

Meeting of the Academic Board

9.00 am on Wednesday, 14 April 2021
via MS Teams

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies	-	PB
2.	Declarations of interest <i>Members are required to declare any interest in any item of business at this meeting</i>	-	PB
Items for approval			
3.	Curriculum Framework	2-33	
	Overview of framework and pedagogic principles		PC
	Review of Qualifications Framework		MG
	Summary of Skills Framework and Graduate outcomes		KB/ VB

Date of next meeting
2.00 pm on Wednesday, 16 June 2021

Members: Pat Bailey (Chair), Ian Alberty, Asa Hilton Barber, Aston Helen, Gilberto Buzzi, Patrick Callaghan, Alessio Corso, Geoff Cox, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Steve Hunter, Paul Ivey, Deborah Johnston, Janet Jones, Nicki Martin, Sarah Moore-Williams, Luke Murray, Md Fazle Rabbi, George Ofori, Jenny Owen, Tony Roberts, Carrie Rutherford, Helen Young, Harriet Tollerson, Rosie Holden and Jane Wills

Apologies: Warren Turner, Kate Ellis, Craig Barker

In attendance: Dominique Phipp (Secretary), John Cole, and Sally Skillett-Moore, Richard Duke, Kulvinder Biring, Vanessa Beaver

	INTERNAL
Paper title:	LSBU Curriculum Framework 2021
Board/Committee:	Academic Board
Date of meeting:	14 April 2021
Author(s):	Marc Griffith Professor Patrick Callaghan Vanessa Beever Kulvinder Birring
Sponsor(s):	Professor Deborah Johnston, PVC Education
Purpose:	For Approval
Recommendation:	Academic Board is asked to approve the proposed LSBU Curriculum Framework 2021

Executive Summary

In the 2020-2025 Corporate Strategy the LSBU Group has the ambition to be ‘recognised as a leading organization for outstanding practice-led learning, fostering the development of able graduates ready to address business and societal challenges’. However, to deliver the strategy requires significant growth in research and enterprise, and also the alignment of our courses with the needs of industry and professions. The Portfolio and Curriculum Review project is developing implementation plans to realise this ambition. This paper, The Curriculum Framework, sets out the expectations for the design, delivery and structure of London South Bank University’s courses from 2022. The principles set out in the framework are designed to underpin the development of the professional and technical curriculum outlined in the Corporate Strategy which aims to improve the graduate employability outcomes, progression and reducing the awarding gap for many of LSBU’s courses.

The Academic Board is asked to approve the curriculum framework as outlined in the following paper or propose an alternative approach to realise the ambition outlined in the strategy.

The framework has been developed by the Curriculum work stream of the Portfolio Review project in collaboration with the Quality work stream. It draws on best practice from colleagues drawn from across the University and is central to the plan to develop a focused portfolio and a curriculum that enables students to achieve high quality graduate outcomes and realise their ambitions. The framework defines the expectations for the

design, delivery and structure of LSBU courses from September 2022. The framework comprises of three components:

The Curriculum Framework that describes the curriculum, its academic and pedagogic principles and graduate attributes. Embedded within the framework are the goals of other projects that Academic Board approved on Decolonising the Curriculum and Decolonising Research.

The Qualifications Framework that describes the structure and expectations that apply to all courses classified as 'taught' and leading to the award of the University's higher education qualifications.

The Skills Framework that describes the academic, employability and personal skills that must be embedded and assessed across the curriculum.

As a whole the curriculum framework provides a clear vision and the guiding principles to support the transformation of the LSBU course portfolio whilst enhancing our support for more students from disadvantaged backgrounds and creating the capacity for increased research and enterprise activity. It also responds positively to Government policy that is increasingly focussed on the skills agenda, apprenticeships and vocational education, as well as managing our risks related to emerging regulations focussed on minimum thresholds for student outcomes and progression to employment that LSBU currently does not meet in many subject areas

By approving the proposed Curriculum Framework the Academic Board will create the conditions required for academic transformation in subjects that align to our strategy.

London South Bank University

Proposed Curriculum Framework 2021

Introduction

The curriculum framework sets out the expectations for the design, delivery and structure of LSBU courses. The principles out in this framework are crucial to achieving the key provisions outlined in the Corporate Strategy 2025:

- An inclusive curriculum framework: appropriate, accessible and meaningful
- Credit-bearing workplace learning as standard
- Apprenticeship/employer-sponsored education
- Enterprise embedded in the curricula using the European Entrepreneurship Competence Framework – Entre-Comp
- Social capital development that increases social mobility
- 25% of students and staff engaging in a global experience
- Learning in support of social good, and focussing on the UN Strategic Development Goals (SDGs)

The Curriculum Framework

The London South Bank University Curriculum framework:

- Defines the underlying principles of the LSBU curriculum and the skills and attributes of our graduates
- Provides the scaffolding for course teams working in partnership with employer and students to design courses that enhance the chances of graduate employment.
- Sets out the pedagogic and academic principles that underpin the LSBU curriculum
- Articulates the structure for course design, validation and review

The LSBU curriculum framework will be used by course teams and approval panels to guide and evaluate the design, delivery and assessment of all new courses from September 2022, and for the review of existing courses. The principles outlined in the framework will be tested through validation and ongoing monitoring of the course delivery.

