

ANNEX 5 - DEFINITIVE COURSE DOCUMENTATION

Introduction

1. This annex to the Quality Assurance Handbook details processes and guidance relating to the documentary requirements for quality assurance processes:
 - a) Documentation required in each quality assurance process
 - b) Unit Descriptor Guidance
 - c) Subject Benchmark Statement exemplar
 - d) Course Information contents (for upload to myUCA)
2. The templates for each document described in this annex are separate files downloadable from the QAE webpages:

Programme Specification	Annex 5 Template A
Course Diagram	Annex 5 Template B (UG) and C (PG)
Unit Descriptor template	Annex 5 Template D1 (UCA) D2 (OCA)
Subject Benchmark Mapping template	Annex 5 Template E
Migration Strategy	Annex 5 Template F

Further guidance on writing course documentation is published on the [UCA Creative Education Network](#) website.

Documentation required in each quality assurance process:

3. The following table details the documents required for each process being undertaken. The numbers in the columns represent the sequence in which the documents should be provided, as a complete package, to QAE:

	Type of Document Required	Template location	Validation	Periodic Review	Short course validation
			↓	↓	↓
NEW COURSES UNDERGOING VALIDATION	Validation proposal document	QAH Section C	1		1
	Course Diagram	QAH Annex 5	3		
	Context Document (including course diagram and explanation of criteria for pass mark and completion of units)	n/a			2
ANNUALLY PUBLISHED FOR ALL AWARD BEARING COURSES	Programme Specification	QAH Annex 5	2	4	
	Unit Descriptors	QAH Annex 5	4	7	3
	Subject Benchmark Mapping**	QAH Annex 5	5	8	
	Course Information	QAH Annex 5			
	Unit Handbooks	n/a	6*	13*	
EXISTING COURSES UNDER REVIEW	Migration strategy	QAH Annex 5		6	
	Contextual Review Document	QAH Section H		1	
	Course Diagram	QAH Annex 5		5	
	2 years of AAM reports	n/a		9	
	2 years of EE reports	n/a		10	
	Summary of changes made by Course Changes Process since validation or the last periodic review	n/a		2	
	Documentary evidence of student consultation and feedback on the proposed changes to the course	n/a		3	
	QERP reports (if available)	n/a		11	
PSRB reports (if available)	n/a		12		

* Course teams will only need to provide sample Unit Handbooks for these events at the request of the Chair

** A Subject Benchmark Mapping document is mandatory for UG courses and PGT Architecture and PG courses which include Business and Management.

Distance learning: In addition to any of the above processes, the following are also required:

- Regulations
- Student/Course Handbook
- Access to the online learning platform (where appropriate) and
- Exemplar course materials (if not available on the online learning platform)

Collaborative courses: In addition to any of the above processes, the following are also required:

- A copy of the regulatory framework (where this is different from the CCF¹)
- Link Liaison Document (detailing mechanisms for collaborative quality assurance and management of the course)
- Student/Course Handbook

Section 2: Annual cycle of definitive course documentation

5. For any courses not proposing changes for the following academic year, Course Leaders will be asked to confirm to QAE that the most recently approved documents remain accurate
6. For any courses proposing course changes for the following academic year, the process as defined in Section E of the Quality Assurance Handbook must be followed.
7. QAE is responsible for uploading the following definitive course documents to myUCA and Docshare on an annual basis. The table below details the publication location of course documents.

Document type	Published area
Programme Specification	myUCA Document Management System
Unit Descriptors	myUCA Document Management System
Course Information	myUCA

¹ Normally all courses are validated under the CCF, where a different regulatory framework is required for a collaborative course (for example for distance learning courses or dual awards) this must be approved by the Academic Board and referenced in the *Awards of the University* regulations.

Unit Descriptor Guidance Notes

Use of Unit Descriptors

A separate Unit Descriptor is required for each unit.

Where a unit offers more than one option leading to different learning and teaching activities, separate data boxes are required to record the different 'Indicative Teaching & Learning Methods' within that unit.

Where a unit offers more than one option leading to different assessment requirements, a separate Unit Descriptor (and unit code) is required to describe these different 'Assessment Requirements'.

Unit Title

In determining the duration of a unit, this should include the delivery, teaching and final summative assessment point of the unit.

Content

Provide information about the content: the new knowledge that a student may acquire; it needs to engage students and inspire curiosity. This should also include the key syllabus of the unit.

