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## Principles

Programme approval is based on the following principles:

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

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

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

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

The programme proposal must be sponsored by the Faculty and agreed by the Academic Management Team (AMT). The Faculty will consider, through a Faculty Resource Scheduling exercise to ensure that the programme can be delivered within a viable resource-base and that the University services can provide the support that students taking the programme will require, whether resources are appropriate. Resource scheduling is designed to enable AMT and the development team to reach a clear agreement on the resources available for the delivery of the programme.

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

The approval process focuses on the development of the student programme handbook. The handbook is developed to a specified University template and represents the 'definitive document' for the programme. The focus on the student programme handbook is a deliberate policy reflecting the Academic Board's view that the explanation of the programme provided for students should be sufficiently full and detailed to meet the requirements of all stakeholders. The Handbook will therefore adopt a student-friendly register and be a definitive statement of the programme.

AQSS will appoint an Approval Panel to receive the student programme handbook. This will be dependent on the risk associated with the development:

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

<b>Risk category</b>	<b>Identification of risk</b>	<b>Activity</b>
High risk	Academic partnerships	Refer to Section E for policies/procedures
Medium risk	New programme New discipline Significant change to existing programme, ie for modules to undergo change of credit volume, change of level	Event
Low risk	Change to award title, existing programme Change to mode of study Change to programme regulations, existing programme Change to programme aims, existing programme	Fast track

<b>Risk</b>	<b>Panel constitution</b>	<b>Documentary requirements</b>
Low	Chair Academic member of staff from outside the Department Student representative AQSS representative Subject/industry adviser	Student programme handbook and module descriptors Resources statement CVs
Medium	Chair Academic member of staff from outside the Department Student representative AQSS representative Subject/industry adviser	Student programme handbook and module descriptors CVs Evidence of mapping to sbs and FHEQ Evidence of external consultation
High	See Section E	See Section E

The Panel will provide a commentary and the team's response to such will be considered by the ASC Scrutiny Group prior to a recommendation being made to ASC for formal approval. In exceptional cases, the Scrutiny Group may either recommend that the development period be extended (which may lead to a deferral of the start date for the programme), or may reject the programme.

When all recommendations have been met, and have been signed off by Scrutiny Group, the ASC will report to the Academic Board that it has approved the programme for the recruitment of students. The panel itself has no authority for approval, only the recommendation of such.

Programmes are approved indefinitely, subject to positive Annual Monitoring and Periodic Review.

These procedures reflect the good practice recommended in the QAA's *Quality Code, Part B: Assuring and enhancing academic quality, Chapter B1: Programme design, development and approval*.

## Initial planning

AQSS will remind Heads of Academic Department regarding new approvals or re-approvals around 18 months ahead of such being offered. For every intended new programme (or for the full re-approval of an existing programme), the programme co-ordinator will complete an outline proposal (Form 1 – see Appendix 1.4) which will be presented to the Academic Management Team for consideration in the light of the institution's strategic context, particularly with relation to the University's Strategy. Normally, the majority of the completed 'Form 1' proposals are considered at the first meeting of the Academic Management Team in the year before that in which the programme is to commence. Approval of the Form 1 enables AQSS to commence the process of approval (or re-approval). Provision can be advertised to prospective students, clearly marked '*subject to approval*'.

## Resource planning

The Resource Schedule process enables a clearer agreement to be reached on the resources that will be provided. This does not set a budget, which is a separate process. Some proposals have been dropped or modified at this point.

If the Academic Management Team gives agreement to the Form 1 in principle, the proposal will move into the Resource Schedule arena. A Resources Schedule (see appendix), drawn up by the Programme Co-ordinator with all relevant stakeholders (including Human Resources, Estates, Library Services, IT Services, Marketing and Admissions and the Health and Safety Officer). The Schedule passes to a Resource Scheduling Group chaired by the Faculty Manager on behalf of the Deputy Vice-Chancellor for consideration and approval.

The Resource Scheduling Group will exercise caution if it appears that the successful delivery of the proposal would rest upon the expertise of only one person.

If the Resources Schedule is agreed by the Resource Scheduling Group, it is returned to Academic Management Team with the Form 1 so that the proposal for development may be reconsidered in the light of the resources identified. If Academic Management Team agrees that development may proceed, the Resources Schedule is signed off by the Chair of AMT and all relevant stakeholders (to assure the approval panel that the identified resources will be made available) and by the leader of the development team (to assure the approval panel that the development can be delivered within the resources identified).

**Credit values typically associated with the design of programmes leading to main HE qualifications in England** (Adapted from QAA's *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England, 2008*)

HE qualifications as set out in the FHEQ	FHEQ level	Minimum credits	Minimum credits at the level of the qualification	FQ-EHEA	ECTS credit ranges from the FQ-EHEA
PhD/DPhil	8	Not typically		Third cycle	Not typically

		credit-rated		(end of cycle)	credit-rated
Professional doctorates (only if credit-based eg DBA)		540	360	qualifications	
Research Master's degrees (eg MPhil)	7	Not typically credit-rated		Second cycle (end of cycle) qualifications	The minimum requirement is 60 ECTS credits; however a range of 90 – 120 ECTS credits is more typical
Taught master's degrees (eg MA, MSc, MRes)	7	180	150	Second cycle (end of cycle) qualifications	
Integrated Master's degrees	7	480	150		
Postgraduate diplomas	7	120	90		
Postgraduate certificates		60	40		
Postgraduate Certificate in Education (PGCE)		60	40		
Bachelor's degrees (eg BA/BSc Hons)	6	360	90	First cycle (end of cycle qualification)	180-240 ECTS credits
Bachelor's degree		300	60		
Professional Graduate Certificate in Education (PGCE)		60	40		
Graduate diplomas		80	80		
Graduate certificates		40	40		
Foundation degrees (eg FdA)	5	240	90	Short cycle (within or linked to the first cycle qualification)	Approximately 120 ECTS credits
Diplomas of Higher Education (DipHE)		240	90		
Higher National Diploma		240	90		
Certificate of Higher	4	120	90		

