**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 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) – LINK

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

### [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) - LINK

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

### Any relevant frameworks and special regulations

**A note on regulations**

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

* the **General** Regulations for the Conferment of Awards, Assessment Procedures and any relevant frameworks.
* and special regulations or any relevant Scheme Protocols (as identified on page 1 of the Course Specification)
* generic 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 delivery calendar for the course, for both full time and part time.

Any variation to a formally approved University calendar must be approved by the Academic Strategy Committee, through an exception request.

If the course requires a calendar exception, please include the full calendar here, including: start and end dates; module sequence; detailed assessment deadlines for each assessment; reassessments; meetings of boards of examiners.

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

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

### Learning, Teaching and Assessment Strategy

Please provide an overview of how the specific Learning, Teaching and Assessment Strategy for this course has been designed to enable students to achieve the Course Learning Outcomes and to demonstrate this.

Describe how the course has been designed to meet the needs of the particular student population that will be engaging in the course. It should reflect the underpinning themes of the course and be reflected in the module Learning and Teaching strategies.

The nine principles of the Learning, Teaching and Assessment Strategy must provide the foundation for this section

Please describe any course-specific resources – including human resources – upon which the course will rely and explain the role that these resources will play in supporting the course.

### 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

### Please also indicate how advice from external sources (external academics, employers, service-users) and from students has been taken into account in the course.

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

Please confirm that you are compliant with the Faculty and School approach to student engagement and course management.

Please confirm the arrangements in place to support students, including, but not limited to PAT arrangements. Where the course has different delivery patterns, such as part time, evenings etc, please state how student support arrangements will be tailored to reflect the different learning environment.

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

Please summarise details of 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). If there is a compulsory placement element to the course, you should also consider what arrangements can be made for students who are unable to complete the placement through no fault of their own.

If the proposed course, or any of its constituent modules are to be delivered by distance learning, please describe the means of delivery of the course, including the implications for access to information technology and other equipment; how students will receive feedback; how students will be able to communicate with members of staff; what staff development will be required in order that course materials are kept up to date; what are the hardware and software requirements, and what are the requirements for support from technical and administrative support staff. A sample 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.

### 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 are franchised, the detail around 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 specify any 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.

Please specify 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.

1. **Module Specifications**

Please populate the following 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**

Where appropriate, please include 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