Quality Assurance Code of Practice- Academic Programme Development

INTRODUCTION

1. Programme development, approval, and review process is the quality assurance mechanism by which a proposed programme of study is scrutinized in order to ensure that the programme is consistent with the University's strategy, is financially viable and is academically appropriate and sound. The University also needs to ensure that it has the necessary capacity to deliver a high quality student learning experience.

2. Programme design and development is undertaken by the Faculty through their respective Departments or under the authority of Faculty Committees and Deans. Development and approval of all programmes are required to follow the process stipulated in this Code of Practice

3. This Code of Practice is intended to provide a high level rigorous scrutiny to programme proposals whilst facilitating innovation and updating of the academic portfolio.

SCOPE

4. This Code of Practice specifies the requirements for programme design, development and , approval from concept through to implementation at EUSL for:

    i.   New programmes and courses/modules
    ii. Major modifications to existing programmes and courses/ modules
    iii. Minor modifications to existing programmes and courses/modules

RESPONSIBLE BODIES

    i.   Council
    ii.   Senate
    iii. Curriculum Planning and Development Committee(CPDC)
    iv.   Faculty Board/relevant Faculty Board Sub-Committees
    v.   Quality Monitoring and Enhancing Committee (QMEC)
    vi.   Internal Quality Assurance (IQAU)
    vii. Internal Quality Assurance Cells (IQAC)
    viii. Departments of Study
    ix. Office of Academic Administration

PREPARING FOR THE APPROVAL OF A NEW PROGRAMME

5. The approval of a new programme of study involves two main stages within specified time scales:

i. Stage One:'Approval in Principle' of the proposed programme within the Faculty to be obtained from the Curriculum Committee of the Faculty ,or equivalent body, no later than one academic year prior to offering the programme.

ii. Stage Two:' Approval in Full' .A closer consideration of the detailed academic case by the Faculty and submission of the documentation covering the proposed programme of study for 'Approval in Full' by Curriculum Planning and Development Committee (CPDC), preferably within three to four months following 'Approval in Principle' by the Head/Dean/Faculty .

6. Initial development of a new Programme of study takes place within the respective Department/ Faculty in line with the University's/ Faculty's strategic planning cycle and incorporated into the academic plan of the Faculty.

Stage One-'Approval in Principle'- Faculty level consideration

7. Stage One- of the formal process is designed to provide 'Approval in Principle' for the proposal. A Programme Development Team (PDT) will be established by the relevant Head of Department/Faculty to initiate the process.

8. The purpose of this stage is to ensure that proposals meet the strategic requirements of the University.

The role of Programme Development Team (PDT)

9. The role of PDT is to ensure that the programme design process :
   i. Take cognizance of key external reference points, which must include relevant Subject Benchmark Statement (SBS), standards and requirements as stipulated in the Programme Review Manual of the UGC=QAAC, professional body standards and requirements, SLQF, and any other relevant discipline or industry standards.

   ii. Takes into account the expectations of the University's strategy for enhancing the student experience, the assessment strategy, other teaching learning and assessment policies, as required;

   iii. Confirms that the programme structure and assessment complies with the relevant university regulations

   iv. Confirms that appropriate teaching expertise (underpinned by relevant research and scholarship) , learning resources, and academic support can be provided for students on the proposed programme;

   v. Involves robust stakeholder consultations, as appropriate to the programme under development. This may be current and former students, employers, service users, etc., :but it must as a minimum, involve consultation with at least with one independent

External Advisor –with experience of delivering similar provision in another university in Sri Lanka and, where appropriate, a professional expertise.

10. In order to ensure that these tasks may be effectively completed, the PDT composition should include :

   i.   The PDT leader, responsible for coordinating the work of the PDT , ensuring agreed deadlines are met, for liaising with External Advisor and other stakeholders

   ii. Head(s) of Department(s)

   iii. Academic staff representating the key subject /course areas of the programme concerned

   iv. External Reviewer /s

   v.   Subject librarian, responsible for providing advice on learning resources, and for assisting with requests for additional texts, journals, etc. to support the new programme

   vi. IQAC coordinator of the respective faculty, responsible for providing advice on all good practice in design, teaching, learning, and assessment strategies

   vii. AR of the faculty as Secretary to the PDT, to provide advice on requirements to ensure the timely and accurate updating of the university's record systems, be responsible for keeping a record of action points arising from PDT meetings and for coordinating the circulation of submission documentation to the evaluation panel (which will be agreed between the Head of Department and the Dean of Faculty). Agenda and the proposal for each meeting must be provided to all panel members in sufficient time to enable the appropriate persons to attend and contribute.

11. For a programme proposal which involves more than one Faculty, consideration will need to be given to on how the teaching will be shared. A supportive statement from each Dean will need to be included in the submission document.

12. Once a programme proposal for 'Approval in Principle' has been sufficiently developed, all sections of the form for 'Approval in Principle' (Annex 1a& 1b) need to be completed with all the relevant information to ensure that enough information has been provided for the scrutinizing body to make informed decision on whether the proposal should be put through the initial approval process.

13. Proposals for Approval in Principle (initial consent) will be considered by the Faculty Curriculum Committee

14. In cases of cross-Faculty proposals, the proposal must be considered by each of the Faculty Curriculum Committee

15. In seeking initial 'Approval in Principle' PDT provide the following documentation to the Faculty Curriculum Committee:

    i. A brief rationale with reference to the university strategy, and strategic aims of the Faculty, and confirmation of support from all relevant Heads of Departments which would be prepared for service teaching
    ii. Draft programme specification
    iii. Need analysis information
    iv. Nominated PDT leader and team
    v. Nominated external reviewer

16. Once the form (Annex 1a) has been completed by the PDT it is submitted to the Faculty Curriculum Committee or equivalent body for evaluation.

17. The following criteria will be used by the Faculty Curriculum Committee or equivalent body , in evaluating the proposal for 'Approval in Principle':

    i. Does the proposed programme accord with the mission statement and strategic plan of EUSL and forms a coherent pattern of provision with other existing or planned programmes in the University?

    ii. Does the proposal make a reasonable outline case that there is an identified need for this programme and it is financially viable?

    iii. Is there adequate evidence that both human and physical resources necessary are available to deliver a high quality student, learning experience in respect of the proposal?

    iv. Is the programme likely to meet the identified need in terms of title, outline structure and level?

    v. Have success criteria /indicators been developed with timescales?

    vi. The appropriateness of key features of academic programme design, in sufficient detail to ensure that the academic scope of the proposal is clear and that the PDT has undertaken sufficient development to ensure that all strategic issues have been identified

    vii. Have , where possible, any complex issues been identified e.g. exemptions,

18. The outcomes of the stage one process will be one of the following:
    i. A proposal is granted 'Approval in Principle' and may move to stage two of the formal process
    ii. Approval is referred back to the PDT for improvement
    iii. The proposal is rejected

19. Recommendations of approval in principle will be referred to the PDT for authority to proceed.

Stage Two- 'Approval in Full'- University Consideration

20. If approval in principle is received from Curriculum Committee of the Faculty, Stage Two of the process is initiated. It is imperative that PDT takes cognizance of the following principles/elements of curricula and curriculum development at EUSL during the process.

21. Detailed design responsiveness to the principles/elements of curriculum development process:

    i. Programme design should be compatible with the 'standards' prescribed in the Sri Lanka Qualification Framework (SLQF) ;Subject Benchmark Statement (SBS); Manual for Institutional Review of Sri Lankan Universities and Higher Educational Institutions (IR Manual);Manual for Programme Reviews of Sri Lankan Universities and Higher Educational Institutions (PR Manual)

    ii. PDT should be mindful of the requirement that programme approval requires evidence of consultation with current and potential students at every stage of the process

    iii. Each qualification /programme should be developed according to the guidelines provided by the SLQF and QAAC through the Institutional and Programme Manuals

    iv. Each qualification /programme should have its own set of outcomes describing the exit level competencies and abilities of students after they have successfully completed the programme

    v. Each course/module in a programme should be explicitly linked to the exit level outcomes of a qualification

    vi. Specific outcomes which include knowledge and understanding of a subject, as well as cognitive, general and professional skills and values, should be explicitly stated for each course/module and qualification and these should be the pivot around which the whole course/module /qualification is developed

    vii. Specific outcomes will be appropriate to the SLQF level descriptors and will address the critical cross-field outcomes as prescribed by the QAAC .Each learning outcome should have its own set of assessment criteria, clearly stating the nature of the evidence that will be used to evaluate competency in the stated outcomes.

    viii. Planned outcomes and assessment criteria are explicitly communicated to In response to national development needs, the University's curricula will specifically address the development of transferrable skills in all curricula depending on the focus of the curriculum

ix. Contribute to the definition of graduateness of EUSL i.e. graduates as independent , resilient, responsible and caring citizens who are able to fulfill and serve in multiple roles in their immediate and future local , national and global communities.

x. As far as possible should accommodate gender and the diverse linguistic, cultural, and religious backgrounds of students.

