**All guidance text appears in blue. Please delete blue text once template is completed.**

### COURSE DOCUMENT

### COURSE TITLE: Full Course title as agreed by the Academic Strategy Committee (Planning Proposal Part 1)

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If you have any difficulties in using this course document, please contact your Faculty Quality Office.

### This document should be prepared in line with:

### [Guidance for Programme Design and Development](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Guidance-and-books/Guidance-for-Programme-Design-and-Development-Final-Feb-2019.pdf)

### [Academic Framework](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework.aspx#collapseEight)

### [The General Regulations for the Conferment of Awards](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulations-policies-and-procedures.aspx)

### [The Quality Manual](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/quality-manual.aspx)

### Any relevant frameworks and special regulations

### [The Standard Information Items for Validation](https://www.canterbury.ac.uk/quality-and-standards-office/programme-approval-modification-and-review/programme-validation.aspx)

### [The University Learning and Teaching Strategy](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Learning-and-Teaching-Strategy-2015-2022.pdf)

### For apprenticeship courses, the following additional documents should be used:

### 8. The Apprenticeship Framework

### 9. [QAA Characteristics Statement for Higher Education in Apprenticeships](https://www.qaa.ac.uk/docs/qaa/quality-code/characteristics-statement-apprenticeships.pdf) (July 2019)

### [10. Institute for Apprenticeships: Quality Apprenticeships](https://www.instituteforapprenticeships.org/media/1489/institute-for-apprenticeships-statement-quality-apprenticeships-002.pdf)

**A note on regulations**

Unless explicitly stated otherwise, the course will operate fully in line with the expectations of the following:

* General Regulations for the Conferment of Awards, Assessment Procedures and any relevant frameworks.
* Special regulations or any relevant Scheme Protocols (as identified on page 1 of the Course Specification)
* University marking criteria (for undergraduate courses at levels 4, 5 and 6).

**Please avoid quoting or paraphrasing these documents. A simple cross-reference will usually suffice.**

If this course requires special regulations, you should consult with your Faculty Director of Quality as soon as possible, as these will need to be approved by the Academic Board prior to course approval.

**A note on Tier 4 (International, non-EU Students)**

It is essential that courses of study do not lead the University to breach Immigration legislation and UKVI guidance or lead Tier 4 (International, non-EU) students to breach the terms of their visas. In particular, it should be noted that:

* Tier 4 students must study full time
* there is a requirement to monitor Tier 4 student attendance
* there is a requirement for supervision during the conduct of any individual study
* there may be visa implications should a Tier 4 student leave the UK for placement or for research activities during his or her course of study.

Course teams should consult with the Immigration Compliance Manager if their course is likely to be open to Tier 4 students.

### General introduction to the course

Use this section to identify the reasons why a student might like to study this course or what specific benefits successful completion of the course might have, such as professional body membership or specialist skills. If the course helps students acquire specialist knowledge, it may be helpful to identify what a "typical student" may go on to do. The Course Specification (parts 1 and 2 of the Planning Proposal) carries detailed information and must be read with this document.

1. **Annual Calendar**

Please confirm the following:

1. Delivery calendar for the course, for both full time and part time.
2. Whether the course requires a calendar exception. If so, include the full calendar here, including start and end dates; module sequence; detailed assessment deadlines for each assessment; reassessments; meetings of boards of examiners.

All apprenticeship courses will follow an appropriate academic calendar agreed with the Director of Curriculum and Deputy Academic Registrar.

*Please note that any variation to a formally approved University calendar must be approved by the Academic Strategy Committee, through an exception request. This information will be used to ensure that assessments are properly sequenced, delivery clarity and the information can be clearly used for curriculum setup.*

### Course Structure

Please provide the following information:

1. A diagrammatic overview of the course structure to explain how students will progress through the course, including assessment weeks for each module to confirm sequencing
2. A mapping demonstrating how the modules enable the course level learning outcomes to be met.

### Learning, Teaching and Assessment Strategy

### The [*Nine Principles of the Learning and Teaching Strategy*](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Learning-and-Teaching-Strategy-2015-2022.pdf) must provide the foundation for this section.

Please confirm the following:-

1. How the specific Learning, Teaching and Assessment Strategy for this course has been designed to enable students to successfully achieve and demonstrate the Course Learning Outcomes.
2. How the course has been designed to meet the needs of a diverse student population engaging with the course, in line with the underpinning themes of the Learning and Teaching strategies.
3. Any course-specific resources upon which the course will rely and the role they will play in supporting the course. For example, staff personnel and human resources.

