

ACADEMIC QUALITY AND STANDARDS SERVICE

2022-23

Quality and Standards Handbook



Section A: Programme Approval

CONTENTS

CONTENTS	2
PRINCIPLES	4
INITIAL PLANNING	5
RESOURCE PLANNING	6
APPOINTMENT OF EXTERNAL AND OTHER ADVISERS	7
DESIGN AND DEVELOPMENT	8
ENDORSEMENT BY STAKEHOLDERS	9
APPROVAL PANEL.....	9
AQSS.....	11
ASC APPROVAL	13
ACADEMIC BOARD ENDORSEMENT	13
AQSS AND DEFINITIVE DOCUMENTS.....	13
PROFESSIONAL, STATUTORY AND REGULATORY BODY.....	14
1. TECHNICAL SPECIFICATION (FOR ACADEMIC REGISTRY)	18
APPENDIX 1.2 – MODULE DESCRIPTOR	19
APPENDIX 1.3 – NEW PROGRAMME PROPOSAL INFORMATION	20
CURRICULUM PLANNING: NEW PROGRAMME PROPOSAL INFORMATION	20
GENERAL INFORMATION	20
FUNDING INFORMATION.....	24
MARKET INTELLIGENCE.....	25
RESOURCING	27
APPENDIX 1.4 – NEW PROGRAMME PROPOSAL INFORMATION (PARTNERS)	31
CURRICULUM PLANNING: ACADEMIC PARTNER - NEW PROGRAMME PROPOSAL INFORMATION	31
GENERAL INFORMATION	31
FUNDING INFORMATION.....	34
RESOURCING.....	34
APPENDIX 1.5 – COVER NOTE FOR ASC	36
1 BACKGROUND	36
2 PROGRAMME PROPOSER	36
3 ANTICIPATED START OF PROGRAMME	36
4 APPROVAL DATES.....	36
5 DOCUMENTATION	36
6 DETAILS OF THE APPROVAL PANEL	36
7 OUTCOME	37
APPENDIX 1.6 – ACADEMIC REGISTRY CHECKLIST	38
APPENDIX 1.7 – FINAL HANDBOOK COVER (BISHOP OTTER CAMPUS / BOGNOR REGIS CAMPUS)	40
APPENDIX 1.8 – NOMINATION FORM	41
RATIONALE FOR SELECTING THIS NOMINEE: (TO BE COMPLETED BY THE PROGRAMME PROPOSER)	43
APPENDIX 1.9 – TEMPLATE FOR REPORT ON PROGRAMME APPROVAL.....	47
APPENDIX 1.10 – PROMPTS FOR PROGRAMME APPROVAL	50
APPENDIX 1.11 – PLACEMENT ABROAD	56
APPENDIX 1.12 – PLACEMENTS.....	59

APPENDIX 1.13 – PROCEDURE FOLLOWING THE CLOSURE OF AN ACADEMIC PROGRAMME	60
REQUEST TO CPG FOR THE CLOSURE OR SUSPENSION OF PROGRAMME(S)	62
APPENDIX 1.14 – FOLLOW-UP ACTIVITIES TO BE UNDERTAKEN BY QUALITY OFFICER	64
APPENDIX 1.15 – TAUGHT POSTGRADUATE AWARDS GUIDANCE	65
2. KEY FEATURES AND PURPOSE OF PG AWARDS	65
3. MECHANISMS BY WHICH PROGRAMMES ARE ACCEPTED	65
4. 3. STAFF CREDENTIALS UNDERPINNING LEVEL 7 TEACHING AND ASSESSMENT.....	65
5. LEARNING AND TEACHING AT LEVEL 7.....	66
6. RESEARCH SKILLS AND INDEPENDENT LEARNING AT LEVEL 7.....	66
7. THE APPLICATION OF CREDIT.....	67
8. SUPERVISOR RESPONSIBILITIES WILL INCLUDE:	67

PRINCIPLES

Programmes must be approved at least 12 months in advance of teaching commencing.

Programme approval is based on the following principles:

- Iterative processes that support reflection and critical self-assessment
- Fostering creativity through encouraging innovation, alongside a culture of continuous improvement
- Promotion of inclusivity
- Use of reference points and expertise from outside the programme in programme design and in the processes for programme development and approval

Before any academic programme can be delivered, it must be formally approved by the Academic Standards Committee (ASC).

The procedures for programme approval are designed to support academic teams in the development of new programmes (or to fundamentally revise existing programmes) such that academic standards are maintained and the quality of learning opportunities enhanced.

Departments engaging in programme approval will need to consider this document (Section A), the University's Academic Regulations, the relevant subject benchmark statement, FHEQ, and Quality Code.

The programme proposal must be sponsored by the Department or Institute and agreed by the Curriculum Planning Group. Proposals will be checked by the servicing officer before they are considered by CPG. CPG will consider, through a business case that the programme can be offered within a viable resource-base and that the University services can provide the support that students taking the programme will require, and whether resources are appropriate. This is designed to enable CPG and the development team to reach a clear agreement on the resources available for the delivery of the programme.

The Academic Quality and Standards Service (AQSS) will assign an external adviser/s to work with the team. The external adviser/s will be a specialist in the subject discipline with sufficient experience to advise on all external benchmarks that are relevant to the discipline and on other academic matters, including the curriculum, aims and outcomes, assessment, and resources. The external adviser should be appointed as soon as possible; approval is designed as an iterative, consultative process and the adviser should assist the team in the design and development of the programme, and should be involved with the process, as well as the outcome or the final stages of approval.

The approval process focuses on the development of the student descriptor. The descriptor is developed to a specified University template and represents the 'definitive document' for the programme.

Risk is based upon the scope of new material and/or resources required. Each category of risk then determines the appropriate level of scrutiny. The nature and composition of the approval panel will depend on the risk ascribed to a proposal.

Risk category	Identification of risk	Activity	Documentary requirements	
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High risk	Academic partnerships	Refer to Section E for policies/procedures	See Section E	See Section E
Medium risk	New programme i.e. over 50% of the modules are new rather than extant New discipline Significant change to existing programme, i.e. for modules to undergo change of credit volume, change of level	Event (online, where possible)	Chair Academic member of staff from outside the Department AQSS representative Employability representative Subject/industry adviser	Student programme handbook and module descriptors Resources statement CVs
Low risk	Change to award title, existing programme Change to mode of study Change to programme regulations, existing programme Change to programme aims, existing programme	Major change, for approval by ASC	Non-applicable (or, external adviser, where required)	Student programme handbook and module descriptors Cover paper for ASC

A report for medium risk activities will be prepared by AQSS and the team will provide a response, prior to a recommendation being made to ASC for formal approval. The servicing officer will ensure that the report is completed within two weeks of consideration by panel members. The panel itself has no authority for approval, only the recommendation of such. Programmes are approved subject to positive Annual Monitoring and Periodic Review. Programme teams will prepare covering notes for ASC for major changes, to be checked by AQSS, prior to submission to ASC. Actions should have been completed prior to submission to ASC, but where this is challenging, AQSS will follow-up on the completion of actions prior to any teaching commencing.

INITIAL PLANNING

For every intended new programme (or for the full re-approval of an existing programme), the programme co-ordinator will complete a proposal (Form NPP – see [Appendix 1.3](#)) which will be presented to the CPG for consideration in the light of the institution’s strategic context, particularly with relation to the University’s Strategy. Normally, the majority of the completed ‘Form NPP’ proposals are considered at the first meeting of the CPG meeting in the year before that in which the programme is to commence. Approval of the Form NPP enables AQSS to commence the process of approval (or re-approval). Provision can be advertised to prospective students, clearly marked ‘*subject to approval*’.

Curriculum Planning

Undergraduate

Each 15-credit module generates the equivalent of a 3000-word essay. At each of the three levels, the assessments must reflect the learning outcomes contained in the level descriptors (referenced in the FHEQ).

Postgraduate

Each module in taught Postgraduate programmes will generate assessments in relation to hours of endeavour. The master’s element of 600 hours generates a dissertation of between 12-20,000 words. For taught programmes a full certificate is likely to have generated assignments worth

approximately 12,000 words or equivalent; a further 12,000 words would be generated by the diploma programmes. Hence, every 100 hours of notional study generates an assessment of the equivalent of approximately 2,000 words.

The dissertation will show evidence of ability to: identify problem areas, locate issues within a wider context, obtain relevant data, analyse findings, work within relevant theoretical/conceptual frameworks, synthesise complicated material, employ relevant and innovative research approaches, and present findings in an accessible manner with appropriate technical apparatus. This will apply whether the candidate is working within a traditional academic subject area or a professional context or working with artistic and cultural artefacts. Each Programme must provide, nevertheless, Programme specific criteria relating to what is expected of the dissertation.

RESOURCE PLANNING

The business case planning enables a clearer agreement to be reached on the resources that will be provided. This does not set a budget, which is a separate process. Some proposals are dropped or modified at this point. The business case must accompany the academic case to CPG.

Credit values typically associated with the design of programmes leading to main HE qualifications in England (Adapted from QAA's Higher education credit framework for England: guidance on academic credit arrangements in higher education in England, 2008)					
HE qualifications as set out in the FHEQ	FHEQ level	Minimum credits	Minimum credits at the level of the qualification	FQ-EHEA	ECTS credit ranges from the FQ-EHEA
PhD/DPhil	8	Not typically credit-rated		Third cycle (end of cycle) qualifications	Not typically credit-rated
Professional doctorates (only if credit-based e.g. DBA)		540	360		
Research master's degrees (e.g. MPhil)	7	Not typically credit-rated		Second cycle (end of cycle) qualifications	The minimum requirement is 60 ECTS credits; however a range of 90 – 120 ECTS credits is more typical
Taught master's degrees (e.g. MA, MSc, MRes)		180	150	Second cycle (end of cycle) qualifications	
Integrated master's degrees		480	150		
Postgraduate diplomas		120	90		
Postgraduate certificates		60	40		
Postgraduate Certificate in Education (PGCE)		60	40		
Bachelor's degrees (eg BA/BSc Hons)	6	360	90	First cycle (end of cycle qualification)	180-240 ECTS credits

Bachelor's degree		300	60		
Professional Graduate Certificate in Education (PGCE)		60	40		
Graduate diplomas		80	80		
Graduate certificates		40	40		
Foundation degrees (e.g. FdA)	5	240	90	Short cycle (within or linked to the first cycle qualification)	Approximately 120 ECTS credits
Diplomas of Higher Education (DipHE)		240	90		
Higher National Diploma		240	90		
Certificate of Higher Education (CertHE)	4	120	90		

APPOINTMENT OF EXTERNAL AND OTHER ADVISERS

The team will liaise with AQSS to ensure the nomination of one or more appropriate external advisers (see [Appendix 1.9](#)) who will support both the development team in the development of the proposal, and (later) the approval panel. The external adviser(s) will be specialist(s) in the discipline area, equipped to assure Academic Board of standard, quality and currency of the proposal and its resonance with the QAA Quality Code and, where appropriate, the external standards or requirements of Professional Statutory and Regulatory Bodies or Ofsted.