The curriculum

The curriculum includes the specification of the course learning outcomes and the methods / approaches for teaching, learning and assessment implemented to achieve and demonstrate the learning outcomes, skills and graduate attributes.

It comprises of the graduate attributes, academic principles and the pedagogic principles outlined in the following sections.

Graduate Attributes

Our graduate attributes define the distinctive characteristics of an LSBU graduate. These are the specific knowledge and skills that all courses seek to enable our students to demonstrate upon completion. Our graduate attributes are grouped under three broad headings.

1. My knowledge and professional skills

- Analysis and critical thinking
- Research and enquiry skills
- Problem solving
- Data handling / analysis / visualisation
- Commercial/sector awareness
- Carbon literacy
- Digital literacy
- Career/discipline knowledge and technical skills

2. My developmental journey

- Communicate effectively
- Collaborate and work well in a team
- Lead, motivate and influence others
- Innovate
- Organise self and others
- Build relationships
- Manage own time

3. My personal impact

- Resilient
- Emotionally intelligent
- Confident
- Creative
- Adaptable
- Self-aware
- Positive
- Acts with integrity

These are further articulated in the skills framework.

Academic Principles

The academic principles outline the expectations regarding the delivery of the course and are visible through practice. This includes the embedding of the skills framework to ensure that each course enables and assesses the graduate attributes.

Diverse and inclusive

Inclusivity is embedded in all aspects of the curriculum from ideation, design delivery, assessment and review. This will be demonstrated in practice through the decolonisation of the curriculum where we re-examine and reframe the curricula to include more representative perspectives in what is taught, and how. Diversity and inclusion is treated as an ongoing measure of quality assurance and enhancement.

Collaborative and social

Learning is collaborative and social when our students learn through authentic activities that enable them individually and collectively to develop and demonstrate their subject knowledge and graduate attributes.

Skills development

Skills development is embedded through the curriculum and enables student to successfully achieve their course learning outcomes and demonstrate their graduate attributes. This is achieved through the embedding of the LSBU skills framework.

[Research-informed teaching that is driven by up to date scholarship in teaching and learning](#)
Our curriculum is researched informed where our academics engage the best available evidence on teaching, learning and assessment approaches.

[Programmatic assessment, synoptic assessment including capstone/applied projects/live briefs](#)

Assessments should be authentic and aligned to course learning outcomes. Courses should include synoptic assessments that assess the knowledge and skills gained across a level and / or a course. Synoptic assessments allow students to demonstrate their understanding of a course more holistically, and allows a greater focus on the achievement of course learning outcomes.

[Feedback for learning](#)

Assessment and feedback provide students with guidance for improving performance. It provides direction that enables students to better understand the expectations and standards of their discipline.

[Pedagogic principles](#)

The curriculum must be designed to ensure that course learning outcomes are achieved and demonstrated through the learning, teaching and assessment strategy. The pedagogic principles are the underpinning theories and assumptions about the course design and delivery. These will be tested at validation and / or review.

[Work-based and work-related](#)

The curriculum is designed in partnership with employers and students to provide students with authentic structured opportunities to learn in or from a work place setting. This can include learning through work, learning for work and learning at work.

[Problem-based](#)

Courses should include opportunities for problem-based learning (PBL). PBL activities should be student centred and allow the students to work in groups and provide solutions for complex, real world, open-ended problems.

Experiential

Students shall learn from and about real-world experience, inside and outside the classroom, reflecting on this experience, learning from the experience and practising what they have learned.

Employer-informed

The curriculum should be professional and technical in nature and incorporate employer input to ensure graduate readiness for employment.

Collaborative and flexible delivery

The curriculum will have flexible, evidence-based delivery modes including blended learning, digitally enhanced learning and block teaching.

Progressively developmental

The curriculum should be scaffolded allowing students to progressively develop their knowledge and skills in the discipline as they move through their course.

Authentic and synoptic assessment

Assessments should be authentic and aligned to course learning outcomes. Courses should include synoptic assessments that assess the knowledge and skills gained across a level or a course. Synoptic assessments allow students to demonstrate their understanding of a course more holistically.

Research and evidence informed

Students engage in our research and learn through understanding, application, analysis, evaluation and synthesis in discussion with staff, other students and the wider community.