Education (CertHE)				
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## Appointment of external and other advisers

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

The protocols on reciprocity which are contained within the University's regulations for the appointment of external examiners apply similarly to the nomination of external advisers (including industry representatives) for approval activity. It is expected that the nominee(s) would be recognised authorities within their discipline, sufficiently aware of the national context to be able to advise on external reference points, and have no personal or business connection with any member of the development team. Industry representatives should also be appointed to serve as panel members, where possible.

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

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

It is considered good practice to utilise a student adviser from another programme or department, as noted by both QAA in its Quality Code and the ESG.

External examiners may not be appointed as external advisers (or vice versa).

AQSS will oversee the progress of the nomination through the ASC's Scrutiny Group and when the nomination has been finally approved, will write the formal letter of appointment (see profile at Appendix 1.9,) outlining requirements and confirming the fee to be paid for the services involved. The fee will be modest but reasonable and will be drawn from a sliding scale which will reflect the level and range of services required.

The internal adviser will usually be a Principal Lecturer, Learning and Teaching, or a member of Learning and Teaching Committee or the Learning and Teaching Enhancement Group, or a Fellow of the Higher Education Academy or equivalent. The internal adviser of the panel will comment on pedagogic process and links with the University's Learning and Teaching Strategy.

Although the process should encourage iteration, it is not intended that discussion with internal advisers be lengthy – for example, if AQSS note that a proposal does not meet with the academic regulations and explanation requesting an exemption to the regulations is required, then this must be provided, it is not a discursive point. The element of discussion is with the external advisers.

For the purpose of any dispute, the Director of Quality and Standards or nominee will act as a Chair to coordinate the work of the group.

## Design and development

### References and resources

Accessible Curricula – Good Practice for All

<http://www.adcet.edu.au/StoredFile.aspx?id=1352&fn=accessible.pdf>

HEA Employability

[https://www.heacademy.ac.uk/system/files/resources/employability\\_framework.pdf](https://www.heacademy.ac.uk/system/files/resources/employability_framework.pdf)

Chapter B1: Programme design, development and approval

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B1.pdf>

Bloom's Taxonomy

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

Constructive Alignment

[https://www.heacademy.ac.uk/system/files/resources/id477\\_aligning\\_teaching\\_for\\_constructing\\_learning.pdf](https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.pdf)

The Uses of Learning Outcomes

[http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Hussey\\_Smith\\_2003\\_Uses\\_of\\_Learning\\_Outcomes.pdf](http://www.tcd.ie/teaching-learning/academic-development/assets/pdf/Hussey_Smith_2003_Uses_of_Learning_Outcomes.pdf)

Learning Gain

[http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Learning\\_gain,in,HE/Learning\\_gain.pdf](http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/Independentresearch/2015/Learning_gain,in,HE/Learning_gain.pdf)

The documentation produced for scrutiny is in the form of a **Student Programme Handbook** (see template at the appendix).

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

- full descriptions of all modules in the curriculum (see template at Appendix 1.3)
- staff CVs and a statement of learning resources
- placement handbook, where required

## Endorsement by stakeholders

Programme approval is carried out on behalf of ASC, with the outcomes being approved by that Committee and endorsed by Academic Board, through the annual list of approved provision presented. The procedures are conducted by the Academic Quality and Standards Service, which will also service any meetings and ensure reporting to ASC.

Once AMT has given final approval to the development of the proposal, and the external adviser(s) have been appointed, AQSS will work with the leader of the development team to establish a timeframe for the submission of the student programme handbook to the approval panel. If the student programme handbook has not been proof-read on submission to AQSS, it will be returned to the team. Normally all approval

activity will be concluded 12 months ahead of the year in which students will first be registered to the programme. During this period, the external adviser/s will be expected to:-

- 1 Receive all planning documentation and give an early view on the design of the proposal
- 2 Receive and comment on an early draft of the proposal (in the form of the student programme handbook)
- 3 Engage, as appropriate, with the Team to discuss the draft of the proposal and to give an opinion on issues relating to resources and the adequacy of the learning environment
- 4 Receive and comment upon the final draft of the proposal
- 5 Attend a meeting at the University, if required by the assigned risk category, following receipt of comments

### ***Approval Panel***

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

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

#### Agenda

0915 – 1045	Private meeting of the panel
1045 – 1100	Break
1100 – 1230	Meeting with programme team to consider aims/outcomes; curriculum and assessment
1230 – 1300	Tour of resources
1300 – 1400	Lunch and private meeting of the panel
1400 – 1530	Meeting with programme team to consider resources; learning & teaching strategies; student experience
1530 – 1630	Private meeting of the panel to formulate actions
1630	Feedback to the programme team

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

When ready, AQSS will circulate the student programme handbook (under a standard University cover) to all members of the approval panel, giving a minimum of two weeks for the submission of written comments.

Advisers will be asked to complete a template (see Appendix 1.11) giving a view as to whether the student programme handbook meets the requirements identified.

