**Submission of Proposals for Sixth Century Courses**

**Guidelines**

Sixth Century Courses (6CC) at Level 1/2 should have their basis in innovative, cross-disciplinary approaches and should not have unnecessary constraints. At Level 3/4 6CC should be based around cognate disciplines and may be restricted to students on named degree programmes or students who have taken pre-requisite courses.

**The following general principles apply:**

1. 6CC should consider and contrast different approaches to knowledge and different methods of enquiry.
2. 6CC should show how different disciplines work, introduce and compare the fundamental perspectives of a number of disciplines and, normally, apply these to real world issues and problems.
3. 6CCs should enhance a student’s understanding of their chosen discipline by setting it in a wider context of intellectual endeavour thus broaden their perspective to produce better-informed discipline graduates with a wider and more critical understanding.
4. 6CC should normally contribute to at least one each of the ‘Open to learning and personal development’ and ‘Well-prepared for citizenship’ graduate attributes.
5. 6CC offered at Level 1/2 should have a broad curriculum and be designed to be University-wide, with no pre-requisites. However, 6CC proposals with pre-requisites will be considered where an individual 6CC has been designed as part of an integrated package of 6CCs.
6. Rather than design entirely new courses, there could be existing courses within the University which could be revised and extended to meet the design guidelines.
7. 6CC should contribute to students’ literacy and numeracy skills.
8. Where practicable, 6CC should have an international dimension.
9. 6CC should normally have a broad curriculum, with contributions from at least two Colleges, and involve integrated co-teaching.

**Learning, teaching and assessment:**

1. 6CC at Level 1/2 should address the differences in approaches to learning and teaching between school and university.
2. 6CC should involve a diversity of teaching, learning and assessment methods and should focus on student activities.
3. 6CC should normally provide exposure to personal enterprise and leadership.
4. 6CC should normally contain a component of problem-based learning.
5. 6CC should normally develop independent learning.
6. 6CC should normally develop creative thinking.
7. 6CC should normally provide a cohort learning experience.
8. 6CC should normally use on-line learning resources.
9. Formal unseen written examinations should not normally be part of the assessment.
10. 6CC at Level 3/4 will count towards a student’s degree classification.

**Delivery in one or both half-sessions**

To promote student choice and the accessibility of 6CC to our students, 6CC need to be offered in both half-sessions. However, if your proposed 6CC can only be delivered in one half-session (for example, due to the need for a field-trip only possible in early summer) then please state this clearly on the front sheet and give reasons in your proposal.

**Resources for delivery**

The outline proposal needs to record that the relevant Heads of Colleges and College Directors of Teaching and Learning (DoTLs) are fully supportive of the proposal.

1. Funding (to support the development and initial delivery of new, approved, 6CC) will be made available to new 6CC.
2. The funds will be provided to the relevant College, to be made available under the direct control of the 6CC Coordinator leading course planning and delivery.

**How to submit proposals**

Please submit outline proposals (maximum 4 x A4 sides in length), plus the ‘cover sheet’, to [sarah.james@abdn.ac.uk](mailto:sarah.james@abdn.ac.uk). Proposals need to explain how the 6CC meets the guidelines (overleaf) for design and learning, teaching and assessment.

**Queries**

If you have further queries, please contact: Sarah James, Academic Services ([sarah.james@abdn.ac.uk](mailto:sarah.james@abdn.ac.uk); ext. 3201).