Marc Griffith

Professor Patrick Callaghan

Vanessa Beever

Kulvinder Birring

Curriculum and Portfolio project

Introduction

To support the design and validation of the new course portfolio for September 2022 a qualifications framework has been developed to guide course development. This document forms part of the overarching LSBU Curriculum Framework and must be read in conjunction with the Curriculum framework that outlines the academic principles and pedagogic approaches underpinning the curriculum design, and the skills framework for embedding academic and employability at the heart of the course design.

It is expected that by September 2021 all courses approved for delivery in September 2022 will have been reviewed to confirm that they align with principles outlined in the Curriculum framework and the structure outlined in this documents.

Courses for September 2021 will continue to be delivered as outlined in the existing course specifications.

The academic board is asked to approve the implementation of this qualifications framework for courses from September 2022.

Timeline

The expected timeframe for the redesign of the curriculum is outlined below:

Activity	Date	Owner
2022 Course list	24 March 2021	Exec
Curriculum framework completed	7 April	Curriculum work stream
Course design <ul style="list-style-type: none">• Course specification• Module description• Module map to course LOs• Assessment plan - mapped to course LOs• Mapping to the CF• Documentation of module changes	31 st March send to schools	Tabby
Marketing initial information <ul style="list-style-type: none">• Entry requirements• Validated or subject to validation?• Additional application method• Course Duration• Course Intake Date• Course level• Course Location• Course Mode• Course Title• Division• Higher award• LSBU AOS Code	12 April 16 th April to Marketing	Schools Tabby

<ul style="list-style-type: none"> • Overview/Description • School • How to apply 		
Additional Marketing information <ul style="list-style-type: none"> • Additional fees information • Course Module + Module Descriptions (may use for existing course with a disclaimer) • Professional Accreditation • Professional links • Staff • Placements • Student Story • Teaching and learning 	Sent to schools after 16 th April 7 May 2021	Tabby Schools and Tabby
Submit any courses that cannot implement the curriculum framework as exceptions to TQE for consideration by standing panel	7 May	School
Course re designs approved by course review panels	May - July	School
All approvals complete	17 July 2021	School
Updated information sent to marketing		
All course approval and validations completed and published	27 August 2021	
Course delivery	September 2022	

The qualifications framework

From September 2022 all course delivered will be designed to align with and include the following expectations. Below is an example of the structure of a typical course. Some variations will be necessary, for example to satisfy PSRB requirements, and the rationale for any variation will be recorded and approved through the University Course Review standing panel.

Course structure										
	Level 4 – 120 credits core				Level 5 – min 80 core			Level 6		
Professionalism										
Enterprise \ sustainability										
Digital /academic /research skills	Discipline knowledge / skills / behaviours (max 80 credits)	Other University / school shared modules (40 credits)			Discipline knowledge / skills / behaviours (min 80 core credits)	Discipline knowledge / skills / behaviours (max 20 option credits)	Other University / school shared modules (max 20 option credits)	Placement / WBL module (20 credits)		
Inclusive / decolonise										
									Discipline knowledge / skills / behaviours (min 40 credits)	Discipline knowledge / skills / behaviours (max 40 option credits)
										Placement / Project / dissertation / EPA 40 credits

Course features

- Level 4 – all core modules
- Level 5 – 80 core + 20 option + 20 Placement \ WBL
- Level 6 – 40 core + 40 option + 40 project \ dissertation \ WBL
- Named Pathways to be designed where there is demand. Pathways must have distinct learning outcomes, and differ by 60 prescribed credits (20 L5 + 40 L6)

Figure 1: Basic UG Course structure

Course

The University defines a course as a defined set of **compulsory** and **optional** modules leading to one of the University's permitted qualifications and satisfying the criteria as to number and level of credits as defined in the credit framework.

All courses must have clearly defined learning outcomes and must include learning outcomes for the development of the skills highlighted in the skills framework.

Module

A standard University module has a credit value of 20 studied and assessed within a single semester.

Courses can include modules up to a credit value of 40 (multiples of 20s) studied and assessed over two consecutive semesters.

Other module sizes may be approved exceptionally at validation where it is demonstrated to the Panel that it is necessary for the proper delivery of the curriculum. Alternative module sizes should work to a base of 10 credits.

Modules must have clearly defined learning outcomes.

Compulsory module – a mandatory module required for the course

Optional module – A stated module placed on a limited list for a specific course or pathway.

Pathways

Where there is demand courses may include **pathways**, for example BSc Computing (Games Design and Development). Where pathways are offered, courses will normally share a common first year after which students are permitted to select a pathway from those available at the time.

For each named pathway, pathway specific intended learning outcomes must be specified to justify the differentiated award title.

Each named pathway will define a limited list of prescribed modules that lead to that pathway award (prescribed list).

Each named pathway must be distinct from other named pathways by having at least 60 credits, not including a project \ dissertation module, at level 5 / 6 which are specific to that pathway (Max 20 L5 credits + 40 L6 credits).