Documentation to be submitted for Programme 'Approval in Full'

22. For Stage Two 'Approval in Principle' The following documentation will be required to be submitted by the PDT to the secretary to the Curriculum Planning & Development Committee (CPDC) :

   i. Full programme developed and duly completed submission form (Annex 2b; Guidelines in Annex 2a)
   ii. The documentation considered at stage one of the approval process together with the relevant minutes of the body that granted 'Approval in Principle'. Developments since Stage One Approval in Principle can also be included.
   iii. Programme handbook
   iv. Course descriptors (Annex 3b; Guidelines in Annex 3a) All new courses contributing to the programme must be presented using the course descriptor template .If the course already exists , copy of that needs to be presented in the documentation along with the new courses.
   v. Full Programme specification (Annex 4b; Guidelines in 4a) for programme under scrutiny
   vi. Curriculum matrix, mapping the courses against programme learning outcomes.
   vii. A copy of the relevant Subject Benchmark Statement(, if available with UGC-QAAC)
   viii. A copy of the relevant SLQF level descriptor
   ix. Letters of agreement from other parts of the university, contributing to the programme
   x. Collaborative agreements-MOUs/MOA or Drafts
   xi. Report from External Advisor
   xii. Programme Regulations

Annexes indicated can be downloaded from the EUSL website.

Programme specification

23. The standard template (Annex 4b; Guidelines in 4a)) should be used across the University for preparing programme specifications for each programme. IQAU and IQAC can provide further support in the development of programme specification.

24. Programme specifications are definitive, formal and concise descriptions of programmes that are comprehensible to a general audience and made publicly available via the University website. Programme Specifications are public documents that support external accountability intended for a general external audience as well as current and prospective students.

25. They are used in approval processes to ensure that the aims and ILOs of programmes are clear, and that the Los can be achieved and demonstrated.

Course/Module descriptors

26. The standard template (Annex 3b; Guidelines in 3a) should be used across the University for all Course Descriptors. They will include summary details, including the level of study, academic credits available, and notional learning hours; course aims and learning outcomes; course content; details of assessment methodology; mapping of assessment components against learning outcomes; key course learning resources.

Programme handbook

27. As part of the approval process the panel must consider and subsequently approve information that is to be presented to students in relation to the proposed programme. As part of the approval process the PDT must submit information on the following sections:
    i. Key contacts
    ii. Programme information (including all listed sub-sections)
    iii. Professional and statutory requirements (if applicable)
    iv. External examiners
    v. Dissertation/project

Consultation with relevant parties

28. Consideration where appropriate, by relevant parties should normally take place early in the planning and development phase of the proposal. Consultation must be confirmed in the submission document detailing which external source has been consulted and how they have contributed to the design and development of the programme. Examples of possible parties who may be consulted are as follows:
    i. Academic staff within the university from a different subject area
    ii. Staff within the university with professional services expertise such as education technologists, library staff, additional learning support, ELTU staff, CICT staff
    iii. Staff from other universities
    iv. IQAU representative
    v. Contacts in industry.
    vi. Contacts in professional practice
    vii. Contacts in research
    viii. Professional, Statutory and Regulatory Bodies
    ix. Employers

x. Organization within the community
xi. Collaborative links
xii. Former students

Programme Regulations:

29. Procedures and Regulations to cover matters of:

    i. Assessment
    ii. Classification
    iii. Awards and progression
    iv. Provision for repeating components of the programme
    v. Maximum period of study

Submission of the documentation

30. Once the submission document for 'Approval in Full' process has been developed, the PDT will need to submit the documentation to IQAU for scrutinizing the documents for academic quality and standards in alignment with PR Manual of the UGC-QAAC.

31. The documents are scrutinized by the Faculty Board and forwarded with their comments in the Faculty Approval check list (Annex 5) to CPDC for evaluation.

The 'Approval in Full' Process

32. The Evaluation Panel is CPDC which considers a programme of study that has been approved through the 'Approval in Principle' process. Their main aim is to ensure that the programme of study is of an academic (and professional) standard appropriate to the level and nature of the proposed award to which it will lead , is compliant with the university's Regulations, By-Laws, Codes of Practice and Quality standards and is supported by adequate and appropriate human and physical resources.

33. The role of CPDC and its members is presented in Annex 6.

34. The following will be submitted by the PDT to CPDC :
    i. the Faculty Board recommended documentation of the proposal
    ii. External Reviewer's Report and
    iii. IQAU Report,

a minimum of four weeks in advance of the date of meeting and carry out a comprehensive evaluation of the proposal and forward to Senate for final approval.

35. In evaluating the proposed programme following criteria will be considered by the CDPC and reported upon:

    i. Consultation

The panel should establish that the PDT has taken full account of the outcomes of internal and external consultations and engaged with relevant reference points, including:

- Internal reference points—University regulations; Strategy for enhancing student experience; EUSL Code of Practice/By-laws on programme Design
- External Reference Points—UGC-QAAC Quality Standards for Universities & for Programmes; Sri Lanka Qualification Framework(SLQF);Subject Benchmark Statements(SBS if available));Professional , Statutory and Regulatory Body requirements; Gender Equity/Equality EUSL Policy

ii. Curriculum

The panel should satisfy themselves that the curriculum presented for approval:

- articulates an educational rationale, aims and ILOs which are appropriate to the level of the award , reflect the award title and show how Graduate Attributes will be addressed. The ILOs for each substantive exit award should also be articulated.
- is designed so as to enable the students to meet the programme's aims and ILOs, i.e. it can be shown how individual courses/modules together contribute to the achievement of the programme ILOs.
- demonstrates coherence and intellectual integrity
- is designed to ensure depth, breadth and balance of subject , intellectual, practical, and personal skills and ensure relevant progression in terms of the demands placed upon students as the programme advances.
- incorporates the requirements of relevant Professional, Statutory, and Regulatory Bodies and of the University's regulatory framework.
- is being taught by a team of staff with appropriate expertise and experience, and is informed by relevant research and scholarship and /or current developments in professional practice.
- demonstrates a commitment to inclusive practice.

iii. Learning , teaching and assessment

The Panel should satisfy themselves that the PDT's strategy for learning, teaching and assessment:

- Is consistent with the ILOs of the programme, and that appropriate learning opportunities will be provided to enable students to meet the ILOs
- Validly and reliably assesses the achievement of all the ILOs of the programme
- Complies with University's policies , and engages with Best Practices relating to learning, teaching and assessment ;

- Reflects good practice in teaching and learning , with arrangements in place to assure and enhance the quality of teaching;
- Provides accessible opportunities for all students , including those with additional needs , to meet the LOs

iv. Programme Management

The Panel
- should be satisfied that the programme management structures, including those concerned with academic and student support , will meet the needs of expected students., including the provision of support for students with disabilities.
- in the case of programmes being delivered by 2 or more faculties, the arrangements for programme management should be clearly articulated and understood by all involved in delivering the programme.
- Should be satisfied that appropriate quality management arrangements are in place for assuring the academic standards and enhancing the quality of the provision including systems for seeking and responding to feedback from students.

v. Learning Resources

The panel should assure themselves that:
- sufficient resources (including teaching staff with the appropriate expertise) are in place, or are planned , so that the programme team may provide learning opportunities which will enable students to achieve the programme LOs
- systems should also be in place, to provide reasonable adjustments for students with additional needs

vi. Quality assurance:

The Institutional and Programme review requirements, as stipulated by the respective Manuals (IR and PR Manuals), to assure the quality of academic programmes with a view to continuous improvement, include the management of quality of the planning, development and design of these programmes. Quality of programmes is assured by institutional cycles of quality review and includes the following:
- The management of the quality of programmes and the planning development and design , in accordance with the QA Manual' s criteria, requirements and procedures is the responsibility off IQAC Coordinators, Heads of Departments , and Deans of Faculties.
- Faculty ensures that there are quality structures and mechanisms in place to monitor quality and report to the IQA
- Annual timeline for programme review published on EUSL Website

