**Programme Approval Checklist 2023/24**

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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 consultationUoB 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 challengeModule Spec Guidance  |  |  |
| **C2** Are total credits assigned to each level and the exit and final awards correct? | OfS Sector Recognised Standards: Frameworks for HEUniversity 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 supportOfS CoR: B2.4g Physical and digital learning resources  |  |  |
| **E5** Is staffing appropriate and sufficient?*On and off campus* | OfS CoR: B2.2a Resources and supportB2.4.b Staff appropriately qualified  |  |  |
| **E6** Are staff development plans appropriate and sufficient?*On and off campus* | OfS CoR: B2.2a Resources and supportB2.4.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 supportUoB 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 supportPeer learning arrangements  | OfS CoR: B2.2a Resources and support OfS CoR: B2.3a and b Cohort supportOfS 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 questionnairesCommittees (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 planAssessor 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 pageon 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 ChairExternal 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 ChairInternal Panel MemberExternal Panel Member  | External Advisor/Panel member Internal Panel Member |
| **F: Assessment**  | External Advisor External Panel MemberInternal Panel MemberStudent 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 ChairInternal 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 |