The protocols on reciprocity which are contained within the University's regulations for the appointment of external examiners apply similarly to the nomination of external advisers (including industry representatives) for approval activity. It is expected that the nominee(s) would be recognised authorities within their discipline, sufficiently aware of the national context to be able to advise on external reference points, and have no personal or business connection with any member of the development team. Industry representatives should also be appointed to serve as panel members, where possible. External examiners may not be appointed as external advisers (or vice versa).

For distance-learning/low-residency courses, where flexible and distributed learning (FDL) comprises the majority of the learning experience, the external adviser (academic) should be an FDL expert, or an additional adviser with expertise in this area should be appointed.

The external adviser/s should be sent the Approval Handbook (this document), the draft student programme handbook, CVs (and a statement on learning resources available to students and asked to write a short report, for approvals via correspondence). A template is provided at Appendix 1.11.

AQSS will oversee the progress of the nomination and will write the formal letter of appointment (see profile at [Appendix 1.9](#)) outlining requirements and confirming the fee to be paid for the services involved. The fee will be modest but reasonable and will be drawn from a sliding scale which will reflect the level and range of services required.

The internal adviser will usually be a senior member of staff, or a Fellow of the Higher Education Academy or equivalent. The internal adviser of the panel will comment on pedagogic process and links with the University's Learning, Teaching and Student Experience Strategy.

DESIGN AND DEVELOPMENT

References and resources

Accessible Curricula – Good Practice for All

<https://www.adcet.edu.au/resource/5198/accessible-curricula-a-good-practice-guide/#:~:text=Accessible%20Curricula%3A%20Good%20Practice%20for%20all%20-%20UK,field%20trips%2C%20work%20placements%2C%20laboratory%20practicals%20and%20assessments.>

HEA Employability

https://www.heacademy.ac.uk/system/files/resources/employability_framework.pdf

Bloom's Taxonomy

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Constructive Alignment

https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf

The Uses of Learning Outcomes

<http://www.itslifejimbutnotasweknowit.org.uk/files/CPLHE/THEHusseyPSCurric.pdf>

Education for sustainable development <https://www.qaa.ac.uk/quality-code/education-for-sustainable-development>

Inclusivity and diversity <https://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/>

The documentation produced for scrutiny is in the form of a ***Student Programme Handbook*** (see template at [Appendix 1.1](#)).

When presented for the scrutiny, the Student Programme Handbook is accompanied by

- full descriptions of all modules in the curriculum (see template at [Appendix 1.2](#))
- staff CVs
- placement handbook, where required

Apprenticeships

Approval activities for apprenticeships will require a mapping against the Standard as well as confirmation that the assessment plan meets the requirements of the Standard.

ENDORSEMENT BY STAKEHOLDERS

Programme approval is carried out on behalf of ASC, with the outcomes being approved by that Committee. The procedures are conducted by the Academic Quality and Standards Service, which will also service any meetings and ensure reporting to ASC. Programme descriptors should be provided to AQSS at least four weeks in advance of the approval activity.

Once CPG has given final approval to the development of the proposal, and the external adviser/s have been appointed, AQSS will work with the leader of the development team to establish a timeframe for the submission of the student programme handbook to the approval panel. If the student programme handbook has not been proof-read on submission to AQSS, it will be returned to the team. Normally all approval activity will be concluded 12 months ahead of the year in which students will first be registered to the programme. During this period, the external adviser/s will be expected to:-

1. Engage, as appropriate, with the Team to discuss the draft of the proposal and to give an opinion on issues relating to resources and the adequacy of the learning environment
2. Receive and comment upon the final draft of the proposal
3. Attend a meeting at the University, if required by the assigned risk category, following receipt of comments

For Nursing provision, participation and contribution in programme approval from stakeholders including but not limited to practice partners, students, service users and carers will be incorporated.

APPROVAL PANEL

As the proposal moves towards completion of the final draft, AQSS will recommend an approval panel to consider it on behalf of ASC. The panel will meet physically for activities. Activities culminate with a report and an action plan to be addressed by the team. Conditions are those matters that may reflect a threat to standards, recommendations are those matters that would serve to improve the student learning experience.

With an event, the following may act as a guide in preparing for the day:

Agenda

0900 – 1000	Private meeting of the panel
1000 – 1015	Break
1015 - 1115	Meeting with programme team to consider aims/outcomes; curriculum and assessment
1115-1200	Tour of resources including Moodle
1200-1245	Lunch and private meeting of the panel
1245-1330	Meeting with programme team to consider resources; learning & teaching strategies; student experience
1330-1400	Private meeting of the panel to formulate actions
1400	Feedback to the programme team

Where the proposal includes online learning, the constituency of the approval panel is enhanced through the inclusion of an additional internal or external colleague with appropriate expertise in online learning, in order to assure standards. Where the proposal relates to collaboration with another provider a meeting will take place at the provider's premises to enable the University to assure itself of the parity of learning opportunities.

When ready, AQSS will circulate the student programme handbook (under a standard University cover available at [Appendix 1.7](#)) to all members of the approval panel, giving a minimum of two weeks for the submission of written comments, using the templates at the appendices.

Advisers will be provided with a template to prompt consideration (see [Appendix 1.11](#)) on whether the student programme handbook meets the requirements identified.

There are two possible outcomes to the process; forwarding on to ASC with no additional requirements; or a delay in forwarding on to ASC whilst specific outstanding items are addressed. Matters perceived as a 'threat' to quality and standards will result in the latter course of action, with 'essential' items or conditions to be met. The former may contain 'advisable' items to be considered or recommendations.

The approval panel may forward on or refer back, in other words. In the case of dispute, the Director of Quality and Standards will arbitrate.

AQSS

AQSS will collate all paperwork for low-risk approvals (see [Appendix 1.11](#)) and feedback from the team for onward submission to ASC. For medium-risk approvals, AQSS will compile a full report, for ASC, following the approval event.

AQSS will take responsibility for ensuring that all elements of the responses and feedback from the team have been met in the re-submitted proposal, including corrections to textual and typographical errors (in consultation with the team, as appropriate). AQSS will provide a full report to ASC.

Timescale	Action	By
At least 18 months before approval	Submit NPPI to CPG via AQSS	Head, academic area
At least 16 months before re-approval	Submit NPPI to CPG via AQSS	Head, academic area
Academic area prepares programme descriptor(s) and module descriptors		
At least 2 months before approval	Convene Panel, identify date, book room, draft schedule, RTW checks	AQSS
At least 4 weeks before approval	Handbook submitted to AQSS for checks – if ok, sent to Panel (if not, returned to academic area)	AQSS
On the day	Approval activity	All
Within 2 working days	Send Conditions and Recommendations to programme team	AQSS
Within 2 weeks	Circulate draft to panel members and other officers for relevant feedback	Review officer
Timescale to be agreed with academic area	Conditions to be met prior to submission to ASC	HoAD

Determined by meeting dates	Approval report submitted to ASC with confirmation Conditions met	Review officer
Following the meeting	Approval email and descriptors sent to relevant colleagues	Review officer
Ongoing	Include revised module descriptors within programme descriptor as agreed through minor change	AQSS

ASC APPROVAL

Once the ASC has confirmed that the development team has met all the conditions and/or recommendations, AQSS will commission copies of a final definitive student programme handbook (under a standard University cover, see [Appendix 1.7](#)), which will then be published to relevant authorities within the University, as appropriate.

In terms of currency of information for students (e.g. term dates, dates of assessment, names of staff), the student programme handbook will be updated every year and submitted to AQSS.

ACADEMIC BOARD ENDORSEMENT

Partner approval for academic partnerships will require final approval by the Academic Board (see Section E).

AQSS AND DEFINITIVE DOCUMENTS

In all other respects the programme descriptor remains definitive and may not be changed other than either through a formal process of re-approval (if recommended as a result of Annual Monitoring or Periodic Review) or a formal process of Minor Change.

Annually, programme teams will submit one copy of their routinely updated descriptor to AQSS.

PROFESSIONAL, STATUTORY AND REGULATORY BODY

You will also need to comply with the standards established for the relevant professional statutory and regulatory body where this is applicable, e.g. Ofsted for Teacher Education; British Psychological Society for Psychology, British Association of Counselling and Psychotherapy for Counselling, etc.

Appendix 1.1 – Template for Programme Descriptor

New programmes, or those undergoing re-approval, are required to present a student programme handbook as part of the approval process. The student programme handbook will be the focus of the approval process and represents the ‘Definitive Document’ as the formal record of the current programme as approved.

Student programme handbooks must contain a threshold level of information. The purpose of the template is to ensure that all programmes supply clear information to students and to staff delivering the programme. It is not intended that all student programme handbooks should be identical. Programmes may wish to give additional information that is relevant to their students and staff.

Cover: standard ‘corporate’ cover, as supplied by AQSS, and displaying institutional logo, the title of the award as it will appear on the award certificate and the Department in which the programme is located (see [Appendix 1.7](#)).



