**SHORT DURATION CREDIT BEARING AWARDS *OR*   
FREE-STANDING MODULES PROGRAMME PROPOSAL**

**For a new programme/ major programme amendment** [*delete as required*]

**Section A: General information**

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| **Programme Title** | | Cert/Dip/AdvDip/GradDip **1** [*delete as required*] | | | | | | |
| *Please select:* | **Combined subject:** *YES/NO* **2** | | | | | | | |
| **Awards** *(please complete boxes as appropriate)* | | | **3**  **Award available** *state title or YES/NO* | **4**  **Direct recruitment?** *YES/NO* | **5**  **Part-time mode available?** *YES/NO* | | **6**  **Distance learning mode available?** *YES/NO* | **7**  ***Only* distance learning mode available?**  *YES/NO* |
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| **Certificate** | | |  |  |  | |  |  |
| **Diploma** | | |  |  |  | |  |  |
| **Graduate Diploma** | | |  |  |  | |  |  |
| **Advanced Diploma** | | |  |  |  | |  |  |
| **School/Unit** | **8** | | | | | | | |
| **Location of delivery** | Main University Campus/split site arrangement/alternative location (please provide detail) **9** | | | | | | | |
| **Programme  Manager** | **10** | | | | | Phone: Email: | | |

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| **Start date** | **11** |  | **Expected recruitment: students per year** | **12** |  | **Minimum student numbers:** | **13** | **Maximum  student  numbers:** | **14** |

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| **Entry Requirements including English Language 15** |

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| Have the proposals for the degree programme been externally reviewed?  *YES / NO* |  |  | **Name of Reviewer:** | **16** | | |
|  | **Report Attached**: *YES / NO* |  | **Date expected**: |  |
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| **For Major Programme Amendments *only*, please provide a rationale for the amendment: 17** | | | | | | |
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| **Professional, Statutory or Regulatory Bodies (PSRB) 18** *If you are planning on seeking professional body accreditation for this programme, or if any part of the programme is subject to statutory or regulatory body requirements, please provide full details.* | | | | | | |

**Relevant QAA Subject Benchmarks: 19***Please include all QAA Benchmarks which are relevant to the programme and against which it will be assessed.*See: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

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| **JACS Code** *Please select up to 3 JACS codes (subject area definitions) which best represent the programme:*(See<https://www.hesa.ac.uk/component/content/article?id=1787>) | **20** |

**Section B: Consultation 21***Please indicate:*

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| (a) School Taught Student Education Committee responsible for the proposal: | (a) |
| (b) Details of other schools/departments consulted | (b) |
| (c) Details of external institutions (if any)  contributing to the programme: | (c) |

*Please provide evidence of internal consultation/agreement and copy of draft memorandum of agreement for external collaborations (on the form or attached as appropriate)*

**Signed: ………………………………… (Head of School) Date: ………………………**

**Signed: …………………………………. (Faculty Dean\*) Date: ……………………….***\*Please note that the Dean is signing to confirm the viability of the proposal, based on relevant financial and marketing analysis*

**Signed: ………………………………… (contributing School/Faculty\*\*) Date: ………………………**

**\*\****where another School/Faculty is contributing to programme delivery, the Head of School or Faculty Dean’s signature is required to endorse the proposal.*

**Section C: External Review 22**

**Insert the external review and any Faculty/School response here.**

Criteria for external reviews and a template for reports are available on the SES website:

<http://ses.leeds.ac.uk/newprogrammes>  
<http://ses.leeds.ac.uk/qaforms>

**Section D: Market and Financial Viability**

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| **Market positioning and potential demand:**  *Please consult your Faculty Marketing Manager and provide the market positioning and potential demand for the programme.*  **23** |

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| **Implications for existing portfolio of the School/Faculty:**  **24** |

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| **Financial viability of programmes, including impact on portfolio:**  *Please consult with your Faculty Finance Manager to complete this section:*  **25** |

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| **Fee level:**  *Please indicate anticipated fee level and any associated costs*  **26** |

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| **Risks identified from market and financial analysis:**  **27** |

