**NEW/AMENDED FULL TIME UNDERGRADUATE PROGRAMME**

**PART B: FULL ACADEMIC APPROVAL**

|  |  |
| --- | --- |
| **Name of Programme** |  |
| **Date of Executive Approval**  |  |
| **Proposed Start Date** |  |

This section of the form sets out the criteria which the University uses to give full academic approval for a new programme/major amendment. **Prior to submission, please attach the approved Part A and assessment maps.**

**B1: GENERAL STATEMENT**

Provide details in response to each of the twelve prompts in the General Statement. Please note that this section will not be published on the programme catalogue, but the information provided will inform, and therefore will be aligned, with course page content and other publicity materials

|  |  |
| --- | --- |
| 1. | The place of the proposal within the University’s / school’s overall teaching portfolio and whether it represents consolidation, strengthening or new directions |
|  |
| 2. | The School’s overall view of the proposal |
|  |    |
| 3. | Information about potential career opportunities / career paths on completion of the programme |
|  |  |
| 4. | The relationship of the programme content to its stated learning outcomes |
|  |
| 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. Assessment maps **must** be included as part of the proposal and attached to the submission. |
|  |
| 6. | The range of teaching methods to be used, drawing attention to any innovative practices, particularly in areas of blended learning |
|  |
| 7. | For Multi-Disciplinary programmes only – supply details of the inter-relationship or integration of the contributing disciplines. |
|  |
| 8. | The approach taken to the development of Research-Based Learning within the programme (<https://ses.leeds.ac.uk/info/22222/the_leeds_curriculum/1125/enhancing_teaching_and_research-based_learning>), including the approach to research methods training culminating in the compulsory final year project (<https://ses.leeds.ac.uk/info/22222/the_leeds_curriculum/1126/final_year_project_and_assessment>)  |
|  |
| 9. | The approach taken to the integration of Core Programme Threads (Employability, Global and Cultural Insight, Ethics and Responsibility – (<https://ses.leeds.ac.uk/info/22222/the_leeds_curriculum/1167/core_programme_threads>) within the programme |
|  |
| 10. | The approach taken to enabling students to engage with a broad curriculum, as defined by the Discovery Themes within the Leeds Curriculum (<https://ses.leeds.ac.uk/info/22222/the_leeds_curriculum/1124/broadening_education_choices>). This should detail whether students will engage with broadening through taking discovery modules or via core/optional modules in the programme |
|  |
| 11. | 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) |
|  |
| 12. | Details of any external accreditation arrangements |
|  |

**B2: 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 and subject benchmark statements.**

|  |  |  |
| --- | --- | --- |
| **Awards** *(please complete boxes as appropriate)* | **1****Award available***YES/NO* | **2****Direct recruitment?***YES/NO* |
| **Honours degree** *e.g BA/BSc* |  |  |
| **Certificate of Higher Education:** |  |  |
| **Diploma of Higher Education:** |  |  |
| **Ordinary Degree**: |  | No |
| **Honours degree with Industrial Placement:** |  |  |
| **Honours degree** **with Study Abroad year:**  |  |  |
| **Honours degree** **with Enterprise year:** |  |  |

|  |
| --- |
| **Anticipated entry requirements** *Please include any additional requirements, such as specific subject requirements (and grades) and English Language requirements* **3** |
| **Professional, Statutory or Regulatory Bodies (PSRB) 4***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: 5***Please include all QAA Benchmarks which are relevant to the programme and against which it will be assessed.*See: <http://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HECoS Code(s) 6***Please select at least 1 and no more than 5 HECoS codes (subject area definitions) which best represent the programme. See guidance note for more information.* |

|  |  |
| --- | --- |
| **HECoS Code(s)** | **% Split** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

 |
| **UCAS Code****7***Please propose a UCAS code (to be discussed with the Faculty Marketing Manager and