Programme descriptor

Programme summary information			
1	Programme title		
2	Programme code		
3	Awarding institution		
4	Teaching institution (if different)		
5	PSRB accreditation		
6	Programme description (text for website), including information on employability		
7	Programme awards		
7a	Name of final award	Level	Credits awarded
7b	Exit awards	Level	Credits awarded
8	Exemptions from the Academic Regulations		
9	Mode of study		

10	Entry requirements
Home:	
EU:	
International:	
Access to HE:	

11	Programme aims and outcomes
i	
ii	
iii	
iv	
v	
vi	

12	Programme requirements (Please include optional modules / replace with L7 for postgraduate provision)	
12a	Level 4: In order to complete this programme a student must successfully complete all the following modules, totalling 120 credits:	
	Module code	Module name
12b	Level 5: In order to complete this programme a student must successfully complete all the following modules, totalling 120 credits:	
	Module code	Module name
12c	Level 6: In order to complete this programme a student must successfully complete all the following modules, totalling 120 credits:	
	Module code	Module name

13	Structure diagram (Please include optional modules)
	Induction

Level 4	S1	Module 1	Module 2	Module 3
	S2	Module 4	Module 5	Module 6
Level 5	Optional exchange/study abroad			
	S1	Module 1	Module 2	Module 3
	S2	Module 4	Module 5	Module 6
Level 6	Optional work placement			
	S1	Module 1	Module 2	Module 3
	S2	Module 4	Module 5	Module 6

14	Overall student workload
<p>Overall student workload consists of directed and independent learning, with each credit equating to a total study time of around 10 hours.</p> <p>Whilst actual contact hours may depend upon the modules selected, the following information gives an indication of how much time students will need to allocate to different activities. Directed learning includes scheduled lectures, practical classes, workshops and laboratory time specified in their timetables. This also includes placements, work-based learning, visits, online activity and peer learning. Independent learning includes private study and preparation for assessments and examinations.</p>	

Level 4	
Activity	Hours
Directed learning	
Independent learning	
Total hours	1200

Level 5	
Activity	Hours
Directed learning	
Independent learning	
Total hours	1200

Level 6	
Activity	Hours
Directed learning	
Independent learning	
Total hours	1200

Please replace the above for postgraduate provision, for Level 7 (1800 hours).

15	Other information	
A1	Start date	
A2	Institute/Department	
A3	Programme leader	
A4	UCAS code	
A5	JACS/HECoS Code	
A6	Language of study	
A7	Subject benchmark statement	
A8	Date initial programme approval	
A9	Additional programme costs	
A10	Accreditation	

1. TECHNICAL SPECIFICATION (FOR ACADEMIC REGISTRY)

1. Award
2. Length of programme for full-time / part-time
3. Awarding Institution
4. Teaching Institution
5. Placements
6. Compulsory / optional modules
7. Tuition fees
8. Programme-related costs
9. Financial support
10. Programme Accredited by
11. UCAS code
12. QAA benchmarking group
13. Approval history – first validated/approved, minor validation or change, next review.
14. Admission requirements
15. Interim awards

APPENDIX 1.2 – MODULE DESCRIPTOR

Module code	<i>(To be assigned by Academic Registry)</i>	
Title		
Programme		
Level		
Credits		
ECTS*		
Learning hours	Contact time: a minimum of 30 for a 15 credit module / 40 for a 20 credit module	
	Independent/self-directed learning:	
Acceptable for		
Excluded combinations		
Mandatory/Optional		
Module Co-ordinator		
Description		
Outline Syllabus & Teaching & Learning Methods		
Intended Learning Outcomes		How assessed**
		i.e. presentation, essay
Cognitive Skills, Practical, Transferable Skills, and Professional Competencies		
Assessment Scheme		Weighting %
Formative***:		0%
Assessment Scheme		Weighting %
Summative:		
Assessment criteria (indicate which ILOs are tested by each individual criterion and requirement for technical proficiency in written English)		
Re-assessment Scheme		Weighting %
Summative:		
Assessment criteria		
Resource lists now available on TALIS within Moodle – removes duplication.		

* ECTS (European Credit Transfer and Accumulation System): Framework for Qualifications of the European Higher Education Area recommend that two UK credits are equivalent to one ECTS credit

** e.g. examination, presentation, coursework, performance, case study, portfolio, etc.

*** [QAA Glossary](#): Formative assessment comprises feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to

the final mark, grade or class of degree awarded to the student. See also summative assessment, which is a formal assessment of students' work, contributing to the final result.

**** Must be provided for each assessment task

APPENDIX 1.3 – NEW PROGRAMME PROPOSAL INFORMATION

CURRICULUM PLANNING: NEW PROGRAMME PROPOSAL INFORMATION

Use this form to submit essential information related to a proposal for a new programme. Please complete the form as fully and accurately as possible, indicating where any section is not applicable (using N/A). Please use standard formatting. All NPPI forms must be signed. Any forms not signed will not be submitted to the Curriculum Planning Group. Please return signed, completed forms to Robert Herniman, r.herniman@chi.ac.uk

PART 1 (ACADEMIC)

GENERAL INFORMATION

1. Programme Name	
2. Award Type	
3. Campus	
4. Institute	
5. Department	

6. Is this a partnership proposal?

7. If Yes, partnership organisation and please indicate if UK or overseas

8. Academic Year from which Programme will start to

• Recruit	
• Admit	
• Register	

9. Planned Semester(s) of Entry

- First Intake
- Second Intake

Semester 1	Semester 2	Other i.e. trimester for postgraduate provision

10. If non-standard, planned start dates for teaching (dd/mm/yy)

- First Intake
- Second Intake

D	D	M	M	Y	Y

Please indicate if the programme dates will align with the standard undergraduate semester pattern, including formal assessment periods (where applicable)?

Please indicate that for PGT that this programme will align to the standard start of the academic year?

11. General Level of programme (e.g. UG, PGT, PGR)

Last name

First name

12. Programme Co-ordinator

13. Link Tutor Responsible for Programme

ACADEMIC INFORMATION

14. Semester(s) from when modes of study will be offered

15. Length for programme/mode in months or weeks (specify unit)

16. Length for programme/mode in calendar years

Full time	Sandwich	Part time	Online

17. Home target numbers for mode in first year of operation(headcount)

18. Overseas target numbers for mode in first year of operation (headcount)

19. Home target numbers for mode in second year of operation (headcount)

20. Overseas target numbers for mode in second year of operation (headcount)

21. Home target numbers for mode in third year of operation (headcount)

22. Overseas target numbers for mode in third year of operation (headcount)

23. Indicative maximum new entrant population size for the resources available for the programme

24. If programme is offered in Sandwich (SW) mode, in what year(s) of programme will students undertake the placement (1, 2, 3, 4 etc)?

25. If programme has a Sandwich Year, is this a (F)ull year placement or (H)alf year placement?

26. Is programme (S)ingle subject, (J)oint or (M)ajor/Minor Combination?

27. Does programme lead to a recognised Teacher Training Qualification?

28. Please identify all Professional, Statutory or Regulatory Body accreditation for Programme (if applicable)

29. If the proposed language of instruction is not English, please state here in which language the Programme is to be taught and assessed

--

30. Please provide the academic and professional rationale for the proposed programme
Please include the University/ Institute/Partner key strategic objectives that will be met by the programme.

31. Where the proposed programme is significantly similar to an existing programme, in terms of the profile of modules delivered either by the Institute/Department or by another Institute/Department within the University, or at the Partner, please:
(a) highlight the similarities and differences (including shared modules),
(b) clarify the differing markets for the programmes,
(c) explain the consultation between the Institutes/Departments and
(d) give the rationale for introducing another similar, cognate programme (and whether it replaces any existing provision).

Please state what the impact of introducing this programme might be on applications and enrolments of any existing programmes that have been identified.

Please give expected timetabled hours per week and also explain what other complexities are involved in the curriculum e.g. streaming within modules, extra curricula activities that will need to be timetabled etc.

32. Which of the University key strategic objectives are met by the proposed programme i.e. education for sustainable development / the inclusive curriculum / employability?

33. The University's Strategic Plan has a target to diversify intake. If this proposal is for a new programme of study please provide a breakdown for the national profile of the % of the intake by ethnicity and age. This data is available through the Planning Office.

34. For all proposals, please show draft programme structure, indicating NEW and EXISTING modules.

FHEQ Level	Programme Title and Number of Credits	(N)ew/(E)xisting

FUNDING INFORMATION

35. Major source of funding for programme (Employer Sponsorship/SLC/ESFA)

36. If the programme has specific additional requirements, please also indicate them here (For example, if the programme requires a Police and/or Medical check to be satisfied as part of the entry requirements), or if it is anticipated that the programme will carry a non-standard fee, the rationale should be included.

MARKETING INFORMATION

37. Please provide a description of the programme, of around 250 words, including its aims, which will be used for the prospectus entry.

38. For internal provision only, provide a list of the UCAS subject areas that would be relevant to potential applicants searching for this programme

39. Please detail the entry requirements (including country specific requirements and other qualifications outside of UCAS points)

Applicants should have:

MARKET INTELLIGENCE

40. Statement of the target student group(s) and indicators of demand for the programme

Please provide qualitative and quantitative internal and external evidence of market demand for the programme from the perspective of potential students and employers of graduates from the programme.

Evidence might include student and employer focus group reports, enquiry/application statistics from the Planning and Statistics and Marketing Offices, HESA growth trends for the subject area, reports from relevant trade associations or professional bodies, relevant Sector Skills Councils etc. How have discussions with the Marketing Department informed the submission? In the first instance statistics should be available on the Planning and Statistics website.

41. In-Country Information *For International academic partnership proposals only*

Please outline the size of the country, the size of the population educated to secondary level (or equivalent) and the percentage of the population that speak English.

42. List of competitor and comparable programmes in the country of delivery (and for internal programmes, especially within Greater London and the South East)

Please identify competitor programmes in the table below, considering alternatives from a potential student's perspective.

You should include information on all relevant programmes. MRAC will be able to advise where necessary.

<i>Institution</i>	<i>Programme title</i>	<i>No of places on programme (if known)</i>	<i>Fee (if known)</i>	<i>Entry criteria</i>

43. What are the projections for applications and enrolments for the first 3 years of this programme?

Provide details in the table below.

<i>Year</i>	<i>Expected number of applications</i>	<i>Expected Conversion Rate (from applications to enrolments)</i>	<i>Rationale</i>

RESOURCING

44. Identify the start-up costs for the new programme (including marketing and staff development)

Please note that new programmes cannot be launched effectively without resources being expended on marketing materials, advertising and public relations. For internal programmes, or for any other programme where there will be initial University start-up costs, Indicative costings and plans are available from the Marketing Office.