For Undergraduate Courses

Undergraduate courses are expected to be structured as shown in Figure 1: Basic UG Course structure and it is described below. Some variations will be necessary, for example to satisfy PSRB requirements, and the rationale for any variation will be recorded and approved through the University Course Review standing panel.

At Level 4

All modules are **compulsory**

- 80 level 4 credits are discipline / subject based

- 40 level 4 credits must come from cross school / university modules focus on addressing business/societal challenges while building interdisciplinary student communities. Many of these would be based around one or more of the nine SDGs identified in the Corporate Strategy or the development of academic / employability / professional skills.

At Level 5

- A minimum of 80 level 5 credits must be from compulsory modules that are discipline / subject based
- A maximum of 20 Level 5 credits are a **placement / work based learning module**
- A maximum of 20 credits of optional modules which can include a mix of discipline or shared university / school modules

Placement year

Placement refers to a defined additional period of registration that is included in addition to the normal minimum registration period for a course. This may be a period of study abroad, work experience or placement.

An additional placement opportunity must be designed to be an integral part of the course with activities specified with measurable learning outcomes, assessed activities and assigned credit point values not exceeding a maximum of 120 level 5 credits.

Where student achievement during study abroad and / or placement is taken into account in determining eligibility for qualification and classification (including intermediate and exit qualifications) it must demonstrated how the placement contributes to the attainment of the course learning outcomes.

At Level 6

- Minimum of 40 level 6 credits must be from compulsory modules that are discipline / subject based
- Maximum of 40 credits of optional modules from the discipline
- A maximum of 40 level 6 credits from a project, placement, dissertation, EPA or equivalent module at the Honours stage assessed within a single semester.

Assessments

The course assessment and assessment load must be appropriate to the level and be mapped to the course level learning outcomes. As outlined in the curriculum framework assessment should be authentic and include synoptic assessments, and allow for the progressive development of learners progressing between levels. For example, courses with a dissertation at level 6 might include an assessment that allows learners to produce a literature review at a previous level.

The assessment of each module takes place during the semester in which the module is offered, and is the same, or the same range of assessments where a choice is offered, for all students taking the module (apart from any reasonable adjustments approved for individual students).

The methods of assessment are designed for the course as a whole to ensure that the course intended learning outcomes can be demonstrated, and that students can learn from and improve their assessment performance as they progress through the course. The methods of assessment includes the

applicable grading / assessment criteria and marking criteria for each assessment task. Courses provide more than one opportunity to demonstrate the achievement of a course learning outcome without there being unnecessary duplication or overlap. The methods of assessment are approved by the University when the course is validated, or through subsequent approved modifications to the course or individual modules.

Where it is academically, pedagogically and logistically appropriate multiple modules at the same level can share assessments to allow students to demonstrate the integration of knowledge / learning across a course.

All assessment is in English except for those courses involving learning another language, where academic staff and the external examiner(s) are fluent in the languages being taught and assessed.

Volume of Assessment: Assessment Tariff

The following assessment tariff is designed to ensure that the assessment load faced by students is comparable for students taking modules of the same credit value irrespective of the course and subject they are studying and that that load is proportionate to the credit value and level of the module (and therefore students are not over assessed).

Mindful of the need to control the assessment load the summative assessment of each module comprises of:

- for 20 credit modules, a minimum of one and a maximum of two assessments
- for 40 credit modules, a minimum of one and a maximum of three assessments

Course assessments will be checked for the following principles:

- Assessment is planned at a course level – an assessment map showing planned assessment against course learning outcomes for the entire course
- Includes opportunities for authentic assessment (e.g. live projects, employer sponsored projects)
- Assessment load is minimised through the appropriate use of synoptic / shared module assessments
- Students are provided with formative assessment opportunities.

Examinations should be selected for summative assessment exceptionally; the University views these as having limited pedagogical value and being less applicable to applied professional and technical learning than other methods of assessment. The University recognises that students can demonstrate learning outcomes best via different modes of assessment, and therefore modules may offer a choice of assessments (which may include assessments designed with students) as long as clear parameters are set in the module specification.

Course Alignment and Review

The following modified course approval processes are designed to ensure that that module and course approval decisions retain the full consideration of academic standards and of the appropriateness of the learning opportunities which will be offered to students. Course Alignment and Review panels are expected to support the development and approval of courses aligned to the new curriculum framework. Course Alignment and Review panels are constituted at a school level and are required for:

- All existing full-time and part-time courses (UG and PG) leading to University awards
- Existing franchised courses delivered by partner organisations
- Existing courses that are recognised by Professional, Statutory and Regulatory Bodies (PSRBs) where this would not compromise accreditation.
- Exceptions are permitted but must be approved by the University Standing panel and supported by a clear rationale and transition arrangements.

The University standing panel provides oversight of the approval and review activities at a University level and receives the outcomes of all reviewed courses. The University standing panel is required to approve all exceptions where courses are unable to implement the curriculum framework fully or in part.