**Section E: General Statement**

**Please provide a general statement addressing the following points, as appropriate: 28**

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|  | The place of the proposal within the University’s / school’s overall teaching portfolio and whether it represents consolidation, strengthening or new directions |
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| 2. | The School’s overall view of the proposal |
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| 3. | Information about potential career opportunities / career paths on completion of the programme |
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| 4. | The relationship of the programme content to its stated learning outcomes |
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| 5. | Assessment strategies  And for Multi-Disciplinary programmes (i.e. all programmes with more than one discipline area) also explain how the programme’s specific learning outcomes and assessment methodologies are aligned. |
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| 6. | The range of teaching methods to be used, drawing attention to any innovative practices, particularly in areas of blended learning |
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| 7. | For Multi-Disciplinary programmes only – supply details of the inter-relationship or integration of the contributing disciplines. |
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| 8. | Details of any specific study abroad or placement opportunities embedded within the programme (and to address capacity issues relating to the study abroad/placement opportunities available) |
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| 9. | Details of any external accreditation arrangements |
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**Section F: Programme Specification**

This will show in the programme catalogue under the heading ‘Programme specification’. Programme managers/teams are responsible for writing the programme specification. Information needs to be clear and accessible and adhere to expectations set out in the [*Framework for Higher Education Qualifications*](http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf) and [*subject benchmark statements*](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements).  
  
**Distinctiveness of the programme:**

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| *Please explain the context of the programme - this can legitimately be aspirational as well as factual.  Give details of any distance or blended learning elements included in the programme; accreditation by PSRB; periods of study abroad or industrial placements; work based learning; clinical placements; fieldwork etc. and any other information which makes the programme distinctive.*  *For Multi-Disciplinary programmes (i.e. all programmes with more than one discipline area), please also provide details of the inter-relationship of the contributing disciplines.*  **The programme will***:* **29** |

**Programme Information by Year/Intermediate Award**

Please supply a page as follows for *each year* of the programme. Where appropriate the specification for the intermediate award should be shown. The award specification may be adapted as appropriate to meet the specific requirements of the programme.

Please adapt this format if more appropriate, e.g., you may wish to include an overall list of modules from which choices can be made. If the programme is also to be offered in part-time mode you should include any necessary additional information, e.g., to cover the sequence in which modules should be taken.

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| **Certificate / Free standing modules 30** |

**Learning outcomes**

*Please enhance/amend the generic University learning outcomes (below) as applicable and include specific subject knowledge and subject-specific skills.   
Also make reference to relevant elements of the QAA Benchmark Statements where appropriate.*

On completion of their programme students should have provided evidence of being able to meet an appropriate range of learning outcomes at least at the level identified for CertHE. Their achievement of learning outcomes appropriate to any level higher than CertHE will be demonstrated by reference to the level and learning outcomes of the modules comprising their programme. The learning outcomes for a Certificate of Higher Education are:

**On completion of the year/programme students should have provided evidence of being able to:**

* demonstrate a familiarity with the basic concepts, information, practical competencies and techniques which are standard features of the discipline;
* use basic generic and subject specific intellectual qualities i.e.
* be able to communicate the results of their work;
* present a structured and coherent simple argument;
* be able to appreciate and interpret the underlying concepts and principles of the discipline;
* evaluate qualitative and/or quantitative data;
* demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the discipline;
* appreciate their strengths and weaknesses as learners;
* demonstrate an awareness of professional and disciplinary boundaries;

**Transferable (Key) Skills**

**Certificate students will have had the opportunity to practice as defined in the modules specified for the programme** an appropriate range of transferable skills at least at the level identified by the CertHE. Any skills practiced to a higher level than CertHE will be demonstrated by reference to the level and learning outcomes of the modules comprising their programme. CertHE students will have had the opportunity to practise as defined in the modules specified for the programme**:**

* qualities and transferable skills necessary for employment related to the subject area(s) studied;
* skills necessary for the exercising of personal responsibility;

**Assessment**

**Achievement will be assessed by a variety of methods in accordance with the learning outcomes of the modules specified for programme and will typically include:**

* demonstrating the knowledge and application of standard concepts, information and techniques relevant to the discipline or the knowledge and application of the key concepts, information, and techniques relevant to a specialism within a discipline;
* work that covers a restricted area of the discipline;
* demonstrating emerging abilities, skills and competencies;