45. What are the specific space requirements for the programme? (*internal provision only*)

46. Please specify any additional specialist or pooled teaching space requirements (*internal provision only*).

47. Are there additional resource requirements other than any space/pooled room requirements listed above: for example additional staff, books, online resources, hardware or software (*internal provision only*)?

<i>If 'Yes', please specify</i>

C. INFORMATION ABOUT DELIVERY AT A PARTNER
(Complete this section for ALL partner programmes)

48. Is the partner	New?	
	Established?	
49. Type of partnership	Franchise of existing University of programme	
	Franchise by online learning of an existing University of programme	
	New programme for approval as University of award	
50. Type of Award	Single Award (University only)	
	Dual Award	
	Hosted by other Faculties?	
51. Name of Proposed Link Tutor		

SUBMISSION INFORMATION

I confirm that this curriculum development has been discussed and agreed by the Department

Signature of Head of Department

Tel Number

Name:

Date of submission

Have the following managers been consulted and confirmed their support for the programme proposal?

	<i>Yes/No</i>	<i>Signature* (or attach email endorsement)</i>
<i>Chief Marketing Officer</i>		
<i>Academic Registrar</i>		
<i>University Librarian</i>		

PART 2 (FINANCIAL)

Financial Summary

This table should show the incremental financial impact of the programme if approved

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Total Student FTE (intake & cont.					
Tuition fee income					
Other income (please specify)					
TOTAL INCOME					
Established staff costs					
Associate Lecturer					
Marketing costs					
Library costs					
Operational costs (please specify)					
TOTAL COSTS					

Capital investment required	YES / NO
If YES, please specify estimated costs (including VAT) and expected timescale	

APPENDIX 1.4 – NEW PROGRAMME PROPOSAL INFORMATION (PARTNERS)

CURRICULUM PLANNING: ACADEMIC PARTNER - NEW PROGRAMME PROPOSAL INFORMATION

Use this form to submit essential information related to a proposal for a new programme to be offered by an existing University Academic Partner. Please complete the form as fully and accurately as possible, indicating where any section is not applicable (using N/A). Please use standard formatting. All NPPI forms must be signed. Any forms not signed will not be submitted to the Curriculum Planning Group. Please return signed, completed forms to Robert Herniman, r.herniman@chi.ac.uk

PART 1 (ACADEMIC)

GENERAL INFORMATION

<i>1. Programme Name</i>	
<i>2. Award Type</i>	
<i>3. Academic Partner</i>	
<i>4. Partner campus(es) or online</i>	
<i>5. Link Department(s)</i>	

6. Is the partner	Existing partner but with no track record i.e. EE reports	
	Existing partner but with established University approved programme provision already in place?	

7. Type of partnership	Franchise of existing University programme	
	Franchise by online learning of an existing University programme	
	New programme for approval as University award	

<i>8. If face-to-face delivery, is programme to be delivered at in UK or overseas campus</i>	
--	--

<i>9. Academic Year from which Programme will start to</i>	<ul style="list-style-type: none"> • <i>Recruit</i>
--	--

• Admit	
• Register	

10. Planned Semester(s)/Terms of Entry

- First Intake
- Second Intake
- Third intake

Semester/ Term 1	Semester/ Term 2	Term 3	Other

11. Planned start dates for teaching (dd/mm/yy) within first year of delivery

- First Intake
- Second Intake
- Third Intake

D	D	M	M	Y	Y

12. General Level of programme (e.g. UG, PGT, PGR)

--

Last name

First name

13. Partner programme Link

14. Link Tutor(s) Responsible for Programme

Last name	First name

ACADEMIC INFORMATION

15. Proposed mode(s) of study to be offered

16. Length for programme/mode in months or weeks (specify unit)

Full time	Sandwich	Part time	Online

17. Length for programme/mode in calendar years

--	--	--	--

18. Indicative target numbers for mode in first year of operation (headcount)

--	--	--	--

19. Indicative expected number of years until programme fully established and target numbers for mode (headcount)

--	--	--	--

20. Please identify all Professional, Statutory or Regulatory Body accreditation for Programme (if applicable)

--

21. Is the proposed language of instruction is English?

--

22. Please provide the partner's academic and professional rationale for the proposed programme

--

23. Is the programme proposal significantly similar to an existing programme, in terms of the programme title, profile of modules delivered, student target market to that offered by the University or other existing University academic partner (to be completed by Director of Quality and Standards or Head of Academic Partnerships)? **YES/NO**

If YES, please:

- (a) highlight the similarities and differences (including shared modules),
- (b) clarify the market similarities if any with other partner programme provision,
- (c) give the rationale for introducing another programme provision similar to that offered by an existing academic partner.

24. For all proposals, please show draft programme structure, indicating NEW and EXISTING modules.		
FHEQ Level	Programme Title and Number of Credits	(N)ew/(E)xisting

FUNDING INFORMATION

25. Major source of funding for programme (e.g. Employer Sponsorship/SLC/student funded/ESFA).

RESOURCING

26. Identify additional University resource requirements that will required to support this provision (e.g. link tutor costs, professional services support etc.).

SUBMISSION INFORMATION

I confirm that this curriculum development has been discussed and agreed by the Department

Signature of Head of Department

Tel Number

Name:

Date of submission

Have the following managers been consulted and confirmed their support for the programme proposal?

	<i>Signature*</i>
	<i>(or attach email endorsement)</i>
Yes/No	Yes/No

Chief Marketing & Communications Officer

Head of Department

PART 2 (FINANCIAL)

High Level financial summary (to include Minimum Annual Fee proposals, fee income per student, and University costs associated with proposed provision). To be completed by the Head of Academic Partnerships, with review having been undertaken by member of Finance Dept. (To note that the detailed business case would be submitted as part of due diligence process should CPG confirm that proposal can continue to next stage of approval process.)

Minimum Annual Fee (MAF)	
Fee income per student	
Forecast departmental costs (e.g. link tutor)	
Other costs associated with proposal.	

Head of Academic Partnerships

Finance Dept representative

APPENDIX 1.5 – COVER NOTE FOR ASC

UNIVERSITY OF CHICHESTER

Approval of Course Name

REPORT STATUS: FINAL

DATE OF REPORT: XXXXX

1 Background

Background of programme and distinctive features

2 Programme proposer

Name, Title, Institute

3 Anticipated start of programme

September 2020

4 Approval dates

Date approval to proceed granted by Curriculum Planning Group: XXXXX

Date documentation circulated to approval panel: XXXXX

Date for course team to complete recommendations: XXXXX

Date report finalized and formal approval granted: Requested by Academic Standards Committee on XXXXX

5 Documentation

Before documentation was circulated to the approval panel for consideration, the Quality Officer confirmed that the following essential elements were included:

- cover
- welcome
- list of staff details
- key dates
- teaching and learning
- assessment
- student guidance
- management of the programme
- module descriptors
- staff CVs

6 Details of the approval panel

Subject specialist external adviser and institution	Name, Institution
Internal adviser	Name, title/department
Careers Consultant	
AQSS Servicing Officer	
Academic Registry Contact	

The external adviser was appointed to work with the development team in refining the proposal and ensuring that the provision meets the relevant benchmark statements and external frameworks. She subsequently

became a member of the approval panel and provided a report, to which the team was invited to respond. The external adviser's nomination was approved by the Director of Quality and Standards (or nominee).

Rationale for selecting this nominee

The team put forward a nomination for this external adviser on XXXXX, on the basis of the curriculum vitae provided and a nomination form was completed.

On the basis that the nomination was appropriate, the Director of Quality and Standards (or nominee) approved the nomination on XXXXX.

7 Outcome

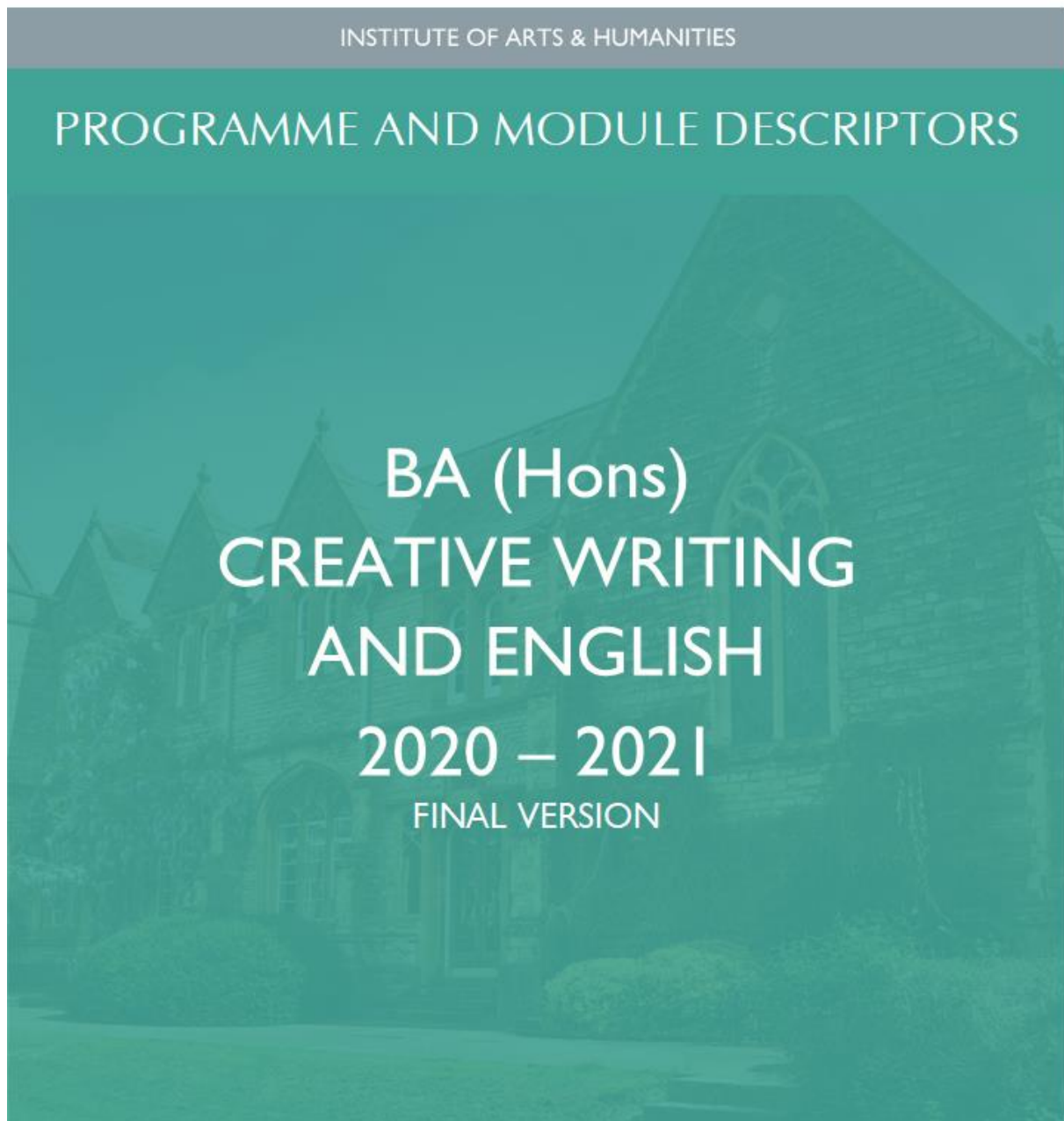
With effect from XXXXX, Academic Standards Committee may be assured that the course team has met all the requirements of the approval panel and that the course may now be delivered in full compliance with all relevant benchmark statements and external frameworks.