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

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

### **ASC Scrutiny Group recommendation**

AQSS will collate all written responses for low-risk approvals (see Appendix 1.11) and feedback from the team for onward submission to the Scrutiny Group. Representatives of the team are not required to attend meetings of the Scrutiny Group; rather the Quality Officer for the proposals should attend. For medium-risk approvals, AQSS will compile a full report, following the approval event. In such cases, the 'interim report' produced for approvals undertaken as low-risk would not apply.

Within the agreed timeframe, the team leader will return a completed response to AQSS, together with an electronic copy of the appropriately revised student programme handbook. At the same time, the development team leader will return to AQSS a completed technical specification which will be used by Academic Registry to ensure that the future programme is properly entered into the student record system.

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

The responses and feedback from the team will be incorporated into a report of the activity (see Appendix 1.5) This will summarise the outcomes of the 'virtual' approval meeting and detail all the previous stages of the approval process, and will be provided to all members of the approval panel, with an opportunity for them to make comments back to the AQSS before the documentation is signed off for publication. A full report will be provided to ASC where there has been an event, rather than a 'virtual' meeting.

The responses from the advisers, feedback on these from the team, are then submitted to the ASC Scrutiny Group for onward recommendation to ASC that the programme be approved.

### **ASC approval**

Once the feedback to the responses to the advisers has been endorsed by the ASC Scrutiny Group, it will be provided to ASC for approval.

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

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

### **Academic Board endorsement**

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

### **AQSS and definitive documents**

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

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

### **Checklist**

The curriculum should be planned with a view to the student's overall experience bearing in mind the following issues;

- the achievement of the programme aims and learning outcomes and their reflection in module learning outcomes
- the achievement of the QAA Subject Benchmark Statement for the subject and any relevant professional standards
- coherence within each intermediate award and level of study over the three (or four years) of the programme (undergraduate)
- progression from one level to another in line with the FHEQ
- the reflection of aims and objectives in the pattern of subject-specific skills and key transferable skills
- the reflection of module learning outcomes in the pattern of assessment and assessment criteria.

If you are drafting a proposal for Approval you will need to consult the following and demonstrate in the proposal that your curriculum and its delivery reflect the following internal and external reference points.:

### **The UK Quality Code for Higher Education**

The QAA Subject Benchmark Statement (SBS) for your subject;

For Foundation Degrees, the *QAA Foundation Degree Qualification Benchmark*;

*QAA Framework for Higher Education Qualifications* (FHEQ); in particular, the Level Descriptors for undergraduate and postgraduate study must be reflected in the progressive development of the curriculum.

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf>

[Chapter B1: Programme design, development and approval](#)

[Chapter B3: Learning and teaching](#)

[Chapter B6: Assessment of students and the recognition of prior learning](#)

### **University of Chichester**

The current version of the Academic Regulations;

Learning and Teaching Strategy;

Section E of this Quality Handbook – if your proposal involves working with a partner institution.

### **Professional, Statutory and Regulatory Body**

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

## Appendix 1.1 Template for Student Programme Handbook

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

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

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

### 1. INTRODUCTION

1.1 HoAD Welcome

1.2 Chichester and you - Hyperlink to Online Student Handbook (Moodle) and to Student Commitment Charter

### 2. PROGRAMME TITLE AND AWARDING BODY

2.1 Name the award students will receive on successful completion of their programme

2.2 Name the awarding body

### 3. LENGTH OF PROGRAMME

3.1 Indicate the length of programmes for both full-time and part-time modes of study / and whether distance-learning

3.2 Indicate the start and end date of the programme

3.3 Indicate work or study placements that may affect the length of the programme

### 4. LOCATION OF STUDY

4.1 Give the name and geographic location where the programme will be delivered

4.2 Provide details of the likely location of work or study placements in the UK or abroad

### 5. ACCREDITATION BY PROFESSIONAL AND REGULATORY BODIES

5.1 Indicate where programmes are accredited by professional, statutory or regulatory bodies

### 6. COURSE STRUCTURE AND DELIVERY

- 6.1 State the purpose and key features of the programme as succinctly as possible - (including learning outcomes (at final award and exit award levels)
- 6.2 State whether the programme, or part of it, is delivered (or available to be delivered) in another language
- 6.3 Explain how the academic year is organized
- 6.4 Explain the building blocks of the programme, reference credits, and include a route map
- 6.5 Academic support and personal tutoring
- 6.6 In an emergency
- 6.7 Placements (where applicable)/ Health and Safety
- 6.8 Student feedback and student voice
- 6.9 External examiner

## 7. MODULE INFORMATION

- 7.1 Provide information on compulsory and optional modules
- 7.2 Full module descriptors (hyperlink to Moodle where module handbooks can be accessed)
- 7.3 Hyperlink to Online Student Handbook for information on the LRC and study skills; Extensions; Turnitin;
- 7.4 Research ethics
- 7.5 Learning resources
- 7.6 Departmental or programme prizes
- 7.7 Make it clear if optional modules may not run and how they will be chosen

## 8. TEACHING AND LEARNING

- 8.1 Provide an overview of teaching and learning activities
- 8.2 Give indicative class sizes where possible
- 8.3 Indicate the importance and volume of independent learning required
- 8.4 Indicate the workload involved in studying for the programme
- 8.5 Provide an overview of learning and disability support
- 8.6 Provide information about the staff who teach on the programme