For apprenticeship courses, the nine principles have been adapted as follows:

* 1. *Supporting success for all apprentices*:   
     Graduate employability is still an essential attribute but as apprentices are already in employment focus on enhanced skillset and promotion possibilities at the end of the apprenticeship. All learning and teaching practices should enable apprentices to reach their full potential in life. Access to learning opportunities and support should be delivered 24/7 in physical and virtual environments to support the needs of apprentices.
  2. *Curriculum design for transformation/employer engagement*:   
     Curriculum design leading to excellent outcomes; inclusion and success of diverse apprentice groups; ask deep questions and challenge accepted thinking; develop a quest for knowledge; take into account the need for increasingly flexible modes of delivery.
  3. *Flexible and responsive learning environment* in both the workplace and the University as well as extra-curricular and online environments. All learning environments should support and sustain individual and collective learning pathways. New physical environments should be designed for deep and active learning with maximum flexibility. Infrastructure and systems need to be robust and support different approaches to learning. The learning experience for apprentices should be consistent while celebrating cultural diversity.
  4. *Building learning communities* –learning communities should be developed across all aspects of apprenticeships. Apprentices and staff should be co-creators of learning through a shared praxis of reason and reflection. All apprentices’ potential should be recognised and nurtured through support and challenge.
  5. *Apprentices as partners in learning* – the University, apprentices and employers are all partners in learning. Apprentices should have representation in an important role of improving the learning experience and delivering excellent education and outcomes.
  6. *Outstanding learning / teaching and assessment practice* – both through work experience and through study. Apprentices’ experience of learning, teaching and assessment should be stimulating and delivered by staff committed to their subject area. Staff supporting learning on apprenticeships should ensure their practice is evidence based, informed by scholarship and employ up-to-date learning tools and technologies.
  7. *Integrated approach to graduate employability* – Ensure apprentices are aware of opportunities the programme provides to prepare them for graduate employment. Staff should engage with the graduate attributes of the university especially when designing learning outcomes and assessment and ensure that these are embedded in curricula. Employers will also contribute to curriculum and assessment design, and learning. Curricula should enable students to gain the experience, skills and attributes necessary to shape their own future and success.
  8. *Educating the whole person* – apprenticeships are a lifelong learning programme. Learning should equip apprentices with skills for living and contributing to a wider social purpose. The learning environment should provide a safe space for challenge and transformation, places to learn to think and distinguish a good from a poor argument. Promote well-being and resilience, exploring and engendering understanding of equality, diversity and inclusivity.
  9. *Internationalisation and global citizenship* – although apprenticeships are only open to students in England, international perspectives are still relevant and curriculum content should challenge cultural bias and stereotyping. International perspectives help apprentices develop as global citizens and develop diversity and inclusion. Choices of learning, teaching and assessment strategies should be mindful of culture and seek to include all apprentices.

The explanation should also explain the following:

* how results from the initial needs analysis will be used.
* how sessions will be differentiated to reflect apprentices’ different backgrounds and skills.
* how the course team will work with employers to ensure assessments are appropriate.
* what opportunities/possibilities for apprentices will arise out of undertaking/completing the course.
* how good teaching will be identified/evaluated. What evidence will be provided that good teaching is being carried out/ having an impact.

### Relationship of the course with national and subject reference points

Please set out how the course relates to relevant reference points including:

* The generic level descriptors annexed to the Regulation and Credit Framework for the conferment of award
* Subject benchmark statements (for undergraduate degrees)
* Foundation Degree Qualification Benchmark Statement (for foundation degrees)
* Master’s Degree Characteristics Document (for Master’s Degrees)
* Doctoral Degree Characteristics Document (for doctoral degrees)
* Relevant professional, statutory and regulatory body requirements
* The approved National Apprenticeship Standard published on the [Institute for Apprenticeships & Technical Education](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/) (IfATE) website.

### Please also indicate how advice from external sources (external academics, employers, service-users) and from students has been used to inform course design.

### Apprentice courses must be designed to the relevant approved Apprenticeship Standard; Courses, including all training provision, must deliver the necessary knowledge, skills and behaviours in order for students to demonstrate full occupational competence in the relevant job.

### Please therefore provide adequate mapping to the Apprenticeship Standard. This should be checked both internally and externally by the School as well as either the Apprenticeship Unit or the End Point Assessment Organisation.

### Apprenticeship courses must show evidence of co-design with potential employers. This section should set out details of how this has been undertaken and that employers are content with the proposed course

1. **The course-specific approach to student support, engagement and course management**

Please confirm the following: -

1. Compliance with the Faculty and School approach to student engagement and course management.
2. Arrangements in place to support students, including, but not limited to PAT arrangements.
3. Where the course has different delivery patterns, such as part time, evenings etc, state, confirm how student support arrangements will be tailored to reflect the different learning environment.

For apprenticeship courses, Schools will be expected to put in place provision to fully support apprentices and work with Employers to ensure apprentices have all the necessary assistance for success in the work-based elements of their course.