Try not to confuse the message with outcomes or assessment or delivery: so not how they acquire knowledge or what they do with it or how they will be assessed.

Aims

These are the broad statements that describe the unit holistically.

They should be distinctive from other units so there is no repetition in a year especially. Each unit should have very clear aims that establish its role in the student learning experience. A 30 credit unit will normally have 3 aims.

Learning outcomes

These are student centred and describe your learning intentions: they clarify what students will be able to do at the end of the unit. The verbs that you use need to be specific and measurable. It must be possible to match the students' assessed work to the learning outcomes as measured via the assessment criteria.

Use the following format:

On completion of this unit, the student will be able to:

e.g.	verb	what	context or condition
	report orally	on an issue they have investigated	to present findings
	design	a building/outfit/product	to meet the clients brief
	examine	the role of culture	in animation (etc)
	define	theoretical concepts	in art/ design practice

discuss develop	a variety of approaches their understanding	to their practice of their creative process
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Repeated Learning Outcomes are considered to be academically appropriate in multiple units within a Stage/Level (as Art & Design education is iterative). However, progression/differentiation must be evident between Stages (i.e. between Levels at UG) and Semesters (at PG)².

Refer to the Subject Benchmark Statements when writing learning outcomes.

Teaching & Learning methods

In your unit descriptor under 'Teaching & Learning Methods' you will need to fill out three boxes with the hours for 'scheduled activity', 'independent activity' and 'placement activity'. Each box must be filled, even if it is with a zero.

Total teaching and learning hours should add up to 10 hours for each credit. For example: a 30 credit unit will have 300 hours total learning and teaching activities.

The time spent on formative assessment should be included within this calculation. The categories in which formative assessments are included within the learning and teaching activities will depend on their exact nature. *For example, a presentation may contribute to both scheduled learning and teaching activities (for the time spent doing the presentation) and guided independent study (for the time spent preparing the presentation).*

To work out which activities fall into the categories 'scheduled', 'independent' or 'placement', HESA and the QAA have provided the following table:

Activity type	Category
Lecture	Scheduled
Seminar	Scheduled
Tutorial	Scheduled
Project supervision	Scheduled
Demonstration	Scheduled
Practical classes and workshops	Scheduled
Supervised time in studio/workshop	Scheduled
Fieldwork	Scheduled
External visits	Scheduled
Guided independent study †	Independent
Work based learning *	Placement
Placement †	Placement
Year abroad †	Placement

* The definition has been modified from that used by the QAA and is consistent with that used in student support regulations.

† These categories are not included in the QAA list

² As confirmed by the Quality Strategy Group during 2016/17.

The time spent on formative assessment should be included within the calculation of learning and teaching methods. The categories in which formative assessments are included within the learning and teaching activities will depend on their exact nature. For example, a class test may contribute to both scheduled learning and teaching activities (for the time spent taking the test) and guided independent study (for the unsupervised time spent revising/preparing for the test).

See Appendix 1 for a definition of each activity type.

Assessment Strategy

Table A1 – Assessment Components

This section is of critical importance as the information provided here represents the definitive and validated record of the assessment structure of the unit. This will be communicated to students and will be contractually binding.

Each unit comprises one or more assessment components. A mark (0 – 100) is awarded to each assessment component. The relative weightings of a unit's assessment components determine how the overall unit mark is calculated (e.g. where a unit has two assessment components A and B, where A is weighted 70% and B is weighted 30%, the mark for component A is multiplied by 0.7 and the mark for component B is multiplied by 0.3, and the two resultant scores are added together to arrive at the overall unit mark). Marks are awarded ONLY to assessment components - the assessment component is therefore the most granular level of summative assessment.

An assessment component normally comprises one assessment task (e.g. where the component is a 3,000 word essay, the task is also a 3,000 word essay). However, some components may comprise two or more assessment tasks (e.g. a portfolio may comprise a 2,000 word report, the production of an artefact, and the delivery of a 10 minute PowerPoint presentation; or a project may comprise a 500 word proposal and an artefact). In a portfolio scenario, marks are not awarded to individual assessment tasks, and there is no relative weighting of assessment tasks – where a component comprises multiple assessment tasks they are assessed holistically, against the learning outcomes and assessment criteria for the unit, and the mark is awarded to the component overall.

Portfolios: by definition a portfolio is a single assessment component which attracts ONE overall mark regardless of the number of individual assessment tasks contained within it. If you wish to award and communicate an individual mark for an assessment task it must be an assessment component in its own right and not a constituent of a portfolio.