APPENDIX 1.6 – ACADEMIC REGISTRY CHECKLIST

HEADING	DETAIL	CHECKED
Version control	Ensure the document has an author, title, date and version number. This ensures all colleagues are viewing the correct document.	
Programme Title	This exact title will be set up on our systems for Admissions and all processes which follow.	
Level of study	Foundation degree, undergraduate degree, L6 top-up, postgraduate qualification, master's degree etc.	
Routes	Single honours, joint, major/minor combination	
Admissions entry requirements and Record of Prior Learning (RPL) arrangements	This information is important for setting up programmes correctly, including assessment purposes. Sufficient detail is also particularly important for overseas collaborative programmes.	
For the Minimum Standards section of the HEAR we need information currently in the "Awards" section of the prog.spec,	This specifies the minimum standards required to secure the qualification.	
For the Educational Aims section of the HEAR we need information currently in the "Aims of field/programme" section of the prog. spec.	Particular features that help define the qualification including information on the requirements for successfully passing it.	
Mode of attendance	Clarify whether FT, PT, SW (Placement), mixed mode, distance learning etc.	
Delivery pattern Also needed for the HEAR - "Distinctive Features" section of prog. spec.	Clarify whether daytime, evening, block, off-site etc. If collaborative include name of the partner and where it will be taught.	
Duration of programme	This informs how programmes are set up on University systems	
Course dates	Include delivery pattern including start and end dates proposed or confirm e.g. "Standard Undergraduate Semester Pattern"	

Number of cohorts per academic year	e.g.1 entry point in September; 2 entry points in September and January etc.	
Programme Structure Diagram	This is a helpful visual aid	
Module Titles	These exact titles will be set up on our systems so they need to be correct	
Module Credit Value	This impacts on award calculation	
Module delivery	S1, S2 or both – impacts on module selection, timetabling, exams timetabling	
Module Assessments	<p>Present consistently and clearly i.e. list number, type* clear description, whether they contribute to the module mark</p> <p><i>* KIS definitions</i> Coursework: includes written assignment, essay, dissertation, Portfolio, Project output (other than dissertation) Written: i.e. written exam Practical: includes Oral assessment and presentation, Practical skills assessment</p>	
Other features which are necessary for Award Also needed for the HEAR - “Distinctive Features” section of prog. spec.	This could include: placement element, counselling hours, other professional requirements etc. This is needed for student progression, the HEAR, programme and module set-up.	
Award Calculations	<p>Highlight any proposed departure from the <u>Academic Regulations</u>, which require approval.</p> <p>Nb. For PGT programmes with grade only marking please note Appendix 1 (Categorical Marking Scheme) of the Taught Postgraduate Awards Framework, which applies to all new programmes approved to start from 2014</p>	
Exit Awards	Highlight any proposed departure from the <u>Academic Regulations</u> including titles proposed.	
Other requirements	Highlight any other requirements that will step outside the <u>Academic Regulations</u> , which require approval e.g. modules where all elements have to be passed i.e. no failure allowable within the module; extended period of intermission etc.	

APPENDIX 1.7 – FINAL HANDBOOK COVER (BISHOP OTTER CAMPUS / BOGNOR REGIS CAMPUS)



This student handbook represents the outcome of a formal University of Chichester approval procedure. It cannot be changed except by one of the minor change procedures described in the *Handbook for Quality and Standards*

chi.ac.uk

APPENDIX 1.8 – NOMINATION FORM



EXTERNAL ADVISER NOMINATION FORM

Title:	First name:	Last name:
Job title / employer:		
Programme subject to approval or review:		
University of Chichester contact:		
<p>I confirm that to the best of my knowledge I would, if appointed, be able to advise the Academic Standards Committee and Academic Board of University of Chichester upon the quality and currency of the proposal and its resonance with each aspect of the Quality Assurance Agency's Code and / or where appropriate, the Ofsted Standards for Teacher Training or the requirements of the relevant Professional, Regulatory or Statutory Body.</p> <p>I acknowledge that my nomination as an External Adviser for Programme Approval will be considered by the University of Chichester.</p> <p>Signed:</p> <p>Date:</p>		
<p>Right to Work in the UK</p> <p>In accordance with the requirements of the Immigration, Asylum and Nationality Act 2006, the University needs to comply with the right to work in the UK legislation for any person working for the University and paid through the payroll. Accordingly, therefore all External Advisers and Examiners will be asked to bring with them a copy of original documentation such as a valid EEC passport or visa, or a British birth certificate, on their first visit to the University. Payment through the University payroll will not be permitted until such documentation has been verified.</p>		
<p>Payment Details</p> <p>If you are appointed as an External Adviser for Programme Approval the University's Finance Department will need you to complete a FIN052 Claim form. Please find a copy enclosed with this nomination form. Your personal information will be dealt with in accordance with the Data Protection Act 1998 (see below).</p>		
<p>When complete, please return this form to: Academic Quality and Standards Service, University of Chichester, Bishop Otter Campus, College Lane, Chichester, West Sussex, PO19 6PE</p>		
<p>Data Protection</p> <p>In accordance with the General Data Protection Regulation the information you provide on this form will be used only in connection with your application as an external adviser for Programme Approval and will not be released to anyone who does not require it for this purpose. If you are appointed the form will be held for 6 months and thereafter destroyed. If you are not appointed, it will be destroyed immediately.</p>		

Nominees are asked to note that some of the details recorded on this form will be stored electronically for a maximum of six months; if appointed as an External Adviser relevant data will be carried forward and recorded separately on records maintained by the Academic Quality and Standards Service e.g. name, address, telephone number.

Section 1: Career summary

Please complete the boxes below (as we cannot accept CVs)

1. Highest qualification obtained, including awarding body / any other relevant qualifications to this role:
2. Professional qualifications, including where obtained, including HEA Fellowship:
3. Employment history, last ten years:
4. Previous experience as an external adviser/examiner:
5. Please state if you have any personal connection with the University or its academic partners:
6. Any other relevant experience:

Section 2: Criteria for external advisers

1. External advisers will be expected to have the following:

- Sufficient competence and experience in the field covered by the course/discipline.
- Academic/professional qualifications to at least the level of the award being examined.
- Experience of examination/assessment procedures, either externally or internally.
- Familiarity with the standard expected of students in the course to be examined.
- Met any criteria set out by professional and accrediting bodies.
- Current knowledge of design and delivery of the flexible curriculum.
- Expertise in the enhancement of the student experience.

2. Parameters for consideration/eligibility:

- Reciprocal arrangements between institutions are not allowed.
- Consecutive nominations from the same department within an institution are not allowed.
- Former staff/students at the University can only be appointed after at least five years has lapsed.
- Retirees will be considered where there is evidence of continuing involvement in the academic area to be examined.
- The appointment will not result in unreasonably high travelling expenses.

3. External advisers cannot be appointed where there are conflicts of interest as follows:

- Previous involvement as an external examiner for the programme(s) to be approved.
- Involvement with staff in collaborative research activities.
- Near relative of staff member or student involved with course to be examined.
- Examiner on a cognate course in the institution.
- Close association with sponsorship of students on the course.
- Close association with placements or training.
- Assessment of colleagues who are recruited as students to the course to be examined.
- In a position to significantly influence future of students on the course to be examined.
- Governor.

RATIONALE FOR SELECTING THIS NOMINEE: (TO BE COMPLETED BY THE PROGRAMME PROPOSER)

How does the nominee meet the key criteria?

The University will require the external adviser to show appropriate evidence of the following:

- (i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
- (ii) competence and experience in the fields covered by the programme of study, or parts thereof
- (iii) relevant academic and/or professional qualifications to at least the level of the qualification being approved
- (iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures
- (v) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers
- (vi) familiarity with the standard to be expected of students to achieve the award that is to be approved
- (viii) meeting applicable criteria set by professional, statutory or regulatory bodies
- (ix) awareness of current developments in the design and delivery of relevant curricula
- (x) competence and experience relating to the enhancement of the student learning experience.

Rationale here

Section 3: Personal details (To be held by the Academic Quality and Standards Service)

Name	
Work address	
Work email address	
Work telephone number	
Home address	
Home email address	
Home telephone number	
Mobile telephone number	
Preferred contact, please indicate	HOME/WORK
Date of Birth	
National Insurance Number	
Entitlement to work in UK: I CONFIRM MY ELIGIBILITY TO WORK IN THE UK – PLEASE TICK BOX	<input type="checkbox"/>
By ticking this box, you are confirming that you are eligible to work in the UK. You are also agreeing to make arrangements to provide the University with your original eligibility documents on your first visit to the University. A list of acceptable eligibility documents can be found at Section 4.	