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| **Certificate 31** |

**Candidates will be required to study the following *compulsory* modules:**

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Diploma 32** |

**Learning Outcomes**

*Please enhance/amend the generic University learning outcomes (below) as applicable and include specific subject knowledge and subject-specific skills.   
Also make reference to relevant elements of the QAA Benchmark Statements where appropriate.*

On completion of their programme students should have provided evidence of being able to meet an appropriate range of learning outcomes at least at the level identified for DipHE. Their achievement of learning outcomes appropriate to any level higher than DipHE will be demonstrated by reference to the level and learning outcomes of the modules comprising their programme. The learning outcomes for DipHE are:

**In addition to the outcomes achieved in Year 1, on completion of the year/programme students should have provided evidence of being able to:**

* demonstrate a broad understanding of the concepts, information, practical competencies and techniques which are standard features in a range of aspects of the discipline;
* apply generic and subject specific intellectual qualities to standard situations outside the context in which they were originally studied;
* appreciate and appropriately employ the main methods of enquiry in the subject;
* use a range of techniques to initiate and undertake the analysis of data and information;
* adjust to professional and disciplinary boundaries;
* effectively communicate information, arguments and analysis in a variety of forms;

**Transferable (Key) Skills**

**Diploma students will have had the opportunity to practise as defined in the modules specified for the programme** an appropriate range of transferable skills at least at the level identified for DipHE. Any skills practised to a level higher than DipHE will be demonstrated by reference to the level and learning outcomes of the modules comprising their programme.

**DipHE students will have had the opportunity to practise as defined in the modules specified for the programme:Students will have had the opportunity to acquire, as defined in the modules specified for the programme:**

* qualities and transferable skills necessary for employment related to the subject area(s) studied;
* skills necessary for the exercising of personal responsibility;
* decision making;

**Assessment**

**Achievement will be assessed by a variety of methods in accordance with the learning outcomes of the modules specified for the programme and will typically include:**

* demonstrating the ability to apply a broad range of aspects/competencies of the discipline/profession to complex, albeit standard, situations and simple, albeit novel or atypical, instances;
* work that is often descriptive in nature but drawing on a wide variety of material;
* demonstrating basic professional competencies relevant to the discipline;
* the ability to evaluate and criticise received opinion;

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| **Diploma 33** |

**Candidates will be required to study the following *compulsory* modules:**

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Advanced Diploma 34** |

**Learning Outcomes**

*Please enhance/amend the generic University learning outcomes (below) as applicable and include specific subject knowledge and subject-specific skills.   
Also make reference to relevant elements of the QAA Benchmark Statements where appropriate.*

**On completion of the programme students should have provided evidence of being able to:**

• understand and demonstrate new detailed subject knowledge and professional competencies in key aspects of the discipline with a broad understanding of the concepts, information, practical competencies and techniques which are standard features of the discipline;

• apply generic and subject specific intellectual qualities to standard situations outside the context in which they were originally studied;

• appreciate and appropriately employ the main methods of enquiry in the subject;

• use a range of techniques to initiate and undertake the analysis of data and information;

• adjust to professional and disciplinary boundaries;

• effectively communicate information, arguments and analysis in a variety of forms;

**Transferable (Key) Skills**

**Advanced Diploma students will have had the opportunity to acquire, as defined in the modules specified for the programme:**

* qualities and transferable skills necessary for progression to higher levels of employment in the workplace related to the subject area(s) studied;
* the exercise of initiative and personal responsibility;
* the communication of information, ideas, problems and solutions in a variety of ways to a variety of audiences;
* decision making in the workplace;

**Assessment**

**Achievement will be assessed by a variety of methods in accordance with the learning outcomes of the modules specified for the programme and will typically include:**

* demonstrating the ability to apply a broad range of aspects/competencies of the discipline/profession;
* work that draws on a wide variety of material;
* the ability to evaluate and criticise received opinion;
* demonstrating a broad knowledge base;

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| **Advanced Diploma 35** |

**Candidates will be required to study the following *compulsory* modules:**

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Graduate Diploma 36** |

**Learning Outcomes**

*Please enhance/amend the generic University learning outcomes (below) as applicable and include specific subject knowledge and subject-specific skills.   
Also make reference to relevant elements of the QAA Benchmark Statements where appropriate.*