In the Table A1 please provide the following:

- the unit's assessment components;
- the relative weightings, as a percentage, of those assessment components (these must total 100% for the unit);
- where the component comprises two or more assessment tasks, a list of those tasks. Please be as specific as possible;
- the assessment type, by selecting from the drop-down box, of each assessment task (or component where the component comprises only one assessment task). Once selected, you will need to overwrite this assessment type within the box. Further information on the definitions of these assessment types is available in Appendix 2 below.

Additional points to consider in assessment design:-

- Is the unit assessment requirement inclusive for all students?
- Does each student have an opportunity to demonstrate achievement? A portfolio of work will support a range of student completions.
- How does the assessment requirement support the diverse group of student? Can you provide choice of task and activities? Can students explore different media or content or topic?

Table A2 –Categories for Assessment

The purpose of this section is to provide course level stage data to inform the ‘Overall methods of assessment’ and ‘Overall Learning & Teaching hours’ which forms part of the material information of the Programme Specification³. Each of the assessment types (already identified above) belong to one of these three assessment categories.

Table A2 details the proportion of the unit’s assessment which falls into each of the assessment types. This should correspond with the information already provided in Table A1 (e.g. if you have already stated that there are two essay assessment components each weighted 30%, and no other written assignments, then the total proportion to enter below against ‘written assignments’ would be 60%).

To work out which activities fall into the assessment categories HESA and the QAA have provided the following table:

Activity type	Category
Written exam	Written
Set Exercise (under exam conditions but not testing practical skills)	Written
Written assignment, including essay	Coursework
Report	Coursework
Dissertation	Coursework
Portfolio	Coursework
Project output (other than dissertation)	Coursework
Oral assessment and presentation	Practical
Practical skills assessment	Practical
Set exercise	<i>Varies – see notes</i>

If a degree comprises of work in the form of sketchbooks, large scale design work, exhibitions or portfolios, produced in either a classroom or self-study environment it should be included as coursework, not practical assessment. This includes work that counts towards continuous or examinable work.

Performances in the performing arts context, should be classed as practical assessment. As examination of practical skills of individual students (or possibly groups of students) takes place as a ‘one off’ by an examiner, either through observation of a live performance or through the review of a recorded performance.

See Appendix 1 for a definition of each activity type. See Appendix 2 for guidance on using unit templates for inclusive assessment.

Table A3 - Summary of Table A2 Data

³ To comply with CMA requirements and HEFCE Published Information guidance.

This table should contain the total proportion of this unit's assessment which falls into each of the three assessment categories (e.g. if, in the above example, the third and final assessment component is a report, then the total to enter against 'coursework' would be 100%, with 0% in the other two categories).

The assessment categories should add up to 100%.

Table A4 - Assessment criteria

These are descriptions of what the learner has to do in order to demonstrate that the learning outcomes have been achieved. They should be specified against each learning outcome.

The assessment criteria are stated at the threshold standard: the minimum expected achievement in order to satisfactorily achieve credit for the unit.

The marking descriptors are used to describe achievement above this threshold standard. The use of the marking descriptors should encourage students to achieve at higher levels.

Reading Lists

Substantive changes to reading lists⁴ (as in the case of validation or periodic review) should be made in consultation Library & Student Services who will provide information, advice and guidance in the selection of resources.

The Reading List Policy as amended by the Library & Student Services is published in Appendix 3 of this guidance.

For further information please contact your Learning & Teaching Librarian or the Collections Development Librarian.

⁴ Formerly known as 'Reference Material'. Amended to align to Reading Lists Policy (LSS). See Appendix 3, Annex 5 QAH.

Appendix 1

Definitions

Teaching and Learning Methods

Lecture

A presentation or talk on a particular topic

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate⁵ introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person.

Lectures are assumed, in general, to involve larger groups of students than seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Seminar

A discussion or classroom session focusing on a particular topic or project

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

Webinars should be categorised as guided independent study when a student can access them on demand. If a webinar is only available at a specific time, it should be included as scheduled learning.

Tutorial

A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face. Where feedback tutorials are scheduled in learning programmes (for example, following the return of marked coursework), they should be categorised as scheduled tutorials, otherwise ad hoc one-to-one feedback should be regarded as guided independent study.