Section 4: Lists of acceptable documents for right to work checks

List A	
Acceptable documents to establish a continuous statutory excuse	
1.	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2.	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland
3.	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4.	A Permanent Residence Card issued by the Home Office to the family member of a national a European Economic Area country or Switzerland.
5.	A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.	A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.	A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or previous employer.
8.	A full birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
9.	A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
10	A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B

Group 1 – Documents where a time-limited statutory excuse lasts until the expiry date of leave

- | | |
|----|--|
| 1. | A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question. |
| 2. | A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question. |
| 3. | A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence. |
| 4. | A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person’s permanent National Insurance number and their name issued by a Government agency or a previous employer. |

Group 2 – Documents where a time-limited statutory excuse lasts for 6 months

- | | |
|----|---|
| 6. | A Certificate of Application issued by the Home Office under regulation 17(3) or 18A (2) of the Immigration (European Economic Area) Regulations 2006, to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old together with a Positive Verification Notice from the Home Office Employer Checking Service. |
| 7. | An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service. |
| 8. | A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer, which indicates that the named person may stay in the UK and is permitted to do the work in question. |

APPENDIX 1.9 – TEMPLATE FOR REPORT ON PROGRAMME APPROVAL

REPORT ON PROGRAMME APPROVAL

<i>Programme/s</i>	
<i>Date</i>	
<i>Panel</i>	
<i>In attendance</i>	
<i>Officer to the panel</i>	

Introduction

The programme(s) have been designed and approved taking account of the *Framework for Higher Education Qualifications*; the relevant subject benchmark statements; and the appropriate elements of the *UK Quality Code for HE and OfS Conditions of Registration*.

The panel considered documentation provided by the programme team prior to the event, from which an agenda was formulated for the day. The panel agreed conditions and recommendations.

The provision is based within the Department of [INSERT DEPT].

The evidence base included:

[INSERT DOCUMENTS PROVIDED]

Student programme handbooks for each programme

CVs

Internal and external peer contributors read and commented on all documentation provided, and were full members of the panel.

Conditions/Recommendations [INSERT DATE FOR COMPLETION]

The approval is subject to the following conditions which should be met by [DATE] (with an action plan to be provided to AQSS explaining how conditions and recommendations have been met):

Actions:

Findings of the Approval Event

Academic Standards

- a. each higher education course is up-to-date;

This will be assessed by reference to: i. the time period within which any of the developments described in the definition of up-to-date have been in existence; ii. the importance of any of the developments described in the definition of up-to-date to the subject matter of the higher education course; and iii. the time period by which it is planned that such developments described in the definition of up-to-date will be brought into the higher education course content. "Up-to-date" means representative of current thinking and practices in the subject matter to which the higher education course relates, including being appropriately informed by recent: i. subject matter developments; ii. research, industrial and professional developments; and iii. developments in teaching and learning, including learning resources.

- a. each higher education course provides educational challenge;

"Educational challenge" means a challenge that is no less than the minimum level of rigour and difficulty reasonably expected of the higher education course, in the context of the subject matter and level of the course.

- a. Students are assessed effectively;

"Assessed effectively" means assessed in a challenging and appropriately comprehensive way, by reference to the subject matter of the higher education course, and includes but is not limited to: i. providing stretch and rigour consistent with the level of the course; ii. testing relevant skills; and iii. assessments being designed in a way that minimises the opportunities for academic misconduct and facilitates the detection of such misconduct where it does occur.

- a. each higher education course is coherent;

"Coherent" means a higher education course which ensures: i. there is an appropriate balance between breadth and depth of content; ii. subjects and skills are taught in an appropriate order and, where necessary, build on each other throughout the course; and iii. key concepts are introduced at the appropriate point in the course content.

An example of non-compliance might be that the content of a course is too narrow. For example, a three-year undergraduate degree that does not provide appropriate opportunity, in light of the course content, for students to study optional subjects beyond a mandatory core, either because the course was designed without such options, or because options are not in practice available, would likely be of concern.

Quality of Learning Opportunities

- e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (including technical proficiency in the English language).

"Relevant skills" means: i. knowledge and understanding relevant to the subject matter and level of the higher education course; and ii. other skills relevant to the subject matter and level of the higher education course including, but not limited to, cognitive skills, practical skills, transferable skills and professional competences.

- a. each higher education course is effectively delivered;

"Effectively delivered", in relation to a higher education course, means the manner in which it is taught, supervised and assessed (both in person and remotely) including, but not limited to, ensuring: i. an appropriate balance between delivery methods, for example lectures, seminars, group work or practical

study, as relevant to the content of the course; and ii. an appropriate balance between directed and independent study or research, as relevant to the level of the course.

a. Resources, support and student engagement

Each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring: a high quality academic experience for those students; and those students succeed in and beyond higher education.

“Cohort of students” means the group of students registered on to the higher education course in question and is to be interpreted by reference to the particular academic needs of those students based on prior academic attainment and capability.

“Appropriately qualified” means staff have and maintain: i. expert knowledge of the subject they design and/or deliver; ii. teaching qualifications or training, and teaching experience, appropriate for the content and level of the relevant higher education course; and iii. the required knowledge and skills as to the effective delivery of their higher education course.

“Support” means the effective deployment of assistance, as appropriate to the content of the higher education course and the cohort of students, including but not limited to: i. academic support relating to the content of the higher education course; ii. support needed to underpin successful physical and digital learning and teaching; iii. support relating to understanding, avoiding and reporting academic misconduct; and iv. careers support.

Enhancement of the quality of learning opportunities

The panel identified the following areas of innovation and good practice:

APPENDIX 1.10 – PROMPTS FOR PROGRAMME APPROVAL

Guidance	Notes
<p>AQSS:</p> <p>That the proposal demonstrates coherence with external requirements (including those of QAA)</p> <p>The programme demonstrates coherence with the University’s policies and strategies</p> <p>Exemptions to the undergraduate or postgraduate regulations of the University are recorded clearly for consideration by ASC</p> <p>The document conforms to the recommended template for student programme handbook</p> <p>Typographical errors</p> <p>Alignment with frameworks such as the FHEQ</p> <p>Is appropriate technical and administrative support available?</p> <p>Is suitable teaching and learning accommodation available?</p> <p>Are the subject book and periodical stocks appropriate and accessible?</p> <p>Are suitable equipment and appropriate information technology facilities available to learners?</p> <p>Examinations must be in-class, with no requirement for centrally organised, invigilated formal examinations</p>	
<p>External adviser:</p> <p>Do the intended learning outcomes for the programme relate to external reference points including relevant subject benchmark statements, the qualifications framework and any professional body requirements?</p> <p>Do they relate to the overall aims of the provision and are they appropriate to the aims? How are the curricula design principles used to permit achievement of the intended learning outcomes?</p> <p>How does the programme ensure that curriculum content enables students to achieve the intended learning outcomes?</p> <p>Does the programme ensure that the design and organisation of the curriculum is effective in promoting student learning and achievement of the intended learning</p>	

<p>outcomes? How are the intended learning outcomes communicated to students, staff and external examiners?</p> <p>How are the intended outcomes of a programme and its constituent parts communicated to staff, students and external examiners?</p> <p>Will the students know what is expected of them? How does the programme create the conditions for achievement of the intended learning outcomes?</p> <p>Is there evidence that curricular content and design is informed by recent developments in techniques of teaching and learning, by current research and scholarship, and by any changes in relevant occupational or professional requirements?</p> <p>How does the assessment process work?</p> <p>Does the assessment process enable learners to demonstrate achievement of all the intended learning outcomes?</p> <p>Are there criteria that enable internal and external examiners to distinguish between different categories of achievement?</p> <p>The curriculum promotes progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase?</p> <p>Industry advisers:</p> <p>Evidence of industry currency and coherence?</p> <p>Evidence of the development within the curriculum of skills, knowledge and experience relevant to industry?</p> <p>Do the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development?</p>	
<p>Academic Registry confirms that: That technical data i.e. admissions is provided refer to completed checklist submitted by Academic Department to AQSS</p>	<p>Comments: Academic Registry acknowledges receipt of documentation for review, which has been circulated to relevant colleagues. Any comments have been collated and fed back to relevant AQSS officer via email.</p> <p>Signature:</p>

	Date:
<p>Internal adviser:</p> <p>Can there be full confidence in the security and integrity of assessment procedures? Does the assessment strategy have an adequate formative function in developing student abilities? How does the team review and improve the quality of the student learning experience? How does the team review and seek to enhance the quality of the student learning experience? Does it have strategies for building upon its quality assurance processes to enhance the quality of its provision? How effectively have staff drawn upon their research, scholarship or professional activity to inform their teaching? How good are the materials provided to support learning? Will there be effective engagement with and participation by students? Is students' learning supported? Is there an appropriate overall strategy for academic support, including written guidance, which is consistent with the student profile and the overall aims of the provision? Are there effective arrangements for admission and induction which are generally understood by staff and applicants? How effectively is learning facilitated by academic guidance, feedback and supervisory arrangements? Is the collective expertise of the staff suitable and available for effective delivery of the curricula, for the overall teaching, learning and assessment strategy and for the achievement of the intended learning outcomes? That graduate skills, personal development planning, ethical considerations, equality and diversity, and environmental sustainability have been considered There is evidence of engagement with industry in the design and development of the programme There is evidence of the consideration of sustainability and global citizenship in the curriculum.</p>	

<p>Employability:</p> <p>Does the curriculum explain the value of the degree, graduate knowledge and skills that are being developed?</p> <p>Does the curriculum support the learning of progression opportunities following the degree? (i.e. graduate jobs, post graduate study, self-employment)</p> <p>Does the curriculum facilitate the opportunity to apply knowledge through professional experience i.e. a placement, creative brief, employer project or work experience?</p> <p>Does the curriculum enable the development of graduate attributes, capabilities and transferable skills, including communication, resilience and confidence?</p> <p>Does the curriculum facilitate the opportunity to develop professional digital skills and documents (i.e. business plan, presentations or application documents)</p>	
<p>Inclusive Curriculum Framework</p> <p>Concept</p> <ul style="list-style-type: none"> - Have you created a clear statement related to inclusive values within the programme descriptor? - Have you addressed the ‘hidden curriculum’? - Have you challenged normative disciplinary attitudes to ensure the programme is meaningful and relevant to a diverse student body? - Have you included students in the programme design? - How will the programme develop university graduate attributes around global awareness and diversity? <p>Content</p> <ul style="list-style-type: none"> - Is content accessible to different groups of students and is material accessible to students with a disability or learning difference? - Are you using inclusive language, avoiding colloquialisms? - Have you ensured case studies and reading lists reflect diversity in the community? - Have you considered how to enable students to bring their own perspectives to ensure equality of engagement? 	