Schools Course Alignment and Review panels will assess course proposals based on their level of risk which will be noted by the university standing panel to decide whether a devolved event is appropriate. Risk will be assessed based on:

Assessing the risk levels Parameters

- Existing subject / course areas
- % Reuse of existing modules v new modules
- PSRB accreditation (need to review type)
- Collaborative partners involved.
- Assessment strategy
- New learning outcomes

In most cases the course alignment and review panels, including administrative arrangements (e.g. Panels set up, meeting schedule, reporting), is expected to be devolved to the schools. Devolved school panels will undertake the responsibility in accordance with the requirements set out in the curriculum and qualifications frameworks to approve the newly designed courses for delivery. This is not a full validation / revalidation as it is expected that key characteristics of the course (e.g. course aims and learning outcomes, modules) will be consistent with existing course(s) that are being redesigned to fit the new curriculum framework.

The role of the school panel is to assure itself that the School has been effective in managing its responsibilities for delivering academic standards and quality of learning opportunities, rather than scrutinizing in detail the curriculum, and the learning, teaching and assessment strategies as would be expected in the case of a revalidation.

Course teams are required to consult with employers, students, collaborative partners, PSRBs, and other key stakeholders. This **must** include consultation with an external advisor, who may be the existing external examiner, for feedback of the proposal.

The event must assess:

- Compliance to University regulations
- Mapping to the curriculum and qualifications frameworks
- Adequacy of internal and external consultation with collaborative partners and PSRBs, and other key stakeholders (as appropriate).

- Accuracy and completeness of information
- Feedback from external examiner or other appropriate external academic

For expediency the panel will meet with a small group of the course representatives to ensure that any questions that the panel have can be addressed by panel members.

The approval process focuses on the School's management of the transition to the new curriculum and qualifications frameworks, and assures that academic standards can be maintained, that it meets the guiding principles set out in the curriculum and qualifications frameworks, and other external reference points (e.g PSRBs, QAA subject benchmark statements).

The approval panel will comprise of:

- Dean or HoD not associated with the provision (chair),
- DESE,
- TQE rep
- Senior academic from another school
- External

Checklist for review

- Course specification
- Modules specifications
- Course Learning Outcomes mapping
- Risk assessment document
- Assessment mapping
- Qualifications course structure mapping document (see Appendix 1)
- Curriculum framework principle mapping document (see Appendix 2)
- Risk assessment (see Appendix 3)
- External feedback and sign off
- T & L strategy
- Assessment strategy
- Alignment with all aspects of the curriculum framework
- Structured according to qualifications framework

Appendix 1

Qualifications course structure mapping document

Course name:

Level 4 – 120 credits

All modules are **compulsory**

- 80 level 4 credits are discipline / subject based
- 40 level 4 credits must come from cross school / university modules focus on addressing business/societal challenges while building interdisciplinary student communities. Many of these would be based around one or more of the nine SDGs identified in the Corporate Strategy on the development of academic / employability /

Level 4 – discipline \ subject specific (maximum 80 credits)				
Module name	Module code	Credits	CLO	Assessments

Level 4 – Other University / school shared modules (maximum 40 credits)				
Module name	Module code	Credits	CLO	Assessments

Level 5 – 120 credits

- 80 level 5 credits of compulsory modules are discipline / subject based
- 20 Level 5 credits are a placement / work based learning module
- 20 credits of optional modules which can include a mix of discipline or shared university / school modules

Level 5 – discipline \ subject specific (maximum 80 credits)				
Module name	Module code	Credits	CLO	Assessments

Level 5 – placement / work based learning module (maximum 20 credits)				
Module name	Module code	Credits	CLO	Assessments
		20		

Level 5 – Other University / school shared / discipline specific or prescribed pathway prescribed module (maximum 20 credits) (reproduce for each named pathway)				
Module name	Module code	Credits	CLO	Assessments
		20		

Level 6 – 120 credits

- 40 level 6 credits of compulsory modules are discipline / subject based
- 40 credits of optional modules from the discipline
- 40 level 6 credits from a project, placement, dissertation, EPA or equivalent module at the Honours stage assessed within a single semester.

Level 6 – discipline \ subject specific (maximum 40 credits)				
Module name	Module code	Credits	CLO	Assessments

Level 6 – project, placement, dissertation, EPA or equivalent module at the Honours stage assessed within a single semester (maximum 40 credits)				
Module name	Module code	Credits	CLO	Assessments
		40		

Level 6 – Other University / school shared / discipline specific or prescribed pathway prescribed module (maximum 40 credits)				
Module name	Module code	Credits	CLO	Assessments

Appendix 2

Curriculum framework principle mapping document

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							
Specific examples of current and future application of digital learning/ technology							
Specific examples of current and future Divers, decolonized and inclusive practice							

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							
Specific examples of current and future application of digital learning/ technology							
Specific examples of current and future Divers, decolonized and inclusive practice							