Project supervision

A meeting with a supervisor to discuss a particular piece of work

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person. The size of a project supervision meeting will depend upon the number of students involved in the work concerned, and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

Demonstration

⁵ lecturer, researcher, technician, member of support staff or Graduate Teaching Assistant of the institution or a visiting or external specialist

A session involving the demonstration of a practical technique or skill

Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

Practical classes and workshops

A session involving the development and practical application of a particular skill or technique

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed. These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely. The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

Supervised time in studio/workshop

Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop

Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or affiliates may be involved. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.

Fieldwork

Practical work conducted at an external site

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

External visits

A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

Work-based learning

Structured learning that takes place in the workplace

QAA definition:

The term covers any learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, work-based learning is unlikely to take place virtually. Students might undertake work-based learning individually or in groups, depending on the nature of the workplace and the learning involved.

HESA definition:

The definition given below differs from that included in the QAA list.

Work-based learning is a core feature of foundation degrees and may also occur in other programmes. Work-based learning is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the institution, staff of the employer, or both.

Unlike work experience, which can be one element of a course such as a sandwich placement (whether for the whole or part of a year), work-based learning is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes: the imparting of relevant knowledge and skills to students; opportunities for students to discuss knowledge and skills with their tutors; assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

Work-based learning should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of work-based learning should, therefore, not extend the normal duration of a course. Learning in the work place or other placements that do not meet the definition of work-based learning given above should be treated as placements.

Guidance received from HESA has confirmed that simulated work based projects conducted within institutions should be classified as scheduled.

Guided independent study

Higher education is distinguished from general and secondary education by its focus on independent learning. Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently, which may itself be 'guided'. Guided independent study might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, revision, etc. The relative amounts of time that students are expected to spend engaged in scheduled activities and guided independent study varies between courses.

Webinars should be categorised as guided independent study when a student can access them on demand. If a webinar is only available at a specific time, it should be included as scheduled learning.

In all cases, students are expected to be responsible for their own learning, with appropriate support being provided by the institution.

Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc. Distance learning will generally be guided independent study.

Placements

Learning away from the institution that is neither a year abroad nor work based learning

The term covers any learning, other than years abroad and work-based learning, that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely to be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, placements are unlikely to take place virtually. Students might undertake placements individually or in groups, depending on the nature of the workplace and the learning involved.

Where the total number of hours on placement exceeds 10 hours per credit, the total number of hours should be capped at 10 hours per credit.

Where external requirements dictate that students should spend significantly more than 10 hours per credit in placements, then these extra hours should be added to the numerator and denominator in the same way as other non-credit bearing, yet compulsory, activities.

Year abroad

Any study that occurs overseas

This should include any study that occurs overseas whether for all or part of a year. Where only part of the year is studied abroad it should be weighted accordingly in determining the learning and teaching methods for the year.

Assessment Requirements

Written exam

A question or set of questions relating to a particular area of study

Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen', where the questions are only revealed 'on the day'. In an 'open-book' exam, a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple-choice. Written exams usually (but not always) take place under timed conditions.

Written assignment, including essay

An exercise completed in writing

Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.

Report

A description, summary or other account of an experience or activity

There are many different kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.

Dissertation

An extended piece of written work, often the write-up of a final-year project

A dissertation is a substantial piece of writing deriving from research that a student has undertaken. Dissertations are the result of a student's independent work, carried out under the guidance of a supervisor. Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately).

Portfolio

A collection of work that relates to a given topic or theme, which has been produced over a period of time

Typically, a portfolio contains a number of pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs). Examples include, in education, that students may collect in a portfolio essays around particular teaching methods, lesson plans, teaching materials that they have developed and a report about the

teaching experience itself. Examples also include the creative arts portfolio which may contain a strong practical element.

Project output (other than dissertation)

Output from project work, often of a practical nature, other than a dissertation or written report

Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include a piece of artwork, a new product or a poster.

Oral assessment and presentation

A conversation or oral presentation on a given topic, including an individual contribution to a seminar

Examples of oral assessments and presentations might include conversations, discussions, debates, presentations and individual contributions to seminars. This category would also include the viva voce exam which is typically used by institutions in specific circumstances such as clarifying assessment decisions reached via other means.

Practical skills assessment

Assessment of a student's practical skills or competence

Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skill or technique (or competency). Examples include clinical skills, laboratory techniques, identification of or commentary on artwork, surveying skills, language translation or listening comprehension, and so on.

Set exercises

Questions or tasks designed to assess the application of knowledge, analytical, problem-solving or evaluative skills

Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises. The categorisation of set exercises will depend on the nature of the exercise being set. Typically, set exercises will not be conducted under exam conditions and will therefore normally be coursework. Where the set exercise is performed under exam conditions and does not involve the use of practical skills it should be treated as a written exam otherwise it should be a practical exam.

