

## AIDE-MEMOIRE

## SUPPLEMENT FOR FOUNDATION DEGREES

<b>Relationship with other courses within the host institution (A)</b>	
1	If transfer into the course from existing provisions is planned, are the pathways clear and can admission be achieved in a way which does not weaken the academic integrity of the final award?
<b>Course Structure: Benchmarks and reference points (B2.6)</b>	
2	Where applicable has the Course Planning team taken account of: University of Ulster Qualifications and Credit Framework; Subject Benchmarks; National Occupational Standards; Sector Skills Council Frameworks; HEFCE Prospectus.
<b>Course Structure: Curriculum (B1, B2.6, B2.8.6, B4)</b>	
3	Does the design and content of the curriculum reflect the core features of the Foundation degree qualification (employer involvement; accessibility; progression and articulation; flexible delivery)?
4	Does the curriculum take account of national occupational standards and subject benchmarks or has the curriculum drawn upon the relevant Sector Skill Council Foundation degree framework?
5	Is there balance and integration of employment-related skills and broad-based academic study and content?
6	Do the Learning Outcomes demonstrate the integration of Work-Based Learning/Work Related Learning with the academic and theoretical content?
7	How is employer confidence in the programme content and output to be assessed?
8	Are the progression arrangements governing admission on to programmes within the University (and, if appropriate, accreditation pathways for professional and vocational bodies) explicit and achievable?
9	Are the students adequately prepared for Work-Based Learning?
<b>Work-Based Learning (WBL) (B2.4)</b>	
10	Are you confident that sufficient placement opportunities of appropriate level and nature will exist to service the needs of all students on the programme?
11	Will individual Learning Contracts be established between the student, the institute and the employer to facilitate the operation and assessment of the WBL component?
12	Are the arrangements for the marking, moderation and external examining of the WBL component satisfactory?
<b>Teaching, learning and assessment (B2.5)</b>	
13	Does the teaching and learning strategy serve the core features of a Foundation degree (providing the knowledge, understanding and skills that employers need)?
14	Does the assessment framework address a range of employment-related skills (generic, key, technical, work-related)?
15	How specifically does the teaching and learning strategy tie together academic learning and WBL (eg do modules use actual case studies; undertake 'real' briefs/projects; is any of the student output seen/commented upon/graded by employers)?
16	Where employers are contributing to the delivery of the programme, how are these contributions designed and integrated?
17	Are employers involved in the assessment of students? If so, how are they prepared to fulfil the role? Are they available to respond to student queries which may arise at times and locations which are accessible to the students?
<b>Specific Course Management (C2)</b>	
18	Are there mechanisms for effective monitoring, enhancement and review across all aspects of the course provision involving all stakeholders?
<b>Faculty Head of Collaborative Courses (D2)</b>	
19	Is the role of the Faculty Head of Collaborative Course understood?