36. For programmes being delivered by distance or e-learning the panel must assure:
    i. that the proposal fulfills the expectations set out in the EDP Manual and meets the expectations of the university in respect of the university and reliability of the delivery and assessment systems
    ii. the quality of study materials
    iii. the skills and expertise of the staff delivering the programme
    iv. that mechanisms for providing timely academic support and feedback are in place.
37. Three options opened to CPDC to recommend to Senate are::
    i. Approval of the proposal
    ii. Approval subject to conditions and/or requirements; conditions must be met prior to the new programme commencing, whereas requirements must be met by a specified date after the programme has commenced.
    iii. Non-approval of the proposal with requirement for further work and re-presentation to future meeting of CPDC

APPROVAL REPORT

38. The secretary to CPDC will report CPDC's recommendation in summary form to Senate which is responsible for final approval of the new programme. Once final approval is granted, the secretary of CPDC will forward the outcome to the AR of the Faculty by completing the feedback report (Template Annex 7), summarizing the main points covered during the meeting and documents the conclusions of the meeting. A copy will be sent to all members and PDT leader for their records and to confirm matters of accuracy. The report should normally be sent to the PDT within one month.

MODIFICATIONS TO EXISTING PROGRAMME

39. From time to time it may be necessary to make changes to existing programmes in order to maintain the currency of the provision or to satisfy the requirements of accrediting bodies, and these changes must be approved through the processes described in this section to ensure that staff, students and other interested parties have access to definitive programme information at all times.

40. Modifications have been categorized according to their significance for the programme as a whole, and the approval processes tailored so that they are proportionate to the changes being proposed.

41. Request for modifications should be forwarded to the Deans in the modification form Annex 8.

42. Approval of minor changes

i. Approval of minor changes is delegated to Faculties.

ii. Proposals for minor changes should be presented by the course coordinator and must include confirmation that the relevant external examiner has been consulted particularly in respect of proposed changes to ILOs, teaching, learning and assessment strategies, or curriculum content.

iii. Course administration team must also be consulted to ensure that the proposed change fits with regulatory and systems requirements and their comments should be recorded. Course leaders must provide a summary of any feedback from students on the changes.

iv. Once the minor change has been agreed at the subject committee , the minor change form together with the updated course description , should be forwarded by the faculty to the IQAC Coordinator

43. Approval of major Changes

i. The approval of major changes is also devolved to faculties, but, because these changes affect the programme as a whole, the approval process should take the form of a panel approval, and consultation with external examiners must be recorded in more detail than minor changes.

ii. The proposal must be initially discussed by the programme/course committee, following which the appropriate documentation should be submitted to the faculty coordinator of IQAC who will arrange for its consideration by a panel.

iii. The panel should include as a minimum: two academics from other departments within the faculty; a panel coordinator who will be responsible for drawing the panel members comments together and writing a short panel report for the major change form;

iv. The panel will be provided with the following evidence: major change form; updated programme specification, course specifications, where new courses are proposed; external examiners report; stakeholder's consultation reports

v. The panel must consider whether the documentation provides evidence that an appropriate consultation process has been undertaken, and that the rationale for the change is robust where new compulsory courses are being introduced , the panel must check that the courses

vi. Contribute to the achievement of the programme LOs and that the proposed curriculum change does not substantially alter the nature of the award. The panel coordinator will then add a short report to the major change form to summarise the key points raised by panel members and to indicate their decision.

vii. The major change form, programme specification and course specification(where applicable), must be forwarded to the Dean

viii. Approval process will be as for the new programme

ANNUAL MONITORING AND REVIEW OF ACADEMIC PROGRAMME

44. Monitoring and review of programmes are essential processes within the University's internal quality assurance (IQA) mechanisms which form a fundamental part of the academic cycle , "Plan, Implement, Monitor/Review and Improve"

45. The processes of programme monitoring and review ensure that the University's academic provision has made, and continues to make, available to students appropriate learning opportunities which enable the ILOs of the programme to be achieved.

46. Programmes /courses are reviewed regularly against identified performance targets by the IQAU and IQAC, with regard to content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback for further improvement of the programme/course by collecting information from relevant stakeholders, interpreting the information and making judgements about which actions are to be improved.

47. The Annual Monitoring and Review process aims to ensure that:
    i. The quality of learning opportunities delivered at EUSL conforms to national academic standards in the IR and PR Manuals and SLQF
    ii. Currency of programmes after initial approval is maintained.
    iii. Course/Module aims and learning outcomes are consistent with the programme(s) of which they are part
    iv. Stakeholder feedback is used for continuous improvement of the delivery of programme
    v. Resource and other issues affecting teaching are identified
    vi. Good practice is identified, promoted and disseminated
    vii. A clear action plan is developed annually for quality enhancement.

Internal Quality Monitoring Data

48. The University will collect a wide range of data about the services they provide including:
    i. Student progression (retention; completion of levels; graduation rate destination);

    ii. Surveys of student views on materials as programme / course specifications; handouts; updated websites; resources availability; effectiveness of communication channels; guidance and counselling; quality of teaching learning etc.

    iii. Surveys of recent graduates (tracer study for a minimum of five years; satisfaction)

    iv. Employer views of graduates

    v. Internal peer view of teaching

    vi. Internal audits of quality procedures

    vii. External examiners 'reports

49. Once data has been analysed PDT will be responsible to produce annual monitoring reports about their programmes in accordance with the format in annex 9

50. Programme annual monitoring reports will contribute to produce the Faculty monitoring reports in accordance with format in annex 9

51. The annual Faculty monitoring report scrutinized by the Senate in is presented to the Council

52. Where the monitoring process identifies problems within a programme the quality enhancement plan must address these problems directly in a timely manner.

PERIODIC REVIEW OF PROGRAMMES

53. All programmes are subject to a major periodic review at typically five year intervals. The purpose of such periodic review through External Quality Assurance (EQA).

54. External evaluation is normally carried out by a team of external experts or peers. It addresses required accountability of different stakeholders.

55. The process involves three stages viz. Self-Evaluation and preparation of Self Evaluation Report (SER) by the University on the criteria for assessment identified by the UGC-QAAC; validation of the SER by a team of peers who would visit the HEI and submit recommendations to the UGC-QAAC; scrutiny and approval of the peer team report by the UGC-QAAC and publication of results

56. The process will ensure that:
    i. Each programme meets its stated aims and objectives and is reviewed against various external reference points such as SLQF and SBS

    ii. Programme remains current and valid in respect of developing knowledge and practice in discipline

    iii. The academic standards and awards and the quality of learning opportunities are maintained and possibilities for enhancement identified

    iv. the extent to which students are achieving the LOs is evaluated, as is the extent to which teaching, assessment and learning support allow for equality of access and opportunity

    v. Consideration is given to the adequacy of the resources available to support the programme

    vi. Where external bodies are involved in the delivery of teaching that there are appropriate mechanisms in place to guarantee the maintenance of quality and standards.

vii. Recommendations in the Peer Team Report will be a source of feedback for Internal Quality Assurance (IQA).