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							

Specific examples of current and future application of digital learning/ technology	
Specific examples of current and future Divers, decolonized and inclusive practice	

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							
Specific examples of current and future application of digital learning/ technology							
Specific examples of current and future Divers, decolonized and inclusive practice							

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							
Specific examples of current and future application of digital learning/ technology							
Specific examples of current and future Divers, decolonized and inclusive practice							

Module name	Module code	Work-based and work-related learning	Problem-based activities	Employability	Research and evidence informed	Authentic and synoptic assessment	Entrepreneurship
Specific examples of where these principles are embedded currently							
Specific examples of current and future application of digital learning/ technology							
Specific examples of current and future Divers, decolonized and inclusive practice							

Course Validation Risk Assessment Academic Quality Enhancement & Schools

Reference No. (Save using reference number school and keyword i.e.1234-LSS-Town Planning)	Title/Activity	Location	Assessment Date
Academic Quality Enhancement Room 1C09, Technopark	This is to be applied to all courses that are been designed to meet the Qualifications Framework 2021	LSBU, Technopark, First Floor, Room 1C09	

Activity	Description
Validations of new and existing courses designed to meet the new LSBU Qualification Framework for delivery 2022. To be reviewed by panel.	Validation Panel Members: <ul style="list-style-type: none"> • Dean (chair) ,• DESE• TQE rep• 1 x Internal panel member (independent) For medium or high risk validations the panel; must include <ul style="list-style-type: none"> • External feedback needed. Via sent feedback or external panel member needed TBD

Risk No	Assessing Risk Levels Parameters	Risk	Initial Risk Rating			Control Measures To be completed by School to be reviewed at Panel	Risk Rating		
			L	S	R		L	S	R
1.	Does the new / proposed course meet the LSBU Qualifications Framework requirements?	Does this fit with Corporate Strategy				Confirm yes or No Or rationale	2 5	2 4	4 5
2.	<ul style="list-style-type: none"> Existing subject / course areas Is the proposed course modified from an existing, previously validated Course?	Quality & Standards	2	4	8	Suggested Answer Yes ,Name of Course, Code Give an overview of deviation Or No, new Course Proposal.	2 5	2 4	4 5
3	<ul style="list-style-type: none"> % Reuse of existing modules v new modules How many existing Modules have been reused?	Quality & Standards Teaching Learning & Assessment Learner Outcomes	2	4	8	Suggested Answer: confirm if the proposed course has minor changes only to modules proportion of new of new modules is not more than 80% modules.	1	2	2

Risk No	Assessing Risk Levels Parameters	Risk	Initial Risk Rating			Control Measures To be completed by School to be reviewed at Panel	Risk Rating		
			L	S	R		L	S	R
	How many new modules?					<p>Confirm the new modules have been reviewed and tested against the FHEQ levels.</p> <p>Confirm the Teaching, Learning and Assessment strategies have not significantly changed or are in line with existing modules.</p>			
3.	<ul style="list-style-type: none"> PSRB accreditation Has the proposed course been mapped and tested against any PSRB accreditation 	Learner Outcomes	2	4	8	<p>Please confirm which PRSB and actions requested by PSRB to ensure continued accreditation have been met.</p> <p>Or</p> <p>no longer accredited by PSRB until further actions completed</p>	1 6	2 6	2 8
4.	<ul style="list-style-type: none"> Collaborative partners involved. 	Learner Outcomes To Partners, breaking terms of the MoC	2	4	8	<p>Confirm the changes been communicated and agreed.</p> <p>Has the MoC been reconfirmed</p> <p>Or not applicable</p>	1	2	2
5.	<ul style="list-style-type: none"> New learning outcomes 	Learner Outcomes and Standards of the course.	2	4	8	<p>New learning outcomes at Course.</p> <p>% of change</p> <p>Type of changes i.e. are you adding new outcomes</p> <p>Does the change remove outcomes?</p>	1	2	2

Risk No	Assessing Risk Levels Parameters	Risk	Initial Risk Rating			Control Measures To be completed by School to be reviewed at Panel	Risk Rating		
			L	S	R		L	S	R
6.	<ul style="list-style-type: none"> Mapping against Apprenticeship Standard 	Apprenticeship outcomes	2	4	8	Confirm mapping against relevant Apprenticeship Standards Yes?	1	2	2
7.									
8.									
9.									

Completion of Risk Assessment

Are the risk ratings for this activity with all control measures in place acceptable? Yes/No (delete as appropriate) Review Date:

AQE Risk Assessor's Name: _____

Signature: _____

Date:

Reviewed: 25/01/2021

Confirmation of Validation

I confirm that all actions identified above have been completed satisfactorily.