**On completion of the programme students should have provided evidence of being able to:**

* understand and demonstrate new coherent and detailed subject knowledge and professional competencies some of which may be informed by recent research/scholarship in the discipline;
* demonstrate the ability to acquire and make flexible use of the basic concepts, information, practical competencies and techniques which are standard features in the discipline;
* proficiently use, and communicate the results of basic generic and subject/professionally specific approaches to access and evaluate qualitative and/or quantitative data;
* demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the discipline;
* work autonomously within a structured environment;
* conform to professional boundaries and norms where applicable.

**Transferable (Key) Skills**

**Graduate Diploma students will have had the opportunity to acquire, as defined in the modules specified for the programme:**

* qualities and transferable skills necessary for progression to higher levels of employment in the workplace related to the subject area(s)related to the area(s) studied;
* the exercise of initiative and personal responsibility;
* the communication of information, ideas, problems and solutions in a variety of ways to a variety of audiences;
* the deployment of decision making skills in complex and unpredictable situations.

**Assessment**

**Achievement will be assessed by a variety of methods in accordance with the learning outcomes of the modules specified for the programme and will typically include:**

* demonstrating the ability to apply a range of aspects/competencies of the discipline/profession to a broad range of situations;
* work that draws on a variety and depth of material;
* the ability to evaluate and criticise received opinion;
* work that is typically both evaluative and creative;

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| **Graduate Diploma 37** |

**Candidates will be required to study the following *compulsory* modules:**

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |

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| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | Semester 1, 2, or 3 | **Pass required for progression/ award (Y/N)** | **Module sequence** (P/T mode only) |
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**Guidance on completing the Proposal Form for short duration awards/ free standing modules**

1. Provide the full programme title, validated by the Faculty Marketing Manager, as it will appear on the degree certificate. Bracketed suffixes to provide additional information (e.g. mode of study or attendance) should be avoided.
2. Indicate whether the programme has a ‘combined subject’ (combining subject discipline elements across two or more schools).
3. Indicate whether the programme can lead to awards at sub-degree level (entering ‘yes’ or ‘no’ in each box). Please note that learning outcomes will need to be specified for each level of award available. If ‘no’ is returned against any of the award options then it will not be possible to make the award at the Examinations Board.
4. If you do not wish to recruit directly to any of the awards available then indicate ‘no’.
5. Indicate if the programme will be made available to part-time students.
6. Indicate if the programme will be made available through distance learning.
7. Indicate if the programme will *only* be available through distance learning.
8. Name the School that is to parent the programme, and name any other schools contributing to the programme delivery.
9. Indicate whether delivery will be at the main campus, split site or an alternative location.
10. Provide the programme manager’s name and contact details. Please note that programme managers are expected to be full-time members of academic staff.
11. Indicate the month and year in which the programme delivery will commence.
12. Indicate the anticipated annual intake of students, informed by the marketing analysis and business plan.
13. Indicate the minimum student numbers required, based on the independent financial analysis undertaken by the Faculty Finance Manager.
14. Indicate the maximum student numbers based upon capacity considerations.
15. Set out full entry requirements, including English Language requirements.
16. Provide details of the external reviewer appointed (name and Institution) to provide an external review for the programme.
17. If the proposal is for a major programme amendment provide the rationale for the amendment. (See [major programme amendment definition](http://ses.leeds.ac.uk/info/22149/a-z_of_policies_and_key_documents/975/major_programme_amendment)).
18. Please provide the name of any PSRB / accrediting body who will be considering the programme for accreditation. Within the General Statement (28 below) you will also be asked to indicate when this is likely to be considered and the year from which this is to be sought. If the process to accredit the programme by the professional body could take longer than the approval process, please ensure that you inform the Quality Assurance Team by providing a copy of the confirmation from the PSRB as soon as this has been received in the School. This information will then feed into the prospectus and Coursefinder.
19. The development of the programme will need to be informed by any relevant QAA Subject Benchmark Statements. If there are no subject benchmark statements of relevance to the programme proposed please indicate this. The views of the external reviewer will be helpful in benchmarking the appropriateness of the proposal against sector expectations in the event of no relevant subject benchmark statement being available.
20. Propose up to three JACS Code/s (subject area definitions) which accurately reflect the programme content and will help optimise University positioning for the programme. You should work with your Faculty Marketing Manager when assigning JACS codes. In addition, JACS code/s must be agreed in consultation with Strategy and Planning in advance of the Programme Approval Group (please contact Andrew Wright in Strategy and Planning [A.D.Wright@adm.leeds.ac.uk](mailto:A.D.Wright@adm.leeds.ac.uk)).   
      