- Does content extend understanding of diversity and allow students to recognise their own potential in making a difference?

Learning and teaching

- Have you considered how teaching will engage different learning styles?
- Will the programme be taught in an accessible mode?
- How does the learning teaching strategy ensure that the teaching environment is welcoming and encourages participation from under-represented groups?
- Have staff engaged with relevant training?
- Are there structured opportunities for cross-cultural interaction?
- Are students exposed to a range of culturally challenging views and opinions?

Assessment

- Are timelines advised at the start of the programme?
- Are a diverse range of assessment styles (including choice) used?
- Do case studies reflect the diversity of the student body?
- Are there assessments where students can draw upon their own background?
- How will the assessment strategy ensure that students are involved with real-world tasks?
- How does assessment develop work-ready skills?

Feedback

- Are students offered exercises to develop their assessment literacies and ways to use feedback?
- Are there processes to monitor which students access feedback?
- How is 'social distance' addressed i.e. where students feel less able or confident to approach staff?
- How are students encouraged to adopt a reflective approach to their learning?
- How are peer review practices encouraged?

Review

- How will differential attainment be monitored?
- Are there opportunities to engage students in devising or reviewing content and learning and teaching strategies?
- How will the programme team monitor how the programme is experienced by diverse cohorts?
- How will the programme team ensure that students from a wide range of backgrounds are involved with the evaluation of the modules and programme?
- How will the programme team use alumni to review the ways in which the modules and programme best prepared them for the global workforce?

Education for Sustainable Development

- How does sustainability in terms of the programme operate?
- How can student sustainability activities outside of their programme be brought into their learning, and shared?
- Are students represented on institutional committees that focus on sustainable development?
- How are underrepresented and diverse groups/voices brought into conversations about sustainability?

APPENDIX 1.11 – PLACEMENT ABROAD



PLACEMENT ABROAD

To be completed where a new or existing programme will include a compulsory or optional period of placement learning (not including academic study) abroad.

1. Name/contact details of placement provider

2. Placement Partner(s):

On what basis has/ve the partner organisation(s) been chosen for the placement abroad? (i.e. international standing, excellence in teaching, similarity of curriculum, appropriateness of work environment, relevance of learning opportunities etc.).

3. Academic Guidance:

How has the academic support which will be available to students on their placement been assessed for each partner institution? (academic guidance, learning resources etc.)

4. Pastoral Support:

Give details of the pastoral support that will be available to students during their year abroad; personal tutoring, staff/student liaison etc from the University).

5. Language Competence:

If language competence is required, what level of language competence will be expected of students before they embark on their placement abroad?

What language training will be available to students prior to departure and during the year abroad?

6. Pre-Departure Briefings:

What guidance and information will be provided to students before they leave?

7. Structure of Placement:

What will be the structure of the placement? (i.e. number of modules, research projects, any prerequisites, any language programmes).

8. Credit Transfer:

How will the placement contribute to the University degree?

Please tick one below:

- | | |
|--|--------------------------|
| Not at all | <input type="checkbox"/> |
| On a pass/fail basis | <input type="checkbox"/> |
| Full credit counting towards final degree classification | <input type="checkbox"/> |
| Other (please explain below) | <input type="checkbox"/> |

9. Failure of Placement:

What will be the outcome if a student fails the placement?

10. Monitoring and Evaluation:

What departmental procedures are in place to monitor placement learning opportunities?

11. Health & Safety and Insurance

How has the department assessed health and safety requirements and insurance relating to the placement?

Confirm that the placement provider has been made aware of the University's requirements in this respect.

Yes

Signature of Programme Leader:

_____ **Date**

Signature of Head of Department:

_____ **Date**

APPENDIX 1.12 – PLACEMENTS

Guidelines for Departments introducing Placement Learning as Part of a Programme of Study

The following is intended for the general guidance of departments. Departments are encouraged to follow the guidelines below as closely as possible and where a placement contributes to a student's final degree classification, the guidelines should be seen as a minimum requirement.

1. Placement Partnership Arrangements

- (a) It is normally expected that placement partnerships will be established with institutions or organisations whose missions are comparable to our own.
- (b) The home department should carefully consider the support available to students during their placement. Departments should therefore ensure that students are aware of this before they leave and that suitable arrangements for pastoral care are made with contacts in the partner institution or that additional support is provided from Chichester.

2. Language Competence

- (a) Departments should consider carefully the level of written and oral language competence required before a student is permitted to undertake a year abroad. This will clearly vary depending on whether or not modules undertaken overseas will count in any way towards the Chichester degree. Students should be made aware in plenty of time prior to departure of the language requirements for examinations taken abroad, including whether oral examinations will be held.

3. Programme Regulations

- (a) Departments should ensure that their programme regulations and student guidance notes make clear what the expectations are of the placement abroad. Programme regulations, in particular, must be clear about the outcome for students if the placement abroad is failed.

4. Guidance for Students

- (a) Students should be provided with detailed guidance before their placement abroad comprising guidance notes and briefing meetings.
- (b) Guidance notes and briefings should cover practical issues relating to travel, insurance, financial and banking arrangements, personal security, health and safety issues, arrangements for medical treatment, accommodation, cost of living, linguistic requirements, and any host country formalities (such as residence permits) or cultural differences which should be heeded. The International Office will be able to provide guidance on some of these matters.
- (c) Information provided by Chichester departments to students embarking on placements abroad about the placement provider should include the following; the nature of the organisation, contact names, pastoral care arrangements, facilities for special needs students, social and leisure activities.

APPENDIX 1.13 – PROCEDURE FOLLOWING THE CLOSURE OF AN ACADEMIC PROGRAMME

The University of Chichester reaffirms its commitment to students on any academic programme that has ceased to recruit. It will act to ensure that learning outcomes, as defined at the approval of the programme, can be achieved by all remaining students through an appropriate learning experience, the quality of which is beyond dispute. To this end, the following procedure for monitoring in such cases has been established by the Academic Board.

This policy sets out the University procedures for closing or suspending any programme of study, in order to protect the interests of students, applicants, and the University. A Department may not close or suspend a programme on its own authority, because of the contractual liabilities between students and applicants and the University. The University's Student Protection Plan should also be consulted. Heads/Directors must always consider whether there are students on intermission, with mitigation or any deferrals.

Approval for closure

1. The recommendation to close or suspend a programme must be made by the Department for that programme (or Departments, in the case of combined or joint awards). The recommendation to close or suspend must be made to the CPG. A template form is available and should be used to make the request.
2. Where there are no students registered on the programme being closed or suspended, there are no applicants who have accepted offers on the course, and there is no impact from the closure on other Departments or partners, a written recommendation signed by the Head of Department to close or suspend a course will usually be accepted by CPG.
3. In all other cases, the recommendation to close or suspend a programme must cover the following areas:
 - The rationale for closure or suspension (see 4 below)
 - The proposed arrangements for students currently registered on the course (see 5 & 6 below)
 - The proposed arrangements for applicants who have accepted offers of a place on the course (see 7 below).
 - The proposed arrangements for any related programmes delivered with partners (see 6 below).

CPG will only accept the recommendation if the rationale is sufficiently strong to justify the disruption to students and applicants, and if the arrangements for students and applicants satisfy the requirements set out below.

Cause for closure

4. The following may be regarded as sufficient cause for closing or suspending a programme:
 - The demand for the programme is too small to cover the cost of delivery.
 - Staff involved in teaching the programme are temporarily or permanently unavailable and it is unduly difficult or impossible to replace them.

- External bodies (such as professional, statutory and regulatory bodies) make changes that lead to a recommendation to close or suspend the programme.
- Updating of the curriculum has led to a change in the range of programmes the Department wishes to provide.

Arrangements for students

5. Where the recommendation is to close or suspend the programme to new entrants only then current students must be allowed to complete their designated period of registration on the programme unless they give their explicit written consent to the contrary. Such consent must not be sought until a closure or suspension recommendation has been agreed by CPG.
6. Where the recommendation is to close or suspend the programme and current students will be affected, the views of current students on the proposed arrangements should be sought by the Department and included with the recommendation to CPG. The Department's proposed arrangements for students currently registered on the programme (including those who are intermitting but have not yet completed the programme) must encompass the following:
 - Confirmation that the standard of provision to current students will be maintained throughout their period of registration.
 - Confirmation that the previously stated learning outcomes of the programme will still be achievable by current students, even if the range of module choices is smaller because of staffing reductions.
 - Options for current students in regard to transferring to another programme within the University or to another institution.
 - Consideration of fee waivers or refunds, where appropriate.

Arrangements for applicants

7. All communications with applicants on these matters must be undertaken by the Admissions Office. Applicants who have accepted offers should not be contacted until a closure/suspension recommendation has been accepted on behalf of CPG. These applicants should then be informed of their options in regard to transferring their application to another programme within the University or to another institution. Applicants who have been made offers, but have not yet accepted them, may however be contacted at an earlier stage to be informed that a closure/suspension recommendation has been made. Such applicants should be told that the offer of a place is suspended until a decision has been made and will be withdrawn if the recommendation is accepted. UCAS should be notified by informing the University UCAS correspondent when the closure/suspension recommendation has been accepted on behalf of CPG.

REQUEST TO CPG FOR THE CLOSURE OR SUSPENSION OF PROGRAMME(S)

Section A: About the Programme

(to be completed by Department making request)

Campus/Partner:	
Programme title:	
Department:	
Closure or suspension:	<input type="checkbox"/> Closure <input type="checkbox"/> Suspension
Closure*	
First year of closure¹:	
Last expected graduating cohort:	
Suspension*	
Suspended From:	
Suspended To:	

- * Requests to close or suspend a programme to new entrants made after 1 May in the academic year preceding the academic year of entry will be referred to the Admissions Office and Marketing for agreement having assessed the impact on applicants (i.e. after 1 May 2021 for entry in the 2021/22 session).