Panel Chair Name: _____

Signature: _____

Date: _____

Likelihood of the risk being realised			The severity of risk is realised		
	Within the scope of the risk			To any persons who may be affected	
Very Unlikely	There is no real likelihood negative impact occurring	1	Trivial	Hazard unlikely to result in any harm/damage to LSBU	1
Unlikely	Possible chance negative impact occurring.	2	Minor	Hazard may result in minor impact to LSBU	2
Fairly Likely	A good possibility of negative impact occurring.	3	Moderate	Hazard may result in moderate but negative impact.	3
Likely	A very realistic chance of negative impact occurring.	4	Serious	May result in serious or multiple negative impact	4
Very likely	Almost certainty of negative impact occurring.	5	Catastrophic	May result in serious or multiple negative impact or long term/permanent business loss	5

Scoring Matrix							Risk Ratings		Action priority
Likelihood	5	5	10	15	20	25	25	Critical risk – Do Not Validate risk unacceptable, and immediate action must be taken.	1
	4	4	8	12	16	20	15-20	High risk – action to commence to reduce risk levels (for workplace assessment within 1 week-1 month)	2
	3	3	6	9	12	15	10-12	Medium risk – consider additional control measures to reduce risk levels. Action within 1- 3 months	3
	2	2	4	6	8	10	5-9	Low risk – minor actions may be required only when all high and medium completed. Action within 3-6 months	4
	1	1	2	3	4	5	1-4	Acceptable risk – no further action required, statistical interest only but will require monitoring.	5
		1	2	3	4	5			
	Severity								

Action Priorities

(20-25) Priority 1 ■ (Critical: Immediate): critical/unacceptable.

(15-19) Priority 2 ■ (High: 1 wk-1 month):

(10-14) Priority 3 ■ (Medium: 1-3 months):

(5-9) Priority 4 ■ (Low: 3-6 months):

(1-4) Priority 5 ■ (Acceptable):

STOP IMMEDIATELY – Do not continue/undertake this activity as risk

Requires immediate attention to reduce risk rating down to an acceptable level.

Remedial action required to be actioned within the specified time limit.

Review existing and consider additional controls. Regular monitoring required

Continue with the existing controls, the operation requires continued monitoring.

Embedding the Skills Framework into the curriculum - Draft

Central to the curriculum and portfolio review is the Skills Framework (SF) specified here. It is one of the three components that forms the overarching curriculum framework. The SF describes the academic, employability and personal skills that must be embedded and assessed across a course.

The following document defines the range of required skills to be embedded in courses and an example learning outcome for each, which provides an example that can be used to guide the development of the course and module learning outcomes. It is expected that the skills framework will be developed and further refined as the overarching curriculum framework matures.

The course alignment and review panels will evaluate the alignment of each course to the skills framework as part of the approval process. Courses will need to provide a mapping against the skills framework as part of the review.

The skills framework and learning outcomes are outlined in the following section.

Skills Framework & Learning Outcomes:

My Knowledge & Professional Skills

- Digital Skills
 - You will be able to demonstrate digital communication & fluency by selecting and utilising the most appropriate software, digital media and tools for presenting information & evidence
- Analytical skills / critical thinking
 - You will be able to demonstrate your analytical and critical thinking by appraising, questioning, analysing and interpreting a variety of evidence, and applying research skills in different contexts
- Problem solving
 - You will be able to formulate and articulate solutions by applying relevant approaches, develop a creative approach to understanding, and challenge existing ideas to solve problems
- Data handling / data analysis
 - Select, organise and evaluate information/data from a wide range of primary and secondary sources independently
- Commercial / sector awareness
 - You will be able to determine the range of sectors to which your knowledge and skills are applicable, understand the business and what they are engaged in
- Carbon literate
 - You will be able to understand the basic science of climate change, and select & utilise strategies and skills for communicating action on climate change; realising the interconnectivity between your studies, social equity & climate change
- Job-specific knowledge & technical skills
 - You will be able to demonstrate an in-depth knowledge associated with your discipline through application and research on set tasks and by using the most appropriate tools and techniques.

My Developmental Journey

- Effective Communication
 - You will be able to demonstrate your effective communication with peers, the larger scholarly community, with society in general about your areas of expertise and

interest; communicating confidently in writing, in person and online for different purposes and audiences

- Collaborative / Teamwork
 - You will be able to demonstrate that you can work as part of a team by collaborating with others to support, encourage and influence shared outcomes
- Leadership
 - You will be able to demonstrate that you can understand change processes and think critically about obstacles you can change to influence change makers and address business and societal challenges
- Innovation
 - You will be able to demonstrate that you are curious and creative –considering, developing and implementing new / novel approaches and ideas
- Organisational
 - You will be able to demonstrate that you can organise yourself and prioritise tasks to negotiate outcomes and develop processes
- Building relationships
 - You will be able to demonstrate interpersonal skills to develop and maintain positive relationships through networking and forming relationships
- Time management
 - You will be able to demonstrate that you can set clear goals and prioritise workloads to manage your time effectively