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Guidelines for 'Approval in Principle'

Section 1 – programme information

1.1	Principal programme award and title	Number and level of credits	
2	Name of Faculty and Department submitting the proposal (confirming who will assume academic and administrative responsibility for the programme)		
3	Name of other Faculty(ies) / department(s) supporting the programme (if any)	Seek approval in writing from the supporting department (s) to confirm that they are willing to support the programme(s) being proposed.	
4	Name of the proposed programme Development Team presenting the proposal		
5	Mode of study	Full time	
		Part time – structured	
		Part time - unstructured	
		Distance learning	
		Short course	
6	Entry requirements		
7	Professional, statutory and regulatory body involvement		
8	Programme Structure	programme. Please provide a brief break down of the programmes structure, i.e. how the credits will be broken down, the size of the project etc. Please stipulate the length of the proposed programme(s), e.g. two standard academic years or 18 months for a Euromasters or MFA	
9	Collaborative activity	Please provide a brief indication of any collaborative activity i.e. elements of the programme which contribute to the overall learning outcomes. For example: PTY, other placements, dual degrees	

Section 2 – programme viability

Please provide a brief summary to the questions below:

9.1	Programme rationale	
9.2	What strategic aims of the University does the programme address?	e.g. links with industry
9.3	What does the programme bring to the University and its existing provision?	
9.4	What is innovative about the programme?	
9.5	Would the programme be competing with existing provision?	
9.6	Is there room within the market for this programme?	
9.7	What are the programmes competitors and is it comparable?	
9.8	To what extent is the programme new? Is the programme replacing an existing programme?	Indicate whether existing modules will be utilised and how many new modules are being created. Also briefly

		indicate whether modules being used are from another Faculty / department. Please indicate whether the proposed programme will be replacing an existing programme
9.9	Are there a sufficient number of existing staff to run the programme or would new staff be required?	
9.10	Is there sufficient resources within the library or would further resources be needed?	
9.11	Financial viability	Provide a brief summary of the financial viability of the programme as demonstrated on the appended business case. Please include student numbers.
9.12	Marketing and recruitment	Provide a brief summary of the market research carried out to support the feasibility of the proposed programme. Please ensure that you append the marketing checklist
9.13	Library	Have the library been consulted and the checklist completed and handed to the Director of LLSS? Has the costing of the library resources been included
		within the business case? Please include a date as to when the consultation with the Library has taken place.

Section 3 – pre-validation approval	**Signature**	**Date**
Executive Dean		
Director of IQAU		

Initial Approval Template

Section 1 – programme information

1.1	Principal programme award and title	Number and level of credits	
2	Name of Faculty and Department submitting the proposal (confirming who will assume academic and administrative responsibility for the programme)		
3	Name of other Faculty(ies) / department(s) supporting the programme (if any)		
4	Name of the proposed programme Development Team presenting the proposal		
5	Mode of study	Full time	
		Part time – structured	
		Part time - unstructured	
		Distance learning	
		Short course	
6	Entry requirements		
7	Professional, statutory and regulatory body involvement		
8	Programme Structure		
9	Collaborative activity		

Section 2 – programme viability

Please provide a brief summary to the questions below:

9.1	Programme rationale	
9.2	What strategic aims of the University does the programme address?	
9.3	What does the programme bring to the University and its existing provision?	
9.4	What is innovative about the programme?	
9.5	Would the programme be competing with existing provision?	
9.6	Is there room within the market for this programme?	
9.7	What are the programmes competitors and is it comparable?	
9.8	To what extent is the programme new? Is the programme replacing an existing programme?	
9.9	Are there a sufficient number of existing staff to run the programme or would new staff be required?	
9.10	Is there sufficient resources within the library or would further resources be needed?	
9.11	Financial viability	
9.12	Marketing and recruitment	

9.13	Library		
Section 3 – pre-validation approval		**Signature**	**Date**
Executive Dean			
Director of IQAU			

PLEASE NOTE THAT THE PROGRAMME CANNOT BE ADVERTISED UNTIL IT HAS BEEN APPROVED THROUGH THE PRE-VALIDATION PROCESS

Office use only	
Name/position of approver	
Reason(s) for not approving	

Guidelines for Submission Form for Programmes.

01.   PROGRAMME INFORMATION

1.1	Principal programme award and title	
1.2	SLQF level of study	
1.3	Faculty and Department submitting the review documentation	
1.4	Other Faculties / Departments supporting the programme, if any	
1.5	Programme Committee Leader	
1.6	Professional, Statutory or Regulatory Body or other external bodies that provide accreditation, endorsement or recognition of the programme(s)	
1.7	Other external or collaborative body that contributes towards the programme(s)	
1.8	Modes of study (full-time /part- time /sandwich/distance learning)	
1.9	Length of study	
1.10	Student intake targets (projection for the next five years)	
1.11	External reviewer (if known)	

1.12.   Programme rationale and aims

✓ *Rationale and reasons for the introduction of the programme. Please ensure that you rationalise how the content of the programme is current and relevant.*

✓ *Are the programme and module learning outcomes set at the correct level and are achievable?*

✓ *Is the content proposed current and relevant?*

✓ *Elaborate on any other faculties or departments that plan to support the programme and insert or append their written consent. The Dean or Head of Department will need to write a supporting statement which acts as their acknowledgement and consent for supporting the programme. Please ensure that you stipulate how they will support the programme, i.e. through teaching, providing modules, content, marking etc. The written consent can be a letter or an e-mail.*

✓ *Detail how the programme will fit in to the Faculty and Department's portfolio and how it will complement the other programmes available. If similar programmes are offered please rationalise how you intend this programme to compliment rather than take away from existing provision.*

1.13.   Programme structure

1.13.1. *Explain the structure of the programme, i.e. does it conform to the University's structure. Please ensure that you clearly stipulate any parts of the programme which do not conform or slightly deviate from the University's structure and provide a detailed rationale.*

You will need to demonstrate the course breakdown showing: the title, assessment weightings, whether they are core/compulsory/optional, credit ratings, and notional hours.

Detailed information will need to be provided to show student progression.

1.13.2. *If the programme has several modes of study such as full-time/part-time/distance learning then please provide details on how the differing modes will be managed in relation to: teaching, learning, assessment and student support to ensure a good student experience.*

Provide a break down for each individual mode of study to demonstrate:

For distance learning you will need to detail how the programme is delivered and managed, i.e. lecture notes, seminar / tutorial sessions, learning material, assessment and feedback, additional student support, personal tutoring etc.

1.13.3. *To support the above narrative in relation to part time and distance learning please provide an indicative schedule (by month) detailing the delivery of study materials and assessment.*

PLEASE NOTE: if any of the above sections are not applicable or you feel it is covered elsewhere please list NA or reference the relevant section.

1.14. Programme specification

Insert or append the programme specification and ensure that the document is clear and accurate. Please ensure that you use the correct template.

1.15. Module descriptors and/or taught unit descriptors

MODULE DESCRIPTORS: standard template is used across the University for All Module Descriptors (Annex 11).

Append the module descriptors (noting the number of the appendix in this section) and ensure that they are clear and accurate.

02. LEARNING AND TEACHING, ASSESSMENT AND FEEDBACK

2.1. Learning and teaching and research strategy

Please provide an outline of the teaching and learning strategy of the programme(s) which underpins the design of the curriculum and delivery of the programme.

Are the learning and teaching methods appropriate to enable the intended learning outcomes to be achieved?

You will need to detail how the programme(s) learning and teaching strategy has been informed by the University and Faculty/Department learning and teaching strategy to demonstrate how the programme is meeting the strategy at programme, faculty and institutional level.

2.2. Learning and teaching and delivery

Detail how the programme will meet the learning and teaching requirements for the differing modes of study, i.e. full time, part time, distance learning, e-learning in relation to:

- *Induction, training and on-going support*
- *Support for overseas students*
- *Opportunities for students to engage in academic discourse with their peers and academic staff*
- *Details of any technical considerations including piloting of the material undertaken*
- *For postgraduate research programmes provide details on the research environment and how it adds value to the programme*

2.3. Ethical issues

Please provide details of any learning, teaching or assessment methods that may present any ethical issues and how they will be addressed.

2.4. Assessment overview

Please provide an overview table which demonstrates the overall assessment strategy of the programme. Typically a table will be inserted in to the submission document and contain the following columns:

Course code	Course title	Semester	Formative/ summative	Assessment type (unit / element)	Assessment length	Assessment weighting	Indicative timing, e.g. week 9

Please ensure that the assessment strategy is informed by the Code of Practice for assessment and feedback.

The purpose of this table is to demonstrate to the panel that the assessment strategy meets the University's requirements and demonstrates the assessment trends within the programme as the students' learning and understanding increase.

The assessment type column should demonstrate whether the assessment is coursework or examination, with further details on its form, ie presentation, poster, performance, essay, portfolio, multiple choice questionnaires. Please ensure that you clearly differentiate between units and elements of assessment.

Please ensure that you specify whether the assessment is formative or summative, if an assessment is formative then it should not have any marks which count towards the module mark. All formative and some summative assessments should give students the opportunity to learn practices and content which will inform other assessments within the module, so essentially feed-forward.

The assessment length column should be used to detail the length of an exam, eg two hours, or coursework, e.g. 2000 words etc.

The indicative timing column should be used to demonstrate the hand in deadlines for coursework and the timings of examinations, such as: coursework week 8 and examination week 13. When completing this section you should bear in mind the academic year schedule agreed by the University and allow enough time for the students to receive any feedback and analyse it in time to inform the next assessment.