## 9. ASSESSMENT AND FEEDBACK

- 9.1 Inform students about progression
- 9.2 Inform students about the availability of formative assessment
- 9.3 Provide an overview of summative assessment i.e. a diagram showing assessment types mapped to modules
- 9.4 Explain arrangements for returning marked work and providing feedback
- 9.5 Hyperlink to Student Online Handbook for information on: Attendance; Conduct and behaviour; Student copyright and intellectual property; Mitigating circumstances; Academic malpractice; Fitness to Practise (where applicable); Transcripts, certificates, diploma supplements; Appeals, complaints and discipline (hyperlink to the academic regulations)
- 9.6 HEAR statement (a paragraph relating to employability, which should refer to skills gained at each level of the award (ie at exit awards, as well as final award)

## Exemplar route map/diagram

### 15. Standard Diagram – Route Requirements

CERTIFICATE LEVEL - FULL TIME:			
FAM2 Contemporary Critical Contexts 15 credits	FAM3 Audience & Presentation 15 credits	FAM4 Studio Research 30 credits	60 credits for the award of Certificate  Entry Requirement 2:2 BA (Hons)

CERTIFICATE LEVEL - PART TIME:			
FAM1 Website Development 20 credits	FAM2 Contemporary Critical Contexts 15 credits	FAM4 Studio Research 30 credits	Part- time study accrues an excess 5 credits if jumping off at Certificate Level

DIPLOMA LEVEL - FULL & PART TIME					
FAM1 Website Development 20 credits	FAM2 Contemporary Critical Contexts 15 credits	FAM4 Studio Research 30 credits	FAM3 Audience & Presentation 15 credits	FAM5 Studio Development & Evaluation 40 credits	120 credits for the award of Diploma

MASTERS LEVEL - FULL & PART TIME - ALL MODULES AT DIPLOMA LEVEL PLUS	
FAM6 Independent Project or Exhibition (Personal Study) 60 credits	Award Requirements 180 credits for the award of MA

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## Technical Specification (for Academic Registry / Marketing)

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

## Appendix 1.2 Module descriptor

Module code	<i>(To be assigned by Academic Registry)</i>	
Title		
Programme		
Level		
Credits		
ECTS*		
Contact time		
Acceptable for		
Excluded combinations		
Mandatory/Optional		
Module Co-ordinator		
Description		
Outline Syllabus & Teaching & Learning Methods		
Intended Learning Outcomes		How assessed**
		i.e presentation, essay
Assessment Scheme		Weighting %
Formative***:		0%
<b>Assessment Criteria****</b>		
Assessment Scheme		Weighting %
Summative:		
<b>Assessment Criteria****</b>		
Re-assessment Scheme		Weighting %
<b>Assessment Criteria****</b>		
Indicative Reading Lists/Key Texts/Websites/other resources		

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

\*\* eg examination, presentation, coursework, performance, case study, portfolio, etc.

\*\*\* QAA Glossary: Formative assessment comprises feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student. See also [summative assessment](#), which is a formal assessment of students' work, contributing to the final result.

\*\*\*\* Must be provided for each assessment task

### Appendix 1.3 Form 1 Application

The Form 1 Application documentation is currently under review. If you have any queries please contact Kate O'Reilly ([k.oreilly@chi.ac.uk](mailto:k.oreilly@chi.ac.uk)) or Sharon Lewis ([s.lewis@chi.ac.uk](mailto:s.lewis@chi.ac.uk))

### Appendix 1.4 Resource Schedule

The Resource Schedule documentation is currently under review. If you have any queries please contact Kate O'Reilly ([k.oreilly@chi.ac.uk](mailto:k.oreilly@chi.ac.uk)) or Sharon Lewis ([s.lewis@chi.ac.uk](mailto:s.lewis@chi.ac.uk))

### Appendix 1.5 Cover note for ASCSG/ASC; template for responses

Approval – xxxxxxxx

#### 1. Background

**Programme Proposer:** xxxxx

**Anticipated start date of programmes:** xxxxx

**Date Resources Schedule signed off:** xxxxx

**Date approval to proceed granted by Academic Management Team :**xxxx

**Date for Team to complete Recommendations:** xxxxx

**Date Report finalised and formal approval granted:** XXXX

Before documentation was circulated to the Approval Panel for consideration the Quality Officer confirmed that the following essential elements were included:

Cover  
Welcome  
List of staff details  
Key Dates  
Module Descriptors  
Staff CVs  
Teaching and learning  
Assessment  
Student guidance  
Management of the programme

Placement handbook (where the programme contains a placement)

Details of the Approval Panel :

**Internal adviser:** xxxx

**Specialist External Adviser and Institution:** xxxx

*Other member/s:* xxxx

**AQSS servicing Officer:** xxxxx

The external adviser was appointed to work with the development team in refining the proposal and ensuring that the provision meets the relevant benchmark statements and external frameworks. This external adviser subsequently became a member of the approval panel and provided a report, referred to in the Appendix. The external adviser/s nominations were approved by the Academic Standards Committee's Scrutiny Group (DATE).

## **2. Outcome**

With effect from XXXX [date of the ASC Scrutiny Group meeting], Academic Standards Committee may be assured that the Team has met all the requirements of the Approval Panel and that the course may now be delivered in full compliance with all relevant benchmark statements and external frameworks.