    Guidance on assigning JACS codes:

* Open the CenDatQ application on the QlikView platform: <https://qlikview.leeds.ac.uk>
* Under ‘Selection Palette Menu’ (right column) select ‘University’ and then your own faculty and School.
* Under ‘Charts and Tables Menu’ (left column) select chart ‘2.1 Programme subject detail’.
* The middle column will now show the current programmes in your school/faculty and their JACS codes. By making selections in the ‘JACS Codes and Descriptions’ box (above) you will narrow down the results accordingly.
* See what existing JACS codes are used for sibling/corresponding programmes.
* If you need an additional JACS code/s, view and select these at <https://www.hesa.ac.uk/component/content/article?id=1787>
* Identify which JACS code/s most accurately represent the programme content and provide the subject splits. For example:

- 100 for single subject programme

- 50:50 for Joint honours/equal weighted subjects

- 67:33 for major/minor or ‘with’ combinations

- 34:33:33 split for programmes spanning three subject areas or where one half is represented by two subject codes e.g. History and Philosophy of Science.

- 60:40 and 80:20 splits are sometimes appropriate to reflect the subject combinations.

* Enter the JACS codes and their weightings in the programme proposal form.

Please note that once students are registered against this programme, Strategy and Planning may tactically change the JACS code (in consultation with the School) to ensure that the correct external representation is made (KIS, HESA ISR, League Tables, etc.).

1. Please provide confirmation of support for the proposal together with all relevant signatures, including contributing Schools/Faculties.
2. Insert the external review report, and the response to any issues or queries raised in the external review report. Please note that the programme cannot be approved without an external review report.
3. This section should be completed in consultation with, and endorsed by, the Faculty Marketing Manager. Include reference to audience, market and distinctive features and, where relevant, be clear as to how it differs from any existing programme particularly in terms of content and/or audience.
4. Comment on how the programme proposal complements or relates to existing provision within the school/s or faculty and other programmes across the university. Including comment on potential risk to other courses.
5. Confirm the financial viability of the proposal, based on an independent analysis of the business case to be undertaken by the Faculty Finance Manager.
6. Fees are approved by the University Executive Group. Indicate the anticipated fee level to be proposed to UEG on the advice from the Faculty Finance Officer. Please also indicate if there are any other costs associated with the programme that will need to be communicated to prospective students.
7. Provide details of any risks identified through the market and financial analysis, as advised by the Faculty Marketing Manager and the Faculty Finance Manager.
8. Provide details in response to each of the eleven prompts in the General Statement. Further advice about each of the prompts can be sought from your contact in the Quality Assurance Team. Please note that this section will not be published on the programme catalogue, but the information provided will inform, and therefore will be aligned, with course page content and other publicity materials.
9. This section will be published on the programme catalogue and is intended to provide an outward facing overview of the programme for a student audience, it should therefore be written with this in mind.
10. State subject specific learning outcomes if students can exit the programme with a Certificate qualification. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.
11. Provide details of the structure of the programme for the Certificate, including named optional modules and the number of credits studied.
12. State subject specific learning outcomes if students can exit the programme with a Diploma qualification. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.
13. Provide details of the structure of the programme for the Diploma, including named optional modules and the number of credits studied.
14. State the learning outcomes and associated assessment strategy for the award of the Advanced Diploma, if available. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.
15. Provide details of the structure of the programme if an Advanced Diploma can be awarded, including named optional modules and the number of credits studied.
16. State subject specific learning outcomes of the Graduate Diploma award. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.
17. Provide details of the structure of the programme if a Graduate Diploma can be awarded, including named optional modules and the number of credits studied.

QAT/May 2016