Anticipatory inclusion and ‘optionality’: Table A2

Whilst this table is a direct translation of the information in table A1, the annotations in the example below show how the assessment types and categories for assessment either require particular formats of submission or allow for choice. Where a particular format is required, the ‘reasonable adjustment’ route is still available for individual students: however, a more ‘anticipatory’ approach can be developed using the categories (highlighted below on the right) where no particular format is specified.

Where the Assessment Type does not specify written or oral, there is more flexibility in the range of formats available to you in designing your assessment tasks, for example, video journal, blog, audio recording, vlog, or multimedia submissions.

It is important to note that where a choice of submission formats is to be offered, examples of typical tasks should be given in the ‘Typical Indicative Assessment tasks’ column of table A1, as in the above example.

Table A2 –Categories for Assessment

	Assessment Type	% of assessment	Category		
These assessment types specify the format of submission (ie ‘written’ or ‘oral’) and so do not allow any changes to the format of submission except via the ‘reasonable adjustment’ route. Note: although ‘dissertation’ falls in the ‘coursework’ category’, current policy at UCA requires a written dissertation	 Written exam		Written		
	 Set exercise (under exam conditions but not testing practical skills)		Written		
	 Written assignment, including essay		Coursework		
		Report		Coursework	
	 Dissertation*		Coursework		
		Portfolio	100	Coursework	
		Project output (other than dissertation)		Coursework	
		Set exercise (not under exam conditions, e.g. critiques)		Coursework	
	 Oral assessment and presentation			Practical	
		Practical skills assessment (including production of an artefact)		Practical	
	Set exercise testing practical skills		Practical		

These categories, in combination with particular assessment types support an anticipatory approach to inclusivity by allowing students options in the choice of formats in which they can submit assignments without the need for ‘reasonable adjustment’

Appendix 3

Library & Student Services

Reading List Policy

The University will ensure a fair and consistent approach is taken in the selection for and maintenance of reading lists to stimulate and inspire creativity and promote excellence in learning, teaching and research.

This will ensure that:

- reading lists are clear, consistent, accurate and current
- students have appropriate access to Essential and Recommended Reading
- the University maximises the value and impact from its investment in its collections

Scope

This Policy applies to all courses validated by the University.

Definitions

- **Essential Reading**

Any combination of books, journals, articles, chapters, screenings, databases, webpages or other resources which students must consult in order to appreciate and understand the subject area. It is expected that students will use these resources to achieve the learning outcomes detailed in the Unit Descriptor.

- **Recommended Reading**

Any combination of books, journals, articles, chapters, screenings, databases, webpages or other resources which students are advised to consult that will help broaden and deepen their appreciation and understanding of their subject area and practice. It is expected that students will use a selection of these resources.

Responsibilities

Course Leaders

Will liaise with Library & Student Services who will provide information, advice and guidance in the selection of resources.

Will use the Harvard Reference System to detail Essential and Recommended Reading within the Reading List section of the Unit Descriptor and published in the Course Information.

Will report any changes to Essential and Recommended Reading to the School Board of Studies as non-material changes to the Unit Descriptor, in line with Section E of the Quality Assurance Handbook.

Quality Assurance & Enhancement

Will publish this policy alongside the processes for the maintenance of Course Information

documentation to ensure that Course Leaders are aware of the requirements of this policy for validation and periodic review.

Library & Student Services

Will provide information, advice and guidance to support the selection and maintenance of reading lists.

Will review reading lists to ensure they are clear, consistent and accurate.

Will acquire resources taking into account a number of factors, including need, cost, space, format and access.

Will develop and maintain the University's collections in accordance with the Collections Development and Collections Acquisitions Policies.

Review

This Policy will be reviewed annually by the Director of Library & Student Services and the Head of Quality Assurance & Enhancement. Significant changes to this Policy will be considered and approved by the Learning and Teaching Committee.