### Appendix 1.6 Academic Registry Checklist

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

Duration of programme	This informs how programmes are set up on University systems	
Course dates	Include delivery pattern including start and end dates proposed or confirm e.g. "Standard Undergraduate Semester Pattern"	
Number of cohorts per academic year	e.g.1 entry point in September; 2 entry points in September and January etc.	
Programme Structure Diagram	This is a helpful visual aid	
Module Titles	These exact titles will be set up on our systems so they need to be correct	
Module Credit Value	This impacts on award calculation	
Module delivery	S1, S2 or both – impacts on module selection, timetabling, exams timetabling	
Module Assessments	<p>Present consistently and clearly i.e. list number, type* clear description, whether they contribute to the module mark</p> <p><i>* KIS definitions</i>  <b>Coursework:</b> includes written assignment, essay, dissertation, Portfolio, Project output (other than dissertation)  <b>Written:</b> i.e. written exam)  <b>Practical:</b> includes Oral assessment and presentation, Practical skills assessment</p>	
Other features which are necessary for Award  Also needed for the HEAR - "Distinctive Features" section of prog. spec.	This could include: placement element, counselling hours, other professional requirements etc. This is needed for student progression, the HEAR, programme and module set-up.	
Award Calculations	Highlight any proposed departure from the <u>Academic Regulations</u> , which require approval. Nb. For PGT programmes with grade only marking please note Appendix 1 (Categorical Marking Scheme) of the Taught Postgraduate Awards Framework, which applies to all new programmes approved to start from 2014	
Exit Awards	Highlight any proposed departure from the <u>Academic Regulations</u> including titles proposed.	

Other requirements	Highlight any other requirements that will step outside the <u>Academic Regulations</u> , which require approval e.g. modules where all elements have to be passed i.e. no failure allowable within the module; extended period of intermission etc.	
<b>Learning Outcomes paragraph for incorporating into the HEAR (Higher Education Achievement Report)</b>	Please produce a short paragraph about the programme learning outcomes for Hons award and exit level awards i.e. Ordinary degree, DipHE, CertHE with particular emphasis on employability. “ <b>(NB only applies to undergraduate foundation and degree programmes delivered on University of Chichester campuses)</b>	

#### Guidance for completion of HEAR Section 4.2– Learning Outcomes

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In HEAR Section 4.2 (Programme Requirements) one element needs to be produced by Programme Co-ordinators and this relates to:

- **Learning outcomes**

The purpose of this statement is to indicate how the programme impacts on and improves a students’ employability. It has to be written in plain English, for an external audience and have a minimum and maximum word count c. 250-400 words. As a guide to staff in writing this text it is suggested that the text addresses the following four key questions:

1. What will the student be able to do following successful completion of this programme?
2. What does this programme do that improves the skills that support employability?
3. What does this programme do that ensures the student has experience of or exposure to the workplace?
4. What does the programme do that encourages self-reflection and lifelong learning as a key employability factor?

If you have any queries about this please discuss with your Head of Department or email [examinations@chi.ac.uk](mailto:examinations@chi.ac.uk)

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#### **Example statement from the Business School**

This programme focusses on key employability skills. Students are introduced and guided to use up to date models and approaches to working with others, e.g. effective written and verbal communication, presenting, critical self-reflection, creativity and problem-solving tools and techniques that are highly valued by graduate employers.

Typical activities on the programme include report writing, case study work, independent and joint research and analysis, team-working, and presentations. Alongside this, students are required to complete broad reading throughout their programme to create and enhance commercial awareness. The programme content is further supported and refreshed by the introduction of up to date research material by the delivery team.

Students on *[relevant programme name to be added]* are taught predominantly in a workshop setting where their development in these areas is regularly assessed and comprehensive feedback is provided for further improvement.

Students have the opportunity to experience typical workplaces through a range of long and short placements (internships). Outside guest speakers and visits to local businesses are utilised to bring external perspectives to the fore. In addition a student may opt for a full-year placement where they can gain valuable employment experience in an area that they are considering for future employment.

Final year students complete a project under close supervision which addresses a real business situation and provides potentially valuable information to the hosting organisation. The programme team have diverse contacts with both local and national organisations in the public and private sector and are therefore able to advise students on current trends and employment requirements in a number of business and not for profit arenas.

(word count: 266)

**Appendix 1.7 Final handbook cover**



**STUDENT PROGRAMME HANDBOOK**

**Name of Programme**

**ACADEMIC YEAR**

**FIRST VERSION/ INTERIM VERSION/ FINAL VERSION**

**DATE**

This Student Handbook represents the outcome of a formal University of Chichester Approval procedure. It cannot be changed except by one of the University of Chichester minor change procedures described in the Handbook for the Enhancement of Quality and the Maintenance of Standards.

## Appendix 1.8 Module handbooks

A clear description of the module, including...

- Intended Learning Outcomes for module
- A clear statement of what is expected from students. This may be in a variety of formats, depending on the nature of the programme, but students require explicit demands to enable them to plan and make choices. For example, in a 'traditional' programme, it would be good practice to include an outline of each session including intended learning outcomes for each session or group of sessions and a session by session timetable
- Learning and teaching strategies for the module
- Requirements (eg attendance) and Ground Rules for the module
- Assessment details in full, including hand-in dates and detailed assessment criteria (this should include a clear explanation/interpretation of the assessment criteria)
- Formative assessment taking place on the module, its nature, value and importance and its link to summative assessment
- Generic marking criteria and plagiarism rules
- Explicit statement saying information for the module will be communicated via Moodle
- Resource list - Reading list, videos, DVDs, www (good practice to divide into required, recommended, further)
- Where to get study and writing skills support, information on extensions and mitigating circumstances (it may be sufficient to refer students to the Programme Handbook) and clear details of Personal Development Planning materials, how they are used within the programme and how to access the materials.
- Staff contact points, office hours (if necessary). Subject Librarian contact details.
- Expectations of students and tutors (this might include student commitment in terms of hours, participation in class, staff availability and tutorial guidance)
- Summary of evaluation feedback of module from previous year and statement of action(s) taken as a result
- Evaluation method and timing for current year (this should include any mid-module evaluation)
- How the module handbook is to be used (for example, whether it is to be used as a workbook)