My Personal Impact

- Resilience
 - You will be able to effectively re-frame, learn and recover quickly from difficulties and set-backs
- Emotional Intelligence
 - You will be able to recognise your own and others emotions to guide and adjust your thinking and behaviour
- Confidence
 - You will be able to develop & identify your strengths, projecting these in your interactions to lead & influence others
- Creativity
 - You will be able to grow your mind set by developing a personal standpoint through exploring new perspectives relating to knowledge, issues and solutions
- Self-aware
 - You will be able to demonstrate that you are responsible for your own behaviour, others future and wellbeing
- Adaptability
 - You will be able to demonstrate that you are socially and culturally aware with an open mind, willing to learn new things, take on new challenges and make adjustments
- Positive mind-set
 - You will be able to understand that successful people have a positive mind-set and demonstrate the strategies that allow you to build and maintain a positive mind-set
- Integrity
 - You will be able to make decisions based on values and ethics and you will communicate with transparency and respect, creating a working and learning environment based on trust.

How will we use the Skills Framework (SF)?

It is intended that the SF will be socialised through course, departmental, and / or school level meetings. Questions to consider which will help to frame the discussion during these meetings are:

1. How we define employability
2. How we map & audit the employability provision
3. How we action the gaps analysed

As we have defined the SF through the work of the Curriculum work stream, we will concentrate on steps 2 & 3. Although when socialising the SF, point 1 can be visited to help reflection and inform action in enhancing employability.

Allocating time to afford space to engage in an employability discussion helps to crystallise the practices used, their development and areas to focus on for continued development. This allows current activity and practices to be acknowledged, thereby contributing to employability growth. We can use the following questions (Tibby, Norton 2020) to help with the discussion:

- What does employability mean to you, your team and stakeholders?
- What does your industry sector, employers, professional bodies or area of practice want to see in graduates? Are your graduates meeting their requirements? Are there areas they believe are lacking in graduates? Do you address these? Should these be addressed through the curriculum, through extra-curricular activities or both?
- What are the students' expectations of how you can enhance their employability? How are your students engaged with employability?
- Can you agree on a working model/definition for employability in your context?

How we map & audit the employability provision

We will reflect on the specific features of employability using the skills identified under the headings:

- My Knowledge & Professional Skills
- My Developmental Journey
- My Personal Impact

Our initial focus is to audit the skills embedded within courses in-line with the SF and identify any gaps. The work of Tibby & Norton 2020 suggests using the following questions as prompts to support the mapping, audit and identification of gaps within modules/courses:

- *Map your current course provision against the SF. Are there any gaps?*
- *How and when are students introduced to the concept of employability? How will you share your agreed model/definition of employability? What works well?*
- *How is employability reflected in course / module learning outcomes?*
- *Are your students aware of how they are enhancing their employability through the curriculum and extra-curricular activities? How are students currently supported to reflect on, record and articulate their skills?*
- *Do your students understand how their learning/experiences are transferable? Can they articulate this, for example, through an application or in an interview setting?*
- *Do you utilise the support of colleagues from across your institution eg alumni, employability service; enterprise; placements; agency; library and information services; digital; students' union, etc?*

- How is employability assessed and/or validated? How do you measure the impact of employability activity and support?
- Are your students encouraged to take ownership of the employability process? If not, how might you begin to address this?
- Can your students effectively engage in a range of external environments? How are they prepared for this, supported and encouraged to reflect on outcomes?
- Is a personal development planning process used to encourage your students to reflect upon and articulate their development in terms of employability?
- How is feedback collected from your students to ascertain development and impact?
- How do you seek to develop your students' emotional intelligence, social capital and their ability to work with a range of people beyond their usual peer groups?

A draft SF audit & action plan is available in the appendix 1 to record the approach. This can be adapted and changed as appropriate.

How we action the gaps analysed

We can consider the following set of reflective questions to help us with the process to address the gaps we identify (see appendix).

- How will you address, prioritise and develop provision to fill these gaps? Do you require specific resources or staff development?
- Who can support this work? Do other departments offer similar activities that you could use as a point of reference?
- Who needs to be engaged (e.g. Employers, professional bodies, employability team)?
- Do we need access to employers? How are they currently engaged? Is there a process?
- How do/can you engage with professional bodies to inform discipline-oriented practices?
- What are the proposed outcomes and what timescales will this involve.
- How will you monitor progress and measure impact?

Future developments of this SF beyond point 3 (How we action the gaps analysed) will consider how we:

- Measure impact
- Share impact and disseminate good practice

These will allow the employability policies to be resilient and look to the future allowing us to respond in a timely fashion to upcoming changes, adapting the SF to meet the needs of our learners.

Appendix1: Auditing Modules

Module/programme name:

Reviewer:

Skill & Learning Outcomes	Evidence of good practice	Gaps identified	Actions required	Resources/support required	Timescales & review date