

A Background

New course units are developed both as part of the development of a new programme and independently either as a new offering or redevelopment of an existing course unit to reflect change or broadening choice.

Any significant changes to an existing course unit should automatically trigger a review of whether the assessment tasks remain congruent with the course unit's [intended learning outcomes](#) (ILOs).

The School's Teaching and Learning Committee (or equivalent) is ultimately responsible for approval of all course unit outlines; in practice this is usually devolved to the programme committee.

This document provides a checklist of considerations that should be addressed during the approval process of a new or amended course unit, to ensure the quality of the students' learning experience and academic standards.

B Checklist of Considerations

In approving the proposed course unit the committee are confirming that the following have been satisfactorily addressed:

1. The title of the course unit is acceptable.
2. The credit rating for the course unit complies with The University of Manchester's requirements (course units for undergraduate programmes are 10 credits or integral multiples thereof, and for masters programmes are 15 credits or integral multiples thereof; in Year 4 of integrated master's programmes, 10 and 15-credit units may be mixed).
3. The level is appropriate (i.e. in line with the [Framework for Higher Education Qualifications](#) [FHEQ]- first year undergraduate is level 4; second year undergraduate, level 5; third year undergraduate, level 6; masters, level 7).
4. The contact hours are in-line / exceed the Faculty's specifications:

Undergraduate Students

- For each year of study in the Faculty of Humanities, students will have the opportunity to spend approximately 25% of their time in activities which involve contact with a member or members of staff, and which may be provided at unit or programme level.
- Within that, there must be a minimum of 30 hours scheduled teaching and learning activities per 20 credit unit.

A pro-rata calculation will be made for 10, 30 or 40 credit units.

Postgraduate Taught Students

- 15 credit course unit (taught element of programme only) – minimum 20 hours contact
- 30 credit course unit (taught element of the programme only) - minimum 40 hours contact

NB: A pro-rata calculation should be made for course units with alternative credit weightings.

The minimum contact / interaction can be made up of both scheduled and non-scheduled (i.e. opportunities for contact / interaction) activity.

5. The notional hours of learning are in-line with the credit rating (it is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is 20 credits, this will equate to 200 notional study hours, in accordance with the [Credit Framework](#) – Quality Assurance Agency).

6. The aims provide a brief, but clear, overall idea of the educational purposes of the course unit, articulating what the course unit intends to deliver and the rationale.

7. The description is a concise summary of the course unit (e.g. indicating the context of the unit within the programme of study and the content covered by the unit).

8. Any distinctive features of the course unit have been clearly articulated.

9. The content and ILOs of the proposed course unit are consistent with and do not replicate those of the programme(s) on which it will be offered.

10. The ILOs are designed so that they are achievable by a wide range of students including students where reasonable adjustments may be required. NB. Outcomes are normally expressed at typical or modal level (i.e. an 'average' student should attain all of the outcomes) although some disciplines where competence is essential use the threshold level (i.e. all students will attain each outcome).

11. The ILOs (knowledge; understanding; intellectual skills; practical skills; subject specific skills; transferable skills) align with the [FHEQ](#) and are appropriate in relation to any relevant [subject benchmark statements](#) and / or professional body requirements (normally the subject-level committees would be expected to be familiar with the subject benchmark statements).

12. If the course unit is related to a placement element of a programme it is clear how the placement learning fits into the design of the course unit.

13. The teaching and learning methods proposed (including the use of eLearning) are appropriate and support students in achieving the ILOs in terms of knowledge and understanding, intellectual skills, subject specific skills, transferable skills, progression to further study and/or employment and personal development etc.

14. If an innovative teaching methodology is being proposed the appropriateness of this should be considered and whether any significant resourcing requirements can be met (e.g. equipment, appropriate teaching rooms etc.).

15. The proposed course unit does not unnecessarily duplicate the content of other course units offered. Where there is some overlap in the subject matter has a sound justification been provided and the relevant course unit lead consulted?

16. The range and type of the assessment are appropriate for the level of study and support the demonstration of the achievement of the ILOs.

17. The assessment tasks satisfy the following principles:

(a) Educational: the processes of assessment should help students learn, or reinforce previous learning, or both.

(b) Ethical: the processes of assessment should be fair and transparent, and must not discriminate according to gender, sexual orientation, ethnicity, religion or belief, age, class or disability.

18. The assessment tasks have been designed with due regard to [preventing academic malpractice](#).
19. The assessments tasks are interesting and challenging and a meaningful and relevant learning experience for students.
20. Within the assessment task students must be able to achieve the full range of marks.
21. The volume of assessment tasks does not exceed that required to assess the ILOs and complies with the Faculty's permitted maximum summative assessment load:

Maximum Summative Assessment – Undergraduate

Level	Credits	Assessment
4	10	Coursework equivalent to 3,000 word assignment (100%) OR 1.5hr examination (100%) OR a combination of coursework and examination equivalent to the above.
4	20	Coursework equivalent to 3,000 word assignment AND 1.5hr examination
5	10	Coursework equivalent to 3,500 word assignment (100%) OR 2hr examination (100%) OR a combination of coursework and examination equivalent to the above.
5	20	Coursework equivalent to 3,500 word assignment AND 2hr examination
6	10	Coursework equivalent to 4,000 word assignment (100%) OR 2hr examination (100%)

		OR a combination of coursework and examination equivalent to the above.
6	20	Coursework equivalent to 4,000 word assignment AND 2hr examination

Undergraduate Dissertation

Level	Credit	Words
6	20	10,000
6	40	12,000

Maximum Summative Assessment – Postgraduate Taught

Level	Credit	Assessment
7	15	Coursework equivalent to 4,000 word assignment OR Coursework equivalent to 2,500 word assignment AND 2.5 hr examination
7	30	Coursework equivalent to 6,000 word assignment OR Coursework equivalent to 4,000 word assignment AND 3 hr examination

Postgraduate Taught Dissertation (or equivalent)

Level	Credit	Words
7	60	15,000

22. An opportunity exists for [formative feedback](#).
23. The timing of the release of feedback for summative assessments is compliant with the University's [Policy on Feedback](#) to Undergraduate and Postgraduate Taught Students:

For all formative assessments and assessed coursework, feedback will normally be provided within 15 working days after the final submission deadline or exceptionally, and subject to prior approval by the faculty, within 20 working days after the final submission deadline; extensions to 20 working days will be approved on academic grounds only and must be clearly communicated to students in advance.

For single pieces of assessed work carrying a credit weighting of 30 credits or more, the maximum time for feedback to be given is normally 30 working days after the final submission deadline.

24. The indicative reading list contains core texts most relevant to the course unit.