design Aim This unit centers on the strategic placement and branding of your major project within a broader and critically significant context (CCB). This will develop your skills in creative computing alongside your degree. Key aspects: - Position your practice - Exploring and embedding - Positioning your Major Project - Critical positioning CRSL 2, 3	
11 Total 120 Credits		12 Total 120 Credits		120 Credits	130 Total 120 Credits Total 260 Credits	

Across all GMD years

GMD LAB
An series of workshops designed to enable students from all three years to work on exploratory experimental projects together. These are outside the units, however they do inform practical work within the units. LABs are run by GMD staff and all workshops are directly linked to their current practice and research.
[Read more](#)

Critical Forum Lecture Series
Open to all students and serves as a platform for discussing and exploring crucial topics. It provides an opportunity for students to engage in discussions, gain insights, and delve deeper into various critical subjects relevant to their studies.
[Read more](#)

Continuous development through:
Technical Skills / Research methods / Visual communication / Design analysis / AI / Critical analysis / Idea generation / Critical and Theory / Academic study and support / Presenting / Specialist / Portfolio / Collaboration / Peer learning / Critical voice
[Read more](#)

CRSL: Climate, Racial and Social Justice principles
[Read more](#)