Details about relationship with other provision	
I can confirm that	
<input type="checkbox"/> There are no other Departments involved in the delivery of this programme	
<input type="checkbox"/> No other Departments make use of modules which would no longer exist	
Where either of the above are not checked please complete the details below	
Name of Department(s)	

Section B: Rationale and Implications

(to be completed by Department making request)

Current students:	<ul style="list-style-type: none"> a) explain the arrangements to be made for existing students b) detail consultations with affected students including those intermitting
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¹ Please note if this is different for different partners/campuses.

Current applicants:	c) explain the arrangements for current applicants including those deferring
Rationale for closure/suspension:	Please give the rationale for closure/suspension ²
Date:	
Name & Signature³:	
Approved on behalf of CPG:	
Date:	
Form to be returned to the Academic Quality and Standards Service	

The Annual Monitoring of programmes will monitor the arrangements on closing programmes to ensure that the learning experience for students and the standards of the award are protected.

² Examples might be: Demand for the programme is too small to cover the cost of delivery. Staff involved in teaching are permanently unavailable and it is unduly difficult or impossible to replace them.

³ This should be the Head of Department for the relevant programme

APPENDIX 1.14 – FOLLOW-UP ACTIVITIES TO BE UNDERTAKEN BY QUALITY OFFICER

The following procedures are to be undertaken by the Quality Officer once the revised handbook and completed action plan have been signed off by the Chair of the approval panel:-

1. Forward the Final Report to the Academic Standards Committee for approval (approvals / re-approvals relating to collaborative activity need also to be forwarded on from Academic Standards Committee to Academic Board).
2. Publish the Final Report to the panel and team.
3. Send the standard e-mail confirmation below to: The Vice-Chancellor; Deputy Vice-Chancellors; Executive Officer; Head of Student Recruitment and Admissions; Academic Registrar; Student Records Manager; Senior Timetabling and Scheduling Manager; all AQSS staff; Planning (if the approval pertains to a postgraduate programme, then the e-mail should also be sent to the Director of Research). Heads of Department and programme proposers should be copied in.

Exemplar confirmation e-mail

'Dear Colleagues

Approval of BA (Hons) Politics and Contemporary History

We are pleased to confirm that the Team has met all the requirements of the Approval Panel and the programme is now recommended to Academic Standards Committee (Academic Board if a collaborative programme) for Approval. **It has been noted that the course will be delivered in full compliance with all relevant benchmark statements and external frameworks.**

This three-year undergraduate degree programme is offered on the premise that Politics and History are mutually informative. The programme combines both historical and political approaches, theories and methods, and students will gain extensive skills which will allow them to pursue not only history but also politics-related career or research paths. The programme is outward-facing and engages with many different stakeholders, thus affording the opportunity for work placements within the heritage industry, public administration, records management, local politics and journalism. There are also opportunities for studying at international partner institutions in Finland, Belgium, Germany, Italy and Spain.

Definitive documentation will be published throughout the University in due course.'

4. Commission definitive documentation in pdf format and arrange for its publication to: Deputy Vice-Chancellors; and for AQSS records.
5. Forward to Academic Registry: a copy of the completed Form NPP and an e-version of the technical specification.
6. Arrange for payment of External Adviser fees if this has not already been dealt with.

APPENDIX 1.15 – TAUGHT POSTGRADUATE AWARDS GUIDANCE

1. KEY FEATURES OF PG AWARDS
2. MECHANISMS BY WHICH PROGRAMMES ARE ACCEPTED
3. STAFF CREDENTIALS UNDERPINNING LEVEL 7 TEACHING AND ASSESSMENT
4. LEARNING AND TEACHING AT LEVEL 7 WORK
5. RESEARCH SKILLS AND INDEPENDENT LEARNING AT LEVEL 7
6. THE APPLICATION OF CREDIT
7. ROLE OF THE 'DISSERTATION' SUPERVISOR

2. KEY FEATURES AND PURPOSE OF PG AWARDS

- The framework facilitates taught postgraduate study through clearly defined programmes that retain some flexibility to respond to student needs.
- The framework provides a focus for the development of taught postgraduate programmes both within and without the institution in various forms of collaboration.
- The framework encourages academic departments to provide programmes that satisfy the requirements of a variety of stakeholders, whether individuals or organisations.

3. MECHANISMS BY WHICH PROGRAMMES ARE ACCEPTED

Programmes will gain approval for development if certain criteria are met:

- there is an appropriate staff base and research environment sufficient to maintain a credible Level 7 programme;
- appropriate resources and facilities exist to maintain the programme;
- sufficient evidence exists of market demand for such programmes at this level;
- a programme meets with professional, statutory or regulatory body requirements where relevant;
- a programme fits with the department's strategic plans.

Proposals have to be approved in turn by the Curriculum Planning Group, and Academic Standards Committee, and progress successfully through the approval procedures laid down by the University.

4. 3. STAFF CREDENTIALS UNDERPINNING LEVEL 7 TEACHING AND ASSESSMENT

Members of staff delivering within this framework will be expected to fulfil a majority of the following requirements:

- a) Hold a higher degree or equivalent;
- b) Be an 'active researcher' (for example, by entry in the REF) in the terms laid down by the University's Research Strategy;
- c) Be members of appropriate professional or academic bodies, work on committees, act as external examiners, which all indicate credibility in their chosen field;

- d) Act as consultants for outside bodies like schools and colleges, again as evidence of peer esteem;
- e) Maintain close links with scholars and fellow professionals in their chosen field nationally and internationally;
- f) Be involved in research project management;
- g) Act as reviewers of work in their chosen field for academic and professional journals or act as readers and consultants for publishers;
- h) Show evidence of peer group esteem through holding key posts of professional responsibility appropriate to the demands of the programme in question.

5. LEARNING AND TEACHING AT LEVEL 7

The following points have influenced thinking about the development of this framework.

- Prospective students will be well qualified, well-motivated graduates, or people of equivalent status, who are fast and effective learners. These will be students who wish to pursue further studies through a judicious mixture of taught programmes and research.
- Taught postgraduate programmes are appropriate and desirable where they introduce students to specialist areas of study within one discipline or seek to work on the borders between disciplines, usually in a manner not normally associated with undergraduate programmes.
- Some programmes are appropriate and desirable because they will provide students with a detailed awareness of problems connected with sources, and methodologies to their respective disciplines, thus enabling students to carry out more effective independent research.
- Taught postgraduate programmes assume a high level of participation from active learners and will be taught accordingly, making greater demands than those usually associated with undergraduate programmes in relation to teaching, learning and assessment.
- Taught postgraduate programmes attempt to tap to good effect the rich experience of students, and to vary content and delivery where possible in the interests of a given cohort.
- The combination of programmes within an all-embracing framework will support a strong community of postgraduate students that will help to sustain a thirst for knowledge and possibly stimulate interdisciplinary enquiries.
- Level 7 work of necessity takes students outside the resources of one institution and into an international world of research; this has implications for staffing and the provision of resources.

In sum, holders of awards gained at this level will typically be equipped to deal with complex issues, make informed judgements on the basis of incomplete data, and communicate research findings to a variety of audiences. They will be able to act autonomously in planning and seeing work through to completion, and possess the ability to maintain their position at the forefront of their chosen field. They will remain effective learners at a high level having worked at the cutting edge of their chosen subject. These outcomes all relate to the FHEQ.

6. RESEARCH SKILLS AND INDEPENDENT LEARNING AT LEVEL 7

Taught postgraduate programmes recognise the need for learning in specialist areas, utilise the strengths of group work, and provide a clear structure and discipline for students finding their feet after relatively heavily taught undergraduate programmes. Where they work at their best, they help to develop student confidence

and to stimulate an awareness of what is involved in independent, original research. They aid students in identifying their own strengths and making rapid progress towards fully-fledged, independent research.

Taught postgraduate programmes differ from undergraduate programmes by demanding greater independent study time in relation to contact hours. They operate more closely along the lines of research seminars (entailing greater preparation, participation and use of student experience than may have been the case before), and by presenting students with material at a specialist level.

Implicit in the demands made by each module is the requirement that students become familiar with research methods in their chosen field.

7. THE APPLICATION OF CREDIT

A postgraduate certificate comprises work at Level 7 up to 600 hours and provides 60 credit points on the basis of one point for every 10 hours worked. **Programmes should be constructed on the basis that one hour of contact time generates just under 6 hours of private study.** Hence the likely structure of most certificates will be either three taught modules worth 20 credits each, or two semester-long modules worth 30 credits each. **Programme handbooks must provide clear details of credit in relation to modules.**

A postgraduate diploma comprises work at Level 7 up to a further 600 hours, making 1200 in total. The likely structure for taught programmes remains as above.

A master's award is granted when a student has completed a further 600 hours and gained a further 60 credit points, which at this level has been generated by independent study for a dissertation, rather than the taught programmes above.

Decisions about modules and credit points MUST be based on the principles noted above, and this allows Programmes to deviate from customary structures and employ a variety of modes of delivery.

8. SUPERVISOR RESPONSIBILITIES WILL INCLUDE:

- 1) Giving guidance about the nature of research and the standard expected, the planning of research, literature and sources, attendance at taught classes, requisite techniques, and the potential problem of plagiarism.
- 2) Maintaining contact through regular tutorial and seminar meetings in accordance with regulations laid down by the University depending on the programme of study.
- 3) Being accessible to the student at other appropriate times when advice may be needed.
- 4) Giving detailed advice on necessary completion dates of successive stages of work so that schedules may be met.
- 5) Requesting written work as appropriate and returning such work with constructive criticism and in reasonable time.
- 6) Arranging as appropriate for the student to talk about his or her work at staff and graduate seminars and to have practice in oral examinations.

- 7) Ensuring that the student is made aware of inadequacy of progress or of standards of work below that generally expected.

STUDENT RESPONSIBILITIES will include:

- 1) Discussing with the supervisor the type of guidance and comment found to be most helpful, and agreeing a schedule of meetings.
- 2) Taking the initiative in identifying problems and needs, however elementary they might seem.
- 3) Maintaining the progress of the work in accordance with the stages agreed with the supervisor, including in particular the presentation of written material as required in sufficient time to allow for comments and discussion before proceeding to the next stage.
- 4) Providing regular reports on progress to the supervisor.
- 5) Deciding when to submit, taking due account of all advice.