2.5. Assessment strategy rationale

Provide a rationale for the overall assessment strategy detailing how it will ensure that the students meet the course and programme learning outcomes. Are methods of assessment appropriate to demonstrate the achievement of the learning outcomes?

Also comment on how you will ensure comparability of the assessment load across the modules of the same credit volume; and how the numbers of the individual units of assessment and their weightings have been determined. Is the assessment loading similar within modules and across levels throughout the programme?

Demonstrate how a variety of assessment methods have been utilised to test student achievements.

Detail how formative assessment has been embedded in to the assessment strategy and how it is being used. Please give examples, i.e. within this module the following formative assessment has been designed to complement the summative assessment...

Evidence the assessment schedule and indicative timings of each assessment and how it meets University requirements, e.g. assessment deadlines.

2.6. Assessment criteria

THIS SECTION SHOULD ACT AS AN OVERVIEW OF YOUR ASSESSMENT CRITERIA, YOU ARE NOT REQUIRED TO PROVIDE INFORMATION ON EACH INDIVIDUAL ASSESSMENT AND HOW IT IS MARKED.

Provide an overview of how the assessments will be marked and whether the University grade descriptors have been developed to create any assessment marking schemes.

Please provide information on how certain assessments, such as practical/performance assessments, will be marked and moderated. If an external marker is involved what is the extent of their involvement? How will they be supported by an academic member of staff?

Provide, where appropriate, examples of marking criteria for the panel's consideration.

2.7. Feedback

THIS SECTION SHOULD ACT AS AN OVERVIEW OF YOUR FEEDBACK STRATEGY; YOU ARE NOT REQUIRED TO PROVIDE INFORMATION ON HOW FEEDBACK WILL BE PROVIDED FOR EACH INDIVIDUAL ASSESSMENT.

Will the feedback meet the three week turnaround deadline set by the University?

Examples of the ways in which students will receive feedback, ie via the VLE, verbal or written etc. How will you ensure that students know when they are receiving feedback?

03. BENCHMARKING AND CONSULTATION

The purpose of this section is to demonstrate how the programme(s) meets national and internal benchmarks and how its development has been informed by internal and external sources

3.1.1. Sri Lanka Qualification Framework

This national benchmark provides basic guidance on the competencies students should achieve for each level of study. You will need to provide a mapping document or a narrative on how the programme meets the SLQF requirements.
The document can be found at:

Please ensure that you only review the levels relevant to the programme(s) being validated.

You may also wish to review further guidance documents that have been produced by the HETC-UGC (2015) IR, PR Manual website (http://www.ugc.ac.lk/en/publications.html).

3.1.2. Subject Benchmark Statements

The Quality Assurance Agency (QAA) has also developed specific subject guidance which acts as a national guidance document on minimum threshold standards for specific subject areas for undergraduate and post graduate taught programmes.

The subject benchmark statements can be found at: website: QAAC-UGC (http://www.eugc.ac.lk/qaa/)

You will need to provide a mapping document or a narrative on how your programme meets the relevant requirements set out within the relevant subject benchmark statement(s).

3.1.3. Programme and course learning outcomes

This section should demonstrate how the course learning outcomes have been developed to meet the requirements of the programme learning outcomes and aims. An exercise should be carried out each

time a learning outcome is amended or a new module added to the programme to ensure that the course learning outcomes are relevant.

It is strongly advised that a mapping document or clear narrative is provided to satisfy this section to show the links between the levels.

3.2.   Quality Assurance

Please use this section to comment on any quality assurances mechanisms if they differ from the standard university model, eg composition of the Board of Studies, Board of Examiners.

Please stipulate whether a new external examiner / reviewer will need to be appointed to the proposed programme.

3.3.   Professional Statutory and Regulatory Body requirements (PSRBs)

3.3.1.   *Provide details of any accreditation, endorsement or recognition planned for the programme and nature of the external body.*

3.3.2.   *Provide a detailed list of any requirements that differ from the University's Regulations and Codes of practice.*

You will need to reference the requirements to the external body's guidance documents so that they can be checked by the panel and support the difference.

3.4.   Consultation

YOU ARE NOT REQUIRED TO CONSULT ALL OF THE GROUPS LISTED BELOW. YOU ARE REQUIRED TO PROVIDE DETAILED INFORMATION WHERE ANY OF THE BELOW HAVE BEEN CONSULTED.

Detail if any of the following groups may have been used to inform the design and development of this programme:

- *Academic staff within the University from a different subject area*
- *Staff within the University with professional services expertise, such as educational developers, library staff, additional learning support etc*
- *Staff from other higher education providers*
- *Contacts in industry*
- *Contacts in professional practice*
- *Contacts in research*
- *Professional, Statutory, Regulatory Bodies*
- *External examiners*
- *Employers*
- *Organisations within the community*
- *Collaborative links*
- *Former students and / or students studying in cognate areas*

04. RESOURCES

4.1. Staffing

4.1.1. Staffing overview

Provide details of all academic, external and support staff who will be involved in the programme(s); you will need to detail their responsibility and contribution to the programme.

Please ensure that you clearly indicate the job role of the staff member, eg professor / senior lecture / lecturer, university lecturer, administrative support, etc.

Is the number of staff proposed to support the running of the programme enough?

Is the level of administrative support effective to support the programme(s)?

4.1.2. External staffing

Please provide a narrative to support the previous section detailing the proposed types of external involvement in the programme, their contribution and responsibility.

How will externals be trained and kept up to date?

It is very important that the University know how people who are external to the University but contribute to the programme are informed of University Regulations and practice.

4.1.3. Additional staffing

Provide details on any additional members of staff that will be required in the future to support the programme and whether the faculty are aware of this.

4.1.4. Staff development / training

Provide details of any staff development which has taken place to support and develop the proposed programme.

Also provide details of any staff development that is planned for the future to support the continuing development of the programme.

What training opportunities are available to staff?

Please specify any professional practice or formal qualifications that are required to teach on the programme.

4.2. Learning resources

Detail the learning resources that will be available to the students on the programme such as the VLE, the library, CICT, ELTU Labs. In particular note whether additional learning resources are required in order for the programme to run and whether the Faculty are aware of this.

4.3. Access

You will need to complete the following questions to satisfy this section and demonstrate that there are no unnecessary barriers to access by disabled people.

1.a. Have competence standards and learning outcomes been reviewed in order that disabled students can demonstrate competence & learning outcomes by alternative means and forms of assessment?	
1.b. Can reasonable adjustments be found to achieve the learning outcomes while maintaining competence standards? For example, signers for the deaf, assistants for the blind or those with mobility difficulties.	
1.c. Have health and safety and professional requirements been reviewed to ensure changes in practice have been reflected in the review?	
2. Is there any recent experience within the Faculty of having supported students with disabilities on a similarly constructed course?	
3. What experience can be identified and drawn upon elsewhere in the country of students with disabilities on similar courses being supported to achieve the learning outcomes, whilst maintaining competence standards?	
4. What extra resources will be needed to adapt existing facilities to enable access and inclusion on the programme?	
5. Does the programme require any fieldwork or work away from the University that may make additional demands on the student and will need to be accommodated?	
6. Is a professional placement normally part of the programme? If so, in what way will work placements be promoted positively to disabled students? Have you undertaken reviews to identify which of your current placement providers may be appropriate for disabled students and what adjustments may need to be made?	
7. What strategies will be used to market the new programme to people with disabilities?	
8. What statistics in the University can be found to show recruitment, progression and achievement of students with disabilities? What qualitative data is being collected to support the statistical data? Have the views of disabled students been actively sought during the review of the programme?	

4.4. Public information

Provide a narrative to demonstrate to the panel that all advertising material and information available to the public in relation to the programme(s) under review are appropriate; and that the information is an accurate representation of the programme. Please ensure that you comment on:

- *The website*

- *The prospectus*

- *Any other*

4.5. Other resources

Please provide information on any relevant issues around other resources such as computing, teaching accommodation, space requirements, equipment, clinical or practical placement resources, residential accommodation etc, for the panels consideration.

05. PERSONAL DEVELOPMENT

5.1. Personal Development Planning (PDP)

PDP is used to help students develop skills which will help them within industry. Examples include: discipline specific software, CV development, completing applications and interview training, as well as developing transferrable skills such as report writing.

Provide details of how PDP has been embedded in to the programme(s), with particular reference to research, employability, transferable, information literacy and communication skills.

Please provide examples.

For postgraduate programmes please demonstrate how the skills training provided by RDP is embedded in to the programme.

06. COLLABORATIVE PROVISION

6.1. Collaborative activity

Provide information on any collaborative activity, which are included within the programme and count towards the final award (credit bearing for undergraduate and postgraduate taught programmes), e.g.:

- *Work-based learning within a module*
- *Progression arrangement*
- *Partnership delivery*

6.2. Industry

Provide information on how the programme has / will engage with industry and the extent of the involvement.

Submission Form for Programmes.

07. PROGRAMME INFORMATION

1.1	Principal programme award and title	
1.2	SLQF level of study	
1.3	Faculty and Department submitting the review documentation	
1.4	Other Faculties / Departments supporting the programme, if any	
1.5	Programme Committee Leader	
1.6	Professional, Statutory or Regulatory Body or other external bodies that provide accreditation, endorsement or recognition of the programme(s)	
1.7	Other external or collaborative body that contributes towards the programme(s)	
1.8	Modes of study (full-time /part- time /sandwich/distance learning)	
1.9	Length of study	
1.10	Student intake targets (projection for the next five years)	
1.11	External reviewer (if known)	

1.16. Programme rationale and aims

1.17. Programme structure

1.13.5.

1.18.   Programme specification

1.19.   Module descriptors and/or taught unit descriptors

08.   LEARNING AND TEACHING, ASSESSMENT AND FEEDBACK

2.8.   Learning and teaching and research strategy

2.9.   Learning and teaching and delivery

2.10.   Ethical issues

2.11.   Assessment overview

Course code	Course title	Semester	Formative/ summative	Assessment type (unit / element)	Assessment length	Assessment weighting	Indicative timing, e.g. week 9

2.12.   Assessment strategy rationale

2.13.   Assessment criteria

2.14.   Feedback

09. BENCHMARKING AND CONSULTATION

3.1.4. Sri Lanka Qualification Framework

3.1.5. Subject Benchmark Statements

3.1.6. Programme and course learning outcomes

3.5. Quality Assurance

3.6. Professional Statutory and Regulatory Body requirements (PSRBs)

3.3.3.

3.3.4.

3.3.5.

3.7. Consultation

10.   RESOURCES

4.6.   Staffing

4.1.5.   *Staffing overview*

4.1.6.   *External staffing*

4.1.7.   *Additional staffing*

4.1.8.   *Staff development / training*

4.7.   Learning resources

4.8.   Access

1.d. Have competence standards and learning outcomes been reviewed in order that disabled students can demonstrate competence & learning outcomes by alternative means and forms of assessment?	
1.e. Can reasonable adjustments be found to achieve the learning outcomes while maintaining competence standards? For example, signers for the deaf, assistants for the blind or those with mobility difficulties.	
1.f. Have health and safety and professional requirements been reviewed to ensure changes in practice have been reflected in the review?	
9. Is there any recent experience within the Faculty of having supported students with disabilities on a similarly constructed course?	
10. What experience can be identified and drawn upon elsewhere in the country of students with disabilities on similar courses being supported to achieve the learning outcomes, whilst maintaining competence standards?	
11. What extra resources will be needed to adapt existing facilities to enable access and inclusion on the programme?	
12. Does the programme require any fieldwork or work away from the University that may make additional demands on the student and will need to be accommodated?	
13. Is a professional placement normally part of the programme? If so, in what way will work placements be promoted positively to disabled students? Have you undertaken reviews to identify which of your current placement providers may be appropriate for disabled students and what adjustments may need to be made?	
14. What strategies will be used to market the new programme to people with disabilities?	
15. What statistics in the University can be found to show recruitment, progression and achievement of students with disabilities? What qualitative data is being collected to support the statistical data? Have the views of disabled students been actively sought during the review of the programme?	

4.9. Public information

Provide a narrative to demonstrate to the panel that all advertising material and information available to the public in relation to the programme(s) under review are appropriate; and that the information is an accurate representation of the programme. Please ensure that you comment on:

- *The website*

- *The prospectus*

- *Any other*

4.10. Other resources

11. PERSONAL DEVELOPMENT

5.2. Personal Development Planning (PDP)

12. COLLABORATIVE PROVISION

6.3. Collaborative activity

6.4. Industry

Guidance for Course descriptor

Course code:	*YYYXXXX (usually 3 letters and 4 numbers)*
Course title:	
SLQF level:	SLQF *Level 4, 5, 6 or 7*
Course Leader:	
Other contributors:	
Number of credits:	*15 credits or the relevant amount of credits for the dissertation/ project modules*
Course availability:	*Semester 1 or 2 (or both for dissertation / project modules)*
Overall student workload:	*Nominally 1 credit = 50 hours of workload therefore a 15 credit module should have 750 hours overall student workload.* *Provide a breakdown into contact hours (e.g. lectures & seminars), guided study 9e.g. virtual learning), and independent study*
Date of production/revision of the descriptor:	

Assessment pattern	
Units of assessment	Weighting towards module mark (%)
Please ensure that you have consulted the Code of practice for assessment and feedback to ensure that you assessments are in line with University expectations. *Please list the assessments for this course.* *Ensure that you provide the weighting and length of the assessment where possible* *Only summative assessments should appear within this section of the module descriptor*	

Qualifying condition(s)

Usual qualifying conditions are as follows however students may be required to pass every unit of assessment. Delete/amend as appropriate.
A weighted aggregate mark of 40% is required to pass the course *[For undergraduate]*
A weighted aggregate mark of 50% is required to pass the course *[For postgraduate]*
This course is core and will require students to pass every unit of assessment

Pre-requisite/co-requisites

Please list any courses that a student has to complete prior or simultaneously to taking this one
Please ensure that you only list courses within this section

Course overview

Summarise the purpose of this course and how it relates to the Programme

Course aims

This module aims to:

-

Learning outcomes

On successful completion of this module, students will be able to:

-

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Ensure learning outcomes are phrased as testable outcomes and are consistent with SLQF level and any relevant subject benchmark statement

Course content

Indicative content includes:

-

Provide a summary of the content of the course i.e the topics covered

Methods of teaching/learning

The <u>learning and teaching</u> strategy is designed to:

Describe what the module learning and teaching strategy is designed to achieve and how it relates to the programme learning and teaching strategy

The <u>learning and teaching</u> methods include:

-

eg lectures/seminars/class discussion/electronic voting
Define number of hours of each method eg 1 hour lecture per week x 11 weeks

Assessment strategy

The <u>assessment strategy</u> is designed to provide students with the opportunity to demonstrate

Describe how the assessment has been designed to assess module learning outcomes

Thus, the <u>summative assessment</u> for this module consists of:

-

Provide further detail on the summative assessment. Ensure that exam and coursework lengths are listed
Please ensure that assessment deadlines are in line with the Code of Practice for assessment and feedback
Provide a mapping against each summative assessment showing which assessment meets which learning outcomes, e.g.:
- Coursework, 30%, 2000 words (addresses learning outcomes: 1, 2 and 5)
- Exam, 70%, 2 hours (addresses learning outcomes: 2, 3 and 4)

<u>Formative assessment</u>

It is university expectation that students are provided with an opportunity to complete formative assessments, where approriate, which will inform any summative assessments. Formative assessments must be provided for modules that rely on one unit of summative assessment, especially if it is an exam.

<u>Feedback</u>

Describe how students will receive feedback on their performance during the module such as verbal feedback in tutorials or a small assignment which informs the final summative assessment.

Reading list

Essential reading

Recommended reading

Background reading

Course descriptor

Course code:	
Course title:	
SLQF level:	
Course Leader:	
Other contributors:	
Number of credits:	
Course availability:	
Overall student workload:	
Date of production/revision of the descriptor:	

Assessment pattern	
Units of assessment	Weighting towards module mark (%)

Qualifying condition(s)

Pre-requisite/co-requisites

Course overview

Course aims

This module aims to:

-

Learning outcomes

On successful completion of this module, students will be able to:

-

Key: C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/ Practical skills

Course content

Indicative content includes:
•

Methods of teaching/learning

The <u>learning and teaching</u> strategy is designed to:
The <u>learning and teaching</u> methods include:
•

Assessment strategy

The <u>assessment strategy</u> is designed to provide students with the opportunity to demonstrate
Thus, the <u>summative assessment</u> for this module consists of:
•
<u>Formative assessment</u>
<u>Feedback</u>

Reading list

Essential reading

Recommended reading

Background reading

Programme Specification - Guidelines

1. **Awarding body**	
2. **Teaching institution (if different)**	
3. **Final award**	
4. **Programme title**	
5. **SLQF Level**	
6. **Credits**	
7. **Name of Professional, Statutory or Regulatory Body**	
8. **Date of last reduce (if applicable)**	
9. **Mode of study**	*Whether the programme is full-time, part-time, distance learning or distance taught.*
10. **Language of study**	
11. **Subject benchmark statement (if applicable)**	
12. **Other internal and / or external reference points**	*Complete this section if you have any other internal reference points which are used to inform programme learning outcomes,*
13. **Faculty and Department**	
14. **Programme committee Leader**	
15. **Date of production/revision of the specification**	

16. **Educational aims of the programme**

List the educational aims of the programme

17. **Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:**

   Within this section please list the programme learning outcomes for the awards under the following headings, noting the teaching, learning and assessment strategies and methods used to enable the programme learning outcomes to be achieved and demonstrated.

Knowledge and understanding	**Teaching and learning strategies** **Assessment**
Skills and other attributes - Intellectual / cognitive skills	**Teaching and learning strategies**

		Assessment	
Skills and other attributes - Professional practical skills		**Teaching and learning strategies** **Assessment**	
Skills and other attributes - Key / transferable skills		**Teaching and learning strategies** **Assessment**	

18. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

Please give a detailed narrative on the structure, duration, level and nature of the programme. Use this box to give an overview of the programme including the credit structure, the minimum and maximum duration and details of the awards.

- ✓ *All students are initially registered for …..*

- ✓ *The (programme) is studied over x academic year(s) and is (mode of study).*

- ✓ *On successful completion of the (programme) students may (apply for professional membership, progress to Master's degree etc).*

- ✓ *The programme is divided into courses. All taught courses are worth 750 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. In order to achieve the (award) students must complete (number of credits) at (SLQF Level)*

- ✓ *The project module is (number of credits) and takes place in (semester)*

- ✓ *In order for students to progress to (SLQF Level) they are required to achieve a minimum of (%).*

In the case of joint honours (equally weighted subjects) or a major/minor combination programme, please provide a rationale for the particular subject combination and details on how the combination will operate.

- Who is the lead faculty or department?

SLQF Level (insert level): potential awards – (list awards)

In the tables below please ensure you list: the module code, title, whether it is core / compulsory / optional, the semester in which it is offered, the award requirements and exit points for subsidiary awards (noting if any modules are core / compulsory in order to achieve an exit award).

PLEASE DELETE ANY TABLE WHICH IS NOT REQUIRED

Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
					List the amount of credits needed in order

					to achieve the principal award and any subsidiary awards that can be achieved at this level (noting how many credits are needed to gain the subsidiary award)
					List the grade average needed to complete (eg 60%) if applicable

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?		*eg choose 2 from the 5 listed optional modules.*

	SLQF Level (insert level): Potential awards – (list awards)				
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
					List the amount of credits needed in order to achieve the principal award and any subsidiary awards that can be achieved at this level (noting how many credits are needed to gain the subsidiary award)
					List the grade average needed to complete (eg 60%) if applicable

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?		*eg choose 2 from the 5 listed optional modules.*

	SLQF Level (insert level): Potential awards – (list awards)				
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
					List the amount of credits needed in order to achieve the principal award and any subsidiary awards that can be achieved at this level (noting how many credits are needed to gain the subsidiary

					award)
					List the grade average needed to complete (eg 60%) if applicable

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?	*eg choose 2 from the 5 listed optional modules.*

SLQF Level (insert level): Potential awards – (list awards)					
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
					List the amount of credits needed in order to achieve the principal award and any subsidiary awards that can be achieved at this level (noting how many credits are needed to gain the subsidiary award)
					List the grade average needed to complete (eg 60%) if applicable

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?	*eg choose 2 from the 5 listed optional modules.*

19. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Data supplied by an external source for student analysis which contributes to an assessment	
Visits / external / lecturer (please detail the extent of their contribution, i.e. do they mark?)	
Professional Training Year (PTY)	
Placement, study or work placement outside of the PTY(please indicate if this is one day, one month, six months, a year etc)	
Clinical Placements (that are not part of the PTY Scheme)	

Further information

This section should detail: the nature of the activity, the arrangements that have been made for the activity, the quality mechanisms to monitor the activity and where it will take place.

Have the relevant Agreement(s) been approved and signed?

20. Support for students and their learning

Sources of help and advice may include: Induction, handbooks, personal tutors, placement officers, project supervisors, central support services, careers service, Surrey Learn etc

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21. Quality management – indications of quality and the methods for evaluating and improving quality

Provide information on the methods adopted for evaluating and improving the quality and standards of learning, including consideration of stakeholder feedback from, for example, current students, graduates and employers

Programme Specification - Template

22. Awarding body	
23. Teaching institution (if different)	
24. Final award	
25. Programme title	
26. SLQF Level	
27. Credits	
28. Name of Professional, Statutory or Regulatory Body	
29. Date of last reduce (if applicable)	
30. Mode of study	
31. Language of study	
32. Subject benchmark statement (if applicable)	
33. Other internal and / or external reference points	
34. Faculty and Department	
35. Programme committee Leader	
36. Date of production/revision of the specification	

37. Educational aims of the programme

38. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understanding	Teaching and learning strategies
	Assessment
Skills and other attributes - Intellectual / cognitive skills	Teaching and learning strategies
	Assessment

Skills and other attributes - Professional practical skills	**Teaching and learning strategies** **Assessment**
Skills and other attributes - Key / transferable skills	**Teaching and learning strategies** **Assessment**

39. **Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.**

   Programme adjustments (if applicable)

   Programme pathways and variants

In the case of joint honours (equally weighted subjects) or a major/minor combination programme, please provide a rationale for the particular subject combination and details on how the combination will operate.

- Who is the lead faculty or department?

SLQF Level (insert level): potential awards – (list awards)					
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	

SLQF Level (insert level): Potential awards – (list awards)					
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?	

SLQF Level (insert level): Potential awards – (list awards)					
Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?	

SLQF Level (insert level): Potential awards – (list awards)

Course code	Course title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements

How many optional courses must a student choose in order to achieve the necessary amount of credits to achieve this level?	

40. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Data supplied by an external source for student analysis which contributes to an assessment	
Visits / external / lecturer (please detail the extent of their contribution, i.e. do they mark?)	
Professional Training Year (PTY)	
Placement, study or work placement outside of the PTY(please indicate if this is one day, one month, six months, a year etc)	

Clinical Placements (that are not part of the PTY Scheme)	

Further information

41. Support for students and their learning

42. Quality management – indications of quality and the methods for evaluating and improving quality

Faculty approval checklist - Template

(Please complete the below checklist, sign and submit with the programme documentation)

Please note that if the programme is approved you will be asked to submit a definitive electronic copy of the submission documents, once conditions have been signed off and final approval given, to the Directorate of Quality Enhancement and Standards.

Programme award and title:		
No		**Tick**
1	The programme (rationale, aims, learning outcomes, content, structure, recruitment and entry requirements, programme specification and module descriptors)	
1.1	The programme is in line with the University's *Regulations* and *Codes of practice(in the IR and PR Manuals)*	
1.2	The programmes rationale and aims are in line with the University's/Faculty's strategic goals and are clear and appropriate	
1.3	The programme and course learning outcomes are appropriate and are set at the correct level	
1.4	The programme structure is in line with University expectations eg 15 credits semester based modules with the exception of project and dissertation modules. Where there are differences a clear rationale has been provided which the Faculty agree with	
1.5	A detailed plan has been provided for programmes offering several modes of study	
1.6	Programme specification is accurate and on the correct template	
1.7	Module descriptions are accurate - including teaching hours and assessment types, for example formative and alternative assessments	
2	Evaluation (review only)	
2.1	A critical evaluation of the programme which looks at the following has been provided: programme changes, strengths and successes, competing programmes, staff changes and development, impact on students, annual programme reviews, external examiner reports, student feedback, PSRB* requirements and any relevant external influences.	

	*PSRB – Professional, Statutory and Regulatory Bodies
2.2	Progression and completion rates have been provided and rationalised
2.3	Trends in degree performance / level of achievement have been analysed
2.4	Information on good degrees has been provided
2.5	Details on how the programme team have listened and responded to student feedback have been provided
3	Assessment, feedback, learning and teaching
3.1	The programmes learning and teaching strategy is appropriate and maps against the University / Faculty / Department learning and teaching strategy
3.2	Ethical issues have been identified and meet the University's ethical process
3.3	An assessment overview has been provided detailing the rationale for the overall assessment strategy, any alternative assessments, indicative timings of assessments, marking / assessment criteria and feedback.
3.4	The assessment strategy is in line with *the Code of practice in the IR & PR Mannuals*
4	Benchmarking and consultation
4.1	The programme has been benchmarked against: the SLQF, any relevant subject benchmark statements, internal quality assurance mechanisms, PSRB requirements and any other relevant external body
4.2	The programme learning outcomes have been mapped to the module learning outcomes
5	Resources
5.1	Clear resourcing information has been provided on: staffing, external involvement, any additional staffing, staff development and learning resources
5.2	The programme handbook provided is for the upcoming academic year, is clear and accurate and references the programme(s) under validation / review
5.3	There are no unnecessary barriers to access by disabled people
5.4	All public information is clear and accurate, i.e. the website, the prospectus, KIS data
6	Collaborative provision
6.1	Accurate and detailed information on any collaborative / placement activity outside of the PTY has been provided

6.2	Memorandum of Agreement(s) or equivalent is signed and up to date / in the process of being developed (if applicable) is collaborating	
7	Personal development	
7.1	Information on how PDP has been embedded within the programme has been provided	

Documents to be submitted	
Submission document	
Programme handbook	
Course descriptors	
Programme specification	
Letters of agreement from other parts of the University contributing to the programme	
Staff information	
Collaborative agreements	
Confirmation of external examiners/Assessors/Reviewers	
External examiners' reports for the last three years (only applicable to periodic reviews)	
Annual programme reviews for the last three years (only applicable to periodic reviews)	

By signing below you are confirming that the documentation submitted by the Faculty is complete and fit for purpose.			
Dean		Date:	

The Role of the Curriculum Planning and Development Committee

It is expected that the CPDC will work as team to ensure that the programme(s) and award(s) being validated or reviewed are at an appropriate academic standard and level, which is consistent with SLQF and that the learning opportunities enable students to achieve the learning outcomes. While all team members may explore any areas covered by the validation/periodic review process, the following information outlines the principal likely areas of focus of the panel as a whole and the individual panel members. The outcomes of the validation/review (conditions/recommendations) will be a collective judgement of the panel reached by consensus.

Curriculum Planning and Development Committee

The CPDC as a whole are expected to:

(i) consider/review the rationale, aims and objectives (expressed as learning outcomes) of the programme;

(ii) consider/review the appropriateness, currency and relevance of the structure and content of the programme of study;

(iii) consider/review the programme(s) coherence, integration and progression in meeting stated aims and objectives;

(iv) assure itself that the principal and subsidiary awards available within the programme, are consistent with the SLQF and SBS.;

(v) assure itself that programme titles for the principal award accurately reflect the content of the programme;

(vi) assure itself of the adherence of the programme to any appropriate subject benchmark statement(s) (the University's normal expectation is that, as a minimum, the threshold standards for appropriate benchmarks should be addressed);

(vii) consider/review whether the programme meets the specifications of PSRBs or other relevant external bodies as appropriate;

(viii) consider the nature of the proposed teaching and learning methods and ascertain whether it is consistent with the University/Faculty/Department/ strategy;

(ix) comment on the appropriateness and adequacy of the assessment strategy to measure the learning outcomes of the programme overall and the stated learning outcomes for each module;

(x) consider the balance and variance of assessments methods offered on the programme with a view to determining whether they show progression and an appropriate learning experience;

(xii) assess for each module how the delivering Faculty intends to asses students through formative assessments and provide students with formative evaluative feedback on their progress (the University expects Faculties to include at least one opportunity to provide students with a piece of work for each course, designed to be returned to students with evaluative feedback on their performance towards meeting the stated learning outcomes in sufficient time to impact any summative assessment);

(xiii) ensure that appropriate facilities and resources (including technical support) are in place or planned to support the programme(s);

(xiv) ensure that the proposed academic and professional/service staffing is adequate and appropriate to the programme of study;

Feedback form – Validation and review; CPDC members

Thank you for taking part in the recent validation/review event. To inform future events and to ensure continuous improvement it would be helpful if you could complete this feedback sheet either immediately following the meeting or within 7 days and return either via email to Director/IQAU.

Prompts have been included as a guide but please feel free to include anything you think is relevant

Programme award and title	
Date of validation / review event	
Name (optional)	
Your role *Eg Were you clear about what your role in the process should be; did you receive adequate guidance and support as to what was expected of your involvement and when making arrangements to go to the validation site?*	*Please comment here*
Documentation *Eg. Were the documentation requirements appropriate; do you have any specific comments about contextual / programme specific information within the documentation; did you receive the programme documentation in sufficient time before the event?*	*Please comment here*
Guidance *Was the guidance you received both verbally and written on the validation/review process sufficient? Are there any areas of good practice or need for improvement?*	*Please comment here*
Conduct and management *Was the final event managed well overall, were you satisfied with the role of the Chair, panel and the validation and review co-ordinator?*	*Please comment here*
Overall process *What was your overall impression of the process; are there any areas that you would highlight as key strengths / areas for improvement?*	*Please comment here*
Any other comments?	*Please comment here*

Thank you for your time and participation

Modification form

MODIFICATION FORM	
01. Programme title and award	
02. Faculty / Department / School / Associated Institution	
03. Programme Leader	
04. Please select the relevant modification(s) and clearly indicate which modules they apply to:	
a. Award title / new award pathway	
b. Changes to delivery (full-time / part-time / distance learning)	
c. Changes to the programme structure / pattern of study / learning outcomes	
d. Changes to the delivery of courses / introduction of new core / compulsory courses / modules	
e. Introduction of a new optional module	
f. Changes to the overall assessment strategy	
g. Changes to an individual assessment that does not affect the programme overall	
h. Changes to module content/ learning outcomes that do not impact on overall programme learning outcomes	
i. Other (please specify)	
05. Further details of the proposed modification(s)	
06. Rationale for the modification – provide details on what has influenced and triggered the change	
07. Date of introduction of the modification (including a rationale explaining the need to introduce the change outside of the periodic review cycle or mid-year, if applicable)	

08. Has the modification been discussed with current students? (Provide details on how this was carried out, eg. Board of Studies meetings, staff student liaison meetings, other informal meetings etc.)

09. Details of any implications for current students

10. Details of how the changes will be implemented to ensure that the learning experience and academic standards are maintained

11. Does the modification require the introduction of any additional resources? If so, what plans have been made to acquire / fund the resources? (ie. have discussions with the Academic Liaison Librarian taken place? Have the finances / additional staff members been included in the Faculty Plan?)

12. Do the changes affect any advertising material, i.e. website, prospectus? If so have marketing been consulted?
Please append details of marketing's consideration of the modification

13. Signatures required

Title	Signature	Date
Programme Leader – to confirm that appropriate discussion has taken place and that the modification has the support of the programme team		
Dean – to confirm approval of the Faculty		
Chair of University Senate		

PLEASE ATTACH THE REVISED PROGRAMME SPECIFICATION, ANY RELEVANT MODULE DESCRIPTORS AND A RESPONSE FROM MARKETING (IF APPLICABLE) TO SUPPORT THE MODIFICATION

Annual Monitoring Report Content

The content of the Programme annual report covers:

    I.   Strengths and weaknesses of the programme and any major changes made during the year

    II.   Issues raised by students, staff and external examiners

    III.   Identification of good practice; and action in the forthcoming year

    IV.   Commentary on student assessment, guided by statistical data provided on course outcomes, progression and completion data

Content of Faculty annual report covers:

1. The main areas of work undertaken during the year for the faculty

2. Summary of issues raised via student feedback, external examiner

3. Summary on student assessment

4. Identification of any good practices for dissemination

5. Identification of any issues that the university needs to take forward during the year

6. A listing of those programmes that had been approved during the year

7. A list of all programme monitoring annual reports received by the faculty