September 2015

Sample Subject Benchmark Mapping

Mapping template against the relevant subject benchmark statement(s)

Statements Referred To: Subject Benchmark Statement For Art & Design – BA (Hons) Fashion Design

Generic Criteria	Unit Titles	Unit Learning Outcomes	Course Learning Outcome	
<p>Benchmark Statements Section 4.4 Aligned to;</p> <p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated: <i>relevant contextual or theoretical issues are identified, defined and described historical or contemporary practices are identified, defined and described appropriate technologies, methods and processes are identified, defined and described</i></p>	Capturing Creativity	LO1	YEAR 1	LO1 LO3 LO5
	Tools of the Trade	LO2		
	Exploring Fashion	LO1, LO3		
	Capturing the Market	LO1, LO2, LO3, LO5		
	A Cut Above	LO1, LO2, LO3		
	Reading Identity	LO1, LO2		
	Made to Measure	LO1, LO2	YEAR 2	LO1 LO3 LO5
	Thinking It, Cutting It	LO1, LO3, LO4		
	Placement (Option 1)	LO1, LO2, LO3, LO4, LO5		
	Industry Case Study (Option 2)	LO1, LO2, LO3, LO4		
	Research Methods	LO1, LO2		
	Company Identity	LO1, LO2, LO5		
	International Exchange (Optional)	LO1, LO2, LO4, LO5	YEAR 3	LO1 LO3
	Pre-Collection	LO1, LO2, LO3, LO4		
	Portfolio	LO1, LO2, LO3, LO4		
	Dissertation	LO1		
Collection	LO1			
Signature Portfolio	LO1, LO3			
<p>Benchmark Statements Section 4.3 Aligned to;</p> <p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated: <i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i></p>	Capturing Creativity	LO4	YEAR 1	LO2 LO5 LO6
	Tools of the Trade	LO5		
	Exploring Fashion	LO2, LO3		
	Capturing the Market	LO1, LO2, LO4		
	A Cut Above	LO1, LO2, LO4		
	Reading Identity	LO1, LO2, LO3		
	Made to Measure	LO1, LO2, LO3, LO4, LO5	YEAR 2	LO2 LO3 LO5
	Thinking It, Cutting It	LO1, LO2, LO4		
	Placement (Option 1)	LO1, LO2, LO3, LO4, LO5		
	Industry Case Study (Option 2)	LO1, LO2		
	Research Methods	LO2, LO3		
	Company Identity	LO1, LO2, LO3, LO4		
	International Exchange (Optional)	LO1, LO2, LO3, LO5, LO6	YEAR 3	LO2 LO4
	Pre-Collection	LO1, LO2, LO3, LO4		
	Portfolio	LO1		
	Dissertation	LO2, LO3		

	Collection	LO2, LO3		
	Signature Portfolio	LO1, LO2, LO3, LO4		
<p>Benchmark Statements Section 4.5 and 4.6 Aligned to;</p> <p>Application of technical and professional skills The degree to which: <i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions appropriate technologies, methods and processes are demonstrated transferable, professional skills are effectively demonstrated self management and independent learning are demonstrated</i></p>	Capturing Creativity	LO2, LO3, LO4	YEAR 1	LO2 LO4 LO6
	Tools of the Trade	LO1, LO3, LO4, LO5		
	Exploring Fashion	LO2		
	Capturing the Market	LO2, LO3, LO4, LO5		
	A Cut Above	LO1, LO3, LO4		
	Reading Identity	LO2, LO3	YEAR 2	LO2 LO4 LO6
	Made to Measure	LO1, LO2, LO4, LO5		
	Thinking It, Cutting It	LO2, LO4, LO5		
	Placement (Option 1)	LO1, LO2, LO3, LO4, LO5		
	Industry Case Study (Option 2)	LO1, LO2, LO3, LO4		
	Research Methods	LO1, LO6		
	Company Identity	LO3, LO4, LO5		
	International Exchange (Optional)	LO2, LO6	YEAR 3	LO1 LO2 LO4 LO5 LO6
	Pre-Collection	LO1, LO2, LO3, LO4		
	Portfolio	LO1, LO2, LO3		
	Dissertation	LO3, LO4		
Collection	LO3, LO4			
Signature Portfolio	LO2, LO3, LO4			

Course Information (for access via myUCA)

Course Information is a collection of documents which explains to students what the course of study offers, how the course is supported and how it will be delivered.

The Course Information is disaggregated for ease of use by students to myUCA and comprises:

- a) Programme Specification;
- b) Unit Descriptors (validated);
- c) Health & Safety on your course (University generic statement);
- d) Library Learning Services support on your course (generic statement);
- e) Staff list (academic, technical and campus registry staff supporting the course)

For Further Education courses, documentation comprises the Programme Specification (or unit specification) from the awarding body, a list of units including UCA unit codes and the UCA specific statements listed from c) to e) above.