Support should include:

* Meeting students during an induction/orientation event at the beginning of the course
* Undertaking tripartite meetings between the University, apprentice and employer at an appropriate frequency
* Supporting contract review meetings with the employer to discuss issues across the cohort and, where necessary, individual students
* Maintaining adequate records (Schools must document all meetings with Employers and apprentices)
* Ensure apprentices progress and off-the-job hours are tracked in the apprenticeship management system
* Prepare and agree progress reports as required
* Maintain awareness of sources of support for the apprentice
* Monitoring apprentice progress and identifying at risk individuals
* Ensure accuracy of apprentice records
* Visiting apprentice at their workplace
* Assist apprentices with their personal, professional and career development in the context of the apprenticeship by:

1. Developing a learning plan

2. Directing students to appropriate study skills advice

3. Encouraging and assisting with reflection on progress to date (including reflection on academic grades and feedback)

4.

5. Review progress towards the End Point Assessment requirements

6. Discuss implications of personal development modules

Schools should also have a full discussion with the Employer regarding each party’s obligations and to set out the University’s approach to apprenticeships and the ethos underpinning the University’s provision of apprenticeship courses.

Please therefore provide details on the following:

1. Arrangements for employers to provide 20% off-the-job training time, for apprenticeship to engage with the apprenticeship learning.
2. How the School will give opportunities for employers and students to provide feedback on the apprenticeship and reflect this in Boards of Studies and Annual Apprenticeship Reviews.

### Work-Based Learning / Distance Learning / Placement Arrangements (if any)

Please summarise details of the following:

* + - 1. Arrangements, including how these arrangements support the achievement of the course aims and learning outcomes and any regulatory body requirements for placement learning (e.g. audit of placements, practice learning facilitator preparation etc).
      2. Where applicable, arrangements in place for students who are unable to complete a compulsory placement element through no fault of their own.
      3. Where the proposed course, or any of its constituent modules are to be delivered by distance learning, also consider:
* the means of delivery of the course, including the implications for access to information technology and other equipment
* how students will receive feedback and be able to communicate with members of staff;
* staff development needs so that course materials are kept up to date
* any hardware and/or software requirements and support needs from technical and administrative support staff.

*Sample(s) of learning materials will need to be presented for approval including a fully worked through module. In this case, please liaise with the Quality and Standards Office.*

Apprenticeship courses should also state the following:

* + - 1. Mode(s) of delivery, which will depend on factors such as the pedagogic approach, employer, and any individual apprenticeship, PSRB or fitness to practice requirements i.e. (for instance needing to achieve a minimum level of competence before starting on the job).

*Delivery modes can include a range of approaches such as blended, supported online, work-integrated, and face-to-face learning, workshops and masterclasses. Employers should, , be actively involved in decisions and how and where the apprentice will undertake their learning.*

* + - 1. How outstanding integration of on and off the job training will be evidenced.
      2. How mentors will be identified/trained/used to assess and support apprentices

### Collaborative Arrangements (if any)

Please consider only current or intended formal collaborative arrangements, excluding potential arrangements. Placement arrangements should be considered in section 7, above.

Where course is franchised, details on delivery arrangements should be included in the ‘Course Document for Franchised Courses.’

### Development of the course: External Professional, Statutory and Regulatory Bodies (PSRBs) (if any), links with industry, external stakeholders and engagement with students

Please provide the following information:

* + - 1. Arrangements with PSRBs, including details of PSRB approval, annual monitoring or service-user requirements. Relevant supporting documentation may be given in an appendix, if necessary.
      2. How employers, stakeholders and students have been involved in the development of the course. If this is a new course with shared modules, existing students from other courses may be consulted.
      3. For apprenticeships, Schools should seek appropriate employer organisations with which they can co-create and deliver the apprenticeship programme. Records of meetings with Employers should be kept in order to record decisions and expectations regarding programme delivery. These may also be required by external regulatory bodies as part of overall approval process.

1. **Module Specifications**

Please populate the below ‘Module Mapping’ table. The first five columns should match with the information provided within box 3.4 in Planning Proposal (Part Two) as approved by the Faculty Portfolio Planning Executive.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Module Title** | **Parent Course** | **New or existing module** | **Core or optional** | **Module availability for SH, CH or both** | **Number of credits** | **Pre- / co- requisites for this module** | **Module Leader** | **External Examiner** |
| 4 | Crime and morality | BSc (Hons) Criminal Justice | Existing | Core |  | 20 | None | Dr P Saw | Dr T Chance |
| 5 | Dimensions of Crime | BSc (Hons) Criminology | New | Optional |  | 20 | None | Dr P Saw | TBC |
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**Appendices**

There MUST be appendices for each of the following:

1. Details of any proposed or agreed variations from the Regulations for Taught Awards and the General Regulations for the Conferment of Awards or Scheme, or from specified Policies and procedures related to the conduct of examinations
2. Assessment criteria where the proposed assessment criteria differ from the Generic Assessment Criteria for Courses