***Author: Learning and Teaching Development and Practice Group***

**Appendix 1.9 Nomination form****UNIVERSITY OF CHICHESTER  
EXTERNAL ADVISER NOMINATION FORM**

Proposer	
Nominee	
Reason for nomination: eg periodic review of ## programme approval for ##	
Current employer and position held	
Recent employment history (last 5 years)	
Contact details: (address/email/telephone)	
Area of employment/industry expertise	
Current/previous association with: <ul style="list-style-type: none"><li>• University of Chichester</li><li>• College/Private Provider (for approval events at partners)</li><li>• Member of staff or student</li></ul> Please indicate type of association (eg joint project, guest speaker) and date.	
Any other relevant information	
Approved by	

I confirm that to the best of my knowledge I would, if appointed, be able to advise the Academic Standards Committee and Academic Board of University of Chichester upon the quality and currency of the proposal and its resonance with each aspect of the Quality Assurance Agency's Code of Practice and / or where appropriate, the Ofsted Standards for Teacher Training or the requirements of the relevant Professional, Regulatory or Statutory Body.

I acknowledge that my nomination as an External Adviser for Programme Approval will be considered by the University of Chichester.

**Signed:**

**Date:**

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**Right to Work in the UK**

In accordance with the requirements of the Immigration, Asylum and Nationality Act 2006, the University needs to comply with the right to work in the UK legislation for any person working for the University and paid through the payroll. Accordingly therefore all External Advisers and Examiners will be asked to bring with them a copy of original documentation such as a valid EEC passport or visa, or a British birth certificate, on their first visit to the University. Payment through the University payroll will not be permitted until such documentation has been verified.

**Payment Details**

If you are appointed as an External Adviser for Programme Approval the University's Finance Department will need you to complete a FIN052 Claim form. Please find a copy enclosed with this nomination form. Your personal information will be dealt with in accordance with the Data Protection Act 1998 (see below).

When complete, please return this form to: Academic Quality and Standards Unit, University of Chichester, Bishop Otter Campus, College Lane, Chichester, West Sussex, PO19 6PE

## Data Protection

In accordance with the Data Protection Act 1998 the information you provide on this form will be used only in connection with your application as an external adviser for Programme Approval and will not be released to anyone who does not require it for this purpose. If you are appointed the form will be held for 6 months and thereafter destroyed. If you are not appointed, it will be destroyed immediately. Nominees are asked to note that some of the details recorded on this form will be stored electronically for a maximum of six months; if appointed as an External Advisor relevant data will be carried forward and recorded separately on records maintained by the Academic Quality and Standards Unit e.g. name, address, telephone number.

## Internal Use only

### Rationale for selecting this nominee: (to be completed by the programme proposer)

How does the nominee meet the key criteria?

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

Right to work in the UK approved by Human Resources on (date)        /    /
Nomination approved by Academic Standards Committee Scrutiny Group (date):    /    /

*Previous external examiner/advisers cannot be considered*

**Appendix 1.10 – Template for report on programme approval, where an event had been held**

**REPORT ON PROGRAMME APPROVAL**

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

**Introduction**

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

The approval process was designed taking account of *the European Standards and Guidelines*; the *Guidelines on the accreditation of prior learning in England, Wales and Northern Ireland* ; *Progress files*; the *Higher education credit framework for England*; *Academic credit in higher education*; and the *Guidelines for preparing programme specifications*.

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

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

The evidence base included:

[INSERT DOCUMENTS PROVIDED]

Student programme handbooks for each programme  
CVs

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

**Conditions/Recommendations [INSERT DATE FOR COMPLETION]**

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

**Conditions:**

**Recommendations:**

**Findings of the Approval Event**

**Academic Standards**

**Aims and outcomes:**

**Curricula:**

**Assessment:**

**Maintenance and enhancement of quality and standards:**

**Quality of Learning Opportunities**

**Student progression:**

**Teaching and learning:**

**Learning resources:**

**Innovation and enhancement of the quality of learning opportunities**

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

**Appendix 1.11 – Templates for responses/feedback for ‘virtual’ approval activities**

Guidance	Comments from panel member	Responses from team
<p><b>AQSS:</b>            That the proposal demonstrates coherence with external requirements (including those of QAA)            The programme demonstrates coherence with the University’s policies and strategies            Exemptions to the undergraduate or postgraduate regulations of the University are recorded clearly for consideration by ASC            The document conforms to the recommended template for student programme handbook            Typographical errors            Alignment with frameworks such as the FHEQ            Is appropriate technical and administrative support available?            Is suitable teaching and learning accommodation available?            Are the subject book and periodical stocks appropriate and accessible?            Are suitable equipment and appropriate information technology facilities available to learners?</p>		
<p><b>External adviser:</b>            Do the intended learning outcomes for the programme relate to external reference points including relevant subject benchmark statements, the qualifications framework and any professional body requirements?            Do they relate to the overall aims of the provision and are they appropriate to the aims?</p>		

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

<p>abilities?</p> <p>How does the team review and improve the quality of the student learning experience?</p> <p>How does the team review and seek to enhance the quality of the student learning experience?</p> <p>Does it have strategies for building upon its quality assurance processes to enhance the quality of its provision?</p> <p>How effectively have staff drawn upon their research, scholarship or professional activity to inform their teaching?</p> <p>How good are the materials provided to support learning?</p> <p>Will there be effective engagement with and participation by students?</p> <p>Is students' learning supported?</p> <p>Is there an appropriate overall strategy for academic support, including written guidance, which is consistent with the student profile and the overall aims of the provision?</p> <p>Are there effective arrangements for admission and induction which are generally understood by staff and applicants?</p> <p>How effectively is learning facilitated by academic guidance, feedback and supervisory arrangements?</p> <p>Is the collective expertise of the staff suitable and available for effective delivery of the curricula, for the overall teaching, learning and assessment strategy and for the achievement of the intended learning outcomes?</p> <p>That graduate skills, personal development planning, ethical considerations, equality and</p>		
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<p>diversity, and environmental sustainability have been considered</p> <p>There is evidence of engagement with industry in the design and development of the programme</p> <p>There is evidence of the consideration of sustainability and global citizenship in the curriculum.</p>		
<p><b>Student :</b></p> <p>Are the arrangements for support clear and generally understood by staff and students?</p> <p>Are students offered careers guidance? How satisfactory are learning resources and how are they deployed?</p> <p>Graduate attributes/employability are enhanced through the curriculum?</p> <p>Is there a work placement element?</p> <p>Has the programme been designed in a way that will ensure the student's experience has a logic and integrity that are clearly linked to the purpose of the programme?</p> <p>Has the range of requirements of students likely to enter the programme been considered?</p>		



**PLACEMENT ABROAD**

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

**1. Name/contact details of placement provider**

**2. Placement Partner(s):**

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

**3. Academic Guidance:**

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

**4. Pastoral Support:**

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

**5. Language Competence:**

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

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

**6. Pre-Departure Briefings:**

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

**7. Structure of Placement:**

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

**8. Credit Transfer:**

How will the placement contribute to the University degree?  
Please tick one below:

- Not at all
- On a pass/fail basis
- Full credit counting towards final degree classification
- Other (please explain below)

**9. Failure of Placement:**

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

10. **Monitoring and Evaluation:**

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

11. **Health & Safety and Insurance**

( $\alpha$ ) How has the department assessed health and safety requirements and insurance relating to the placement?

( $\beta$ ) Confirm that the placement provider has been made aware of the University's requirements in this respect.

Yes

**Signature of Programme Leader:**

\_\_\_\_\_ **Date**

**Signature of Head of Department:**

\_\_\_\_\_ **Date**

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

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

1. Placement Partnership Arrangements

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

2. Language Competence

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

3. Programme Regulations

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

4. Guidance for Students

- (a) Students should be provided with detailed guidance before their placement abroad comprising guidance notes and briefing meetings.
- (b) Guidance notes and briefings should cover practical issues relating to travel, insurance, financial and banking arrangements, personal security, health and safety issues, arrangements for medical treatment, accommodation, cost of living, linguistic requirements, and any host country formalities (such as residence permits) or cultural differences which should be heeded. The International Office will be able to provide guidance on some of these matters.

- (c) Information provided by Chichester departments to students embarking on placements abroad about the placement provider should include the following; the nature of the organisation, contact names, pastoral care arrangements, facilities for special needs students, social and leisure activities.

## Appendix 1.14 Procedure Following the Closure of an Academic Programme

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

This policy sets out the University procedures for closing or suspending any programme of study, in order to protect the interests of students, applicants, and the University. A Department may not close or suspend a programme on its own authority, because of the contractual liabilities between students and applicants and the University.

### Approval for closure

The recommendation to close or suspend a programme must be made by the Department for that programme (or Departments, in the case of combined or joint awards). The recommendation to close or suspend must be made to the Academic Management Team. A template form is available and should be used to make the request.

2. Where there are no students registered on the programme being closed or suspended, there are no applicants who have accepted offers on the course, and there is no impact from the closure on other Departments or partners, a written recommendation signed by the Head of Department to close or suspend a course will usually be accepted by AMT.

3. In all other cases, the recommendation to close or suspend a programme must cover the following areas:

- The rationale for closure or suspension (see 3 below)
- The proposed arrangements for students currently registered on the course (see 4 below)
- The proposed arrangements for applicants who have accepted offers of a place on the course (see 5 below).
- The proposed arrangements for any related programmes delivered with partners (see 6 below).

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

### Cause for closure

1. The following may be regarded as sufficient cause for closing or suspending a programme:

- The demand for the programme is too small to cover the cost of delivery.
- Staff involved in teaching the programme are temporarily or permanently unavailable and it is unduly difficult or impossible to replace them.
- External bodies (such as professional, statutory and regulatory bodies) make changes that lead to a recommendation to close or suspend the programme.
- Updating of the curriculum has led to a change in the range of programmes the Department wishes to provide.

### **Arrangements for students**

1. Where the recommendation is to close or suspend the programme to new entrants only then current students must be allowed to complete their designated period of registration on the programme unless they give their explicit written consent to the contrary. Such consent must not be sought until a closure or suspension recommendation has been agreed by AMT.

2. Where the recommendation is to close or suspend the programme and current students will be affected, the views of current students on the proposed arrangements should be sought by the Department and included with the recommendation to AMT.

The Department's proposed arrangements for students currently registered on the programme (including those who are intermitting but have not yet completed the programme) must encompass the following:

- Confirmation that the standard of provision to current students will be maintained throughout their period of registration.
- Confirmation that the previously stated learning outcomes of the programme will still be achievable by current students, even if the range of module choices is smaller because of staffing reductions.
- Options for current students in regard to transferring to another programme within the University or to another institution.
- Consideration of fee waivers or refunds, where appropriate.

### **Arrangements for applicants**

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

## **REQUEST TO AMT FOR THE CLOSURE OR SUSPENSION OF PROGRAMME(S)**

### **Section A: About the Programme (to be completed by Department making request)**

<b>Campus/Partner:</b>	
<b>Programme title:</b>	
<b>Department:</b>	

<b>Closure or suspension:</b>	<input type="checkbox"/> Closure <input type="checkbox"/> Suspension
<b>Closure*</b>	
<b>First year of closure<sup>1</sup>:</b>	
<b>Last expected graduating cohort:</b>	
<b>Suspension*</b>	
<b>Suspended From:</b>	
<b>Suspended To:</b>	

- \* Requests to close or suspend a programme to new entrants made after 1 May in the academic year preceding the academic year of entry will be referred to the Admissions Office and International Office for agreement having assessed the impact on applicants (ie after 1 May 2016 for entry in the 2016/17 session).

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

**Section B: Rationale and Implications  
(to be completed by Department making request)**

<b>Current students:</b>	a) explain the arrangements to be made for existing students b) detail consultations with affected students
<b>Current applicants:</b>	c) explain the arrangements for current applicants

<sup>1</sup> Please note if this is different for different partners/campuses.

<b>Rationale for closure/suspension:</b>	Please give the rationale for closure/suspension <sup>2</sup>
<b>Date:</b>	
<b>Name &amp; Signature<sup>3</sup>:</b>	
<b>Approved on behalf of AMT:</b>	
<b>Date:</b>	
Form to be returned to the Academic Quality and Standards Service	

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

#### **Appendix 1.15 FOLLOW-UP ACTIVITIES TO BE UNDERTAKEN BY QUALITY OFFICER**

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

<sup>3</sup> This should be the Head of Department for the relevant programme

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

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

***Exemplar confirmation e-mail***

'Dear Colleagues

**Approval of BA (Hons) Politics and Contemporary History**

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

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

4. Commission definitive documentation in pdf format and arrange for its publication to: Deputy Vice-Chancellor; and for AQSS records.
5. Forward to Academic Registry: a copy of the completed Form 1 and an e-version of the technical specification.
6. Arrange for payment of External Adviser fees if this has not already been dealt with.

## Appendix 1.16 – Taught Postgraduate Awards Guidance

1. KEY FEATURES OF PG AWARDS
2. MECHANISMS BY WHICH PROGRAMMES ARE ACCEPTED
3. STAFF CREDENTIALS UNDERPINNING LEVEL 7 TEACHING AND ASSESSMENT
4. RATIONALE FOR THE PG AWARDS FRAMEWORK
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### 1. KEY FEATURES AND PURPOSE OF PG AWARDS

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

### 2. MECHANISMS BY WHICH PROGRAMMES ARE ACCEPTED

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

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

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

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

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

- a) Hold a higher degree or equivalent;
- b) Be an 'active researcher' (for example, by entry in the REF) in the terms laid down by the University's Research Strategy;
- c) Be members of appropriate professional or academic bodies, work on committees, act as external examiners, which all indicate credibility in their chosen field;
- d) Act as consultants for outside bodies like schools and colleges, again as evidence of peer esteem;
- e) Maintain close links with scholars and fellow professionals in their chosen field nationally and internationally;
- f) Be involved in research project management;

- g) Act as reviewers of work in their chosen field for academic and professional journals or act as readers and consultants for publishers;
- h) Show evidence of peer group esteem through holding key posts of professional responsibility appropriate to the demands of the programme in question.

#### 4. RATIONALE FOR THE POSTGRADUATE AWARDS FRAMEWORK

The guidance is for all taught postgraduate programmes offered at the University, recommending a credit structure, and common frameworks regarding matters like admissions and assessment. **Each Programme MUST provide a clear rationale for its own development that indicates how it will FIT OR DIVERGE from the general framework. This should be made clear to students in a programme handbook. Programmes MUST also make clear how they reflect the Learning & Teaching Strategy of the University.**

#### 5. LEARNING AND TEACHING AT LEVEL 7

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

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

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

## 6. RESEARCH SKILLS AND INDEPENDENT LEARNING AT LEVEL 7

Taught postgraduate programmes recognise the need for learning in specialist areas, utilise the strengths of group work, and provide a clear structure and discipline for students finding their feet after relatively heavily taught undergraduate programmes. Where they work at their best, they help to develop student confidence and to stimulate an awareness of what is involved in independent, original research. They aid students in identifying their own strengths and making rapid progress towards fully-fledged, independent research.

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

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

## 7. THE APPLICATION OF CREDIT TO THE FRAMEWORK

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

**Programme handbooks must provide clear details of credit in relation to modules.**

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

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

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

<b>8. SUPERVISOR RESPONSIBILITIES will include:</b>
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- 1) Giving guidance about the nature of research and the standard expected, the planning of research, literature and sources, attendance at taught classes, requisite techniques, and the potential problem of plagiarism.
- 2) Maintaining contact through regular tutorial and seminar meetings in accordance with regulations laid down by the University depending on the programme of study.
- 3) Being accessible to the student at other appropriate times when advice may be needed.
- 4) Giving detailed advice on necessary completion dates of successive stages of work so that schedules may be met.
- 5) Requesting written work as appropriate and returning such work with constructive criticism and in reasonable time.
- 6) Arranging as appropriate for the student to talk about his or her work at staff and graduate seminars and to have practice in oral examinations.
- 7) Ensuring that the student is made aware of inadequacy of progress or of standards of work below that generally expected.

**STUDENT RESPONSIBILITIES will include:**

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