**Programme Approval Checklist**

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| **Programmes for Approval** |  |

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| **Name of Check-List Completer** |  |
| **Role in Approval Process** |  |
| **Date(s) of Completion** |  |

**A: Rationale and Demand**

**PDR Documentary Evidence Section 4:** Programme Approval Form (PAF). Employer feedback.

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| --- | --- | --- | --- |
| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **A1** Is there a clear rationale for the programme? | University strategic priorities |  |  |
| **A2** Is there a clear sector demand for the programme? | University strategic priorities |  |  |
| **A3** Are employment prospects for graduates clearly explained? | OfS CoR: B3 – Progression |  |  |

**B: Programme Contents**

**PDR Documentary Evidence Sections 5 & 6:** Programme Specifications and Module Specifications

Feedback: External & Internal Advisors, employers, potential students, off-campus partners. PSRB Mapping Document and PSRB written feedback.

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **B1** Do the programme contents and learning outcomes align with the exit award titles, final award title and nature of the award? | QAA Characteristics and Benchmark Statements  OfS CoR: B4.2c credible awards |  |  |
| **B2** Are the depth and breadth of content appropriate and inclusive? | QAA Benchmark Statements, Stakeholder consultation, OfS CoR: B1.5b: breadth and depth |  |  |
| **B3** Do the programme contents and learning outcomes reflect contemporary theory and practice?  *UG UoB programmes – Are environmental sustainability, ethics and the aging population considered?* | OfS CoR: B1.3a: Up to date, OfS CoR: B1.3b: Coherent, OfS CoR: B2.3a Cohort  Stakeholder consultation  UoB Academic Strategy |  |  |
| **B4** Is the development of relevant professional and transferable skills and attributes explicit at programme and module level?  *Is work-related learning/ knowledge exchange included?* | OfS CoR: B1.3e: Relevant Skills, GAME and GAME+ advice, UoB Academic Strategy |  |  |
| **B5** Do the contents align with PRSB requirements (where required)? | PSRB documentation |  |  |

**C: Programme Level Expectations**

**PDR Documentary Evidence Sections 5&6:** Programme Specifications and Module Specifications. Feedback: External & Internal Advisors.

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| --- | --- | --- | --- |
| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **C1** Is learning outcome terminology in the programme and module specifications clear and reflective of the relevant level? | OfS CoR: B5 Sector Recognised Standards &  OfS CoR: B1.3c Educational challenge  Module Spec Guidance |  |  |
| **C2** Are total credits assigned to each level and the exit and final awards correct? | OfS Sector Recognised Standards: Frameworks for HE  University of Bolton Assessment Regulations |  |  |

**D: Programme Structure**

**PDR Documentary Evidence Sections 5&6:** Programme Guide (Programme Structure), Cohesion Map. Feedback: External & Internal Advisors, employers, potential students, off-campus partners.

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **D1** Does the structure support a scaffolded approach to learning?  *Is there an “anchor” module?* | OfS CoR: B1.3b Coherence - subjects and skills are taught in an appropriate order |  |  |
| **D2** Does the structure support progression & the achievement of exit awards? | University of Bolton Assessment Regulations |  |  |
| **D3** Is Personal and Professional Development embedded (at each level)? |  |  |  |

**E: Teaching, Learning and Resources**

**PDR Documentary Evidence Sections 6&7:** Module Specifications, Student Handbook, Placement Handbook, Programme Guide, Staff CVs, Staff Development Plan

Feedback: External & Internal Advisors, employers, potential students, off-campus partners.

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **E1** Is there evidence of flexible and appropriate delivery – to meet the needs of different cohorts? | OfS CoR: B1.3di Effectively delivered  OfS CoR: B2.3a Cohort |  |  |
| **E2** Is the total time and scheduled contact time per module sufficient for the credits awarded? | OfS CoR: B1.3dii balance of learning types  UoB Standard hours document |  |  |
| **E3** Are arrangements for any work-based /practice learning clear and appropriate? | OfS CoR: B1.3di Effectively delivered |  |  |
| **E4** Are learning resources and facilities satisfactory, up to date and accessible? *On and off campus* | OfS CoR: B2.2a Resources and support  OfS CoR: B2.4g Physical and digital learning resources |  |  |
| **E5** Is staffing appropriate and sufficient?  *On and off campus* | OfS CoR: B2.2a Resources and support  B2.4.b Staff appropriately qualified |  |  |
| **E6** Are staff development plans appropriate and sufficient?  *On and off campus* | OfS CoR: B2.2a Resources and support  B2.4.b Staff appropriately qualified |  |  |

**F: Assessment**

**PDR Documentary Evidence Sections 5&6:** Assessment Table, Assessment Journey Map, Programme Guide – Assessment Plan.

Feedback: External & Internal Advisors, employers, potential students, off-campus partners.

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **F1** Has the assessment journey been planned to allow students to succeed i.e. staggered deadlines and opportunities to respond to feedback | OfS CoR B4.2a and b: Assessed effectively, valid and reliable |  |  |
| **F2** Is there an effective balance of academic and practical assessments? | OfS CoR B4.2a and b: Assessed effectively, valid and reliable |  |  |
| **F3** Do assessments cover the learning outcomes assigned to them? |  |  |  |
| **F4** Is the assessment size appropriate for percentage weighting/credit value? | Module Spec guidance |  |  |
| **F5** Are wordcounts/ assessment sizes comparable at each level? | Module Spec guidance |  |  |
| **F6** Is technical proficiency in English language assessed? | OfS CoR B4.2c: Technical proficiency in English |  |  |

**G: Student Admissions and Support**

**PDR Documentary Evidence Sections 5 &6:** Programme Specification, Student Handbook, Programme Guide**,** Marketing material, Module Specifications. Stakeholder Feedback: Internal Advisors, off-campus partners.

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **G1** Are student admissions requirements suitable for the programme and do they adhere to the University’s admissions policies? | OfS CoR: B2.3a and b Cohort support  UoB admissions requirements |  |  |
| **G2** Are there sufficient student support mechanisms in place for the cohort concerned in relation to:  Induction  Personal Academic Tutoring  Study skills/learning support  Advice and wellbeing support services  Disability support  Careers support  Appeals, complaints and Mitigating Circumstances support  Peer learning arrangements | OfS CoR: B2.2a Resources and support  OfS CoR: B2.3a and b Cohort support  OfS CoR: B2.4a – Academic integrity support |  |  |

**H: Student Engagement**

**PDR Documentary Evidence Sections 5&6:** Student Handbook, Programme Guide, Programme Specification, Student feedback and actions

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| --- | --- | --- | --- |
| **Criterion** | **References** | **✓ if yes** | **Comments** |
| Is student engagement sufficient:  **H1** As part of the **programme approval process**  **H2 On programme** via:  Student Programme and Module questionnaires  Committees (SSLCs and higher-level committees)  Students’ Union or Student Council  Other feedback mechanisms | OfS CoR: B2.2b Effective engagement |  |  |

**I: Additional Criteria for Apprenticeship Programmes**

**PDR Documentary Evidence Section 6:** Programme Guide, EPA documentation

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **I1**Do the contents align with the relevant apprenticeship standard (KSBs)? | IA&TE Apprenticeship Standard |  |  |
| **I2 For integrated apprenticeships:** Are the following available for the End Point Assessment (EPA)  EPA delivery plan  Assessor recruitment plan | OfS and IA&TE criteria for the operation of EPAs by Higher Education Providers acting as an EPAO. |  |  |
| **I3 For non-integrated apprenticeships:**  Is an end Point Assessor Organisation in place for the standard | IA&TE Apprenticeship Standard |  |  |

**J: Additional Criteria for Online Programmes**

**PDR Documentary Evidence Section 6:** Programme landing page, Programme Guide, Applicant pack, VLE

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **J1** Is there a bespoke school-approved Online Programme Guide? | OfS CoR: B1.3di Effectively delivered  OfS CoR: B2.3a Cohort |  |  |
| **J2** Is there a bespoke Online Programme Landing page  on the web? |  |  |
| **J3** Are arrangements for delivery and engagement clear? |  |  |
| **J4** Has one fully populated Module Moodle (or alternative VLE) site per level been provided? |  |  |
| **J5** Have a sample of Module Guides been provided? |  |  |
| **J6** Have social learning arrangements and peer support mechanisms been put in place? |  |  |
| **J7** Is a summary of the technical requirements available to applicants? |  |  |

**K: Additional Criteria for Off-Campus Programmes**

**PDR Documentary Evidence See sections 6.12 and 7.5**: Partnership Initial Assessment of Operations (for new partners), Partner Operations Manual, Responsibilities Check List, Equivalency check List, Contract, Website/Link to CMA tracker

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| **Criterion** | **References** | **✓ if yes** | **Comments** |
| **K1** Are the UoB resources and resourcing plans sufficient to allow for effective academic oversight of the partnership? e.g. Link Tutor arrangements? | OfS CoR: B1.3di Effectively delivered |  |  |
| **K2** Are responsibilities of the UoB and the partner clearly defined? |  |  |  |
| **K3** Are any equivalent documents and processes appropriate to allow for effective academic oversight? |  |  |  |
| **K4** There is a written and legally binding agreement, setting out the rights and obligations of the parties, which is regularly monitored and reviewed? |  |  |  |
| **K5** There is a Student Protection Plan in place - if partner is OfS registered? |  |  |  |
| **K6** Is public information accurate? |  |  |  |

**RESPONSIBILITIES FOR SCRUTINY**

**Note: The Proposer and Internal Advisor are responsible for self-assessing/scrutinising all areas via the Check-list**

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| --- | --- | --- |
| **Area** | **Route A: USP** | **Route B: Approval Lines of Enquiry** |
| **A: Rationale and Demand** | USP Chair | Chair |
| **B: Programme Contents** | External Advisor  USP Chair | External Advisor/Panel Member  Chair |
| **C: Programme Level Expectations** | External Advisor  USP Chair  External Panel Member Internal Panel Member | External Advisor/Panel Member  Chair |
| **D: Programme Structure** | External Advisor  USP Chair  External Panel Member | External Advisor/Panel Member  Chair  Internal Panel Member |
| **E: Teaching, Learning and Resources** | External Advisor  USP Chair  Internal Panel Member  External Panel Member | External Advisor/Panel member  Internal Panel Member |
| **F: Assessment** | External Advisor  External Panel Member  Internal Panel Member  Student Panel Member (Assessment Journey) | External Advisor/Panel Member  Internal Panel Member  Student Panel Member (Assessment Journey) |
| **G: Student Admissions and Student Support** | **Admissions:**  USP Chair  **Support:**  USP External Panel Member Internal Panel Member Student Panel Member | **Admissions:**  Chair  **Support:**  Internal Panel Member  Student Panel Member |
| **H: Student Engagement** | USP Chair  Internal Panel Member Student Panel Member | Internal Panel Member  Student Panel Member |
| **I: Additional Criteria for Apprenticeship Programmes** |  | External Advisor/Panel Member  Chair |
| **J: Additional Criteria for Online Programmes** |  | External Advisor/Panel Member  Chair |
| **K: Additional Criteria for Off-Campus Programmes** |  | External Advisor/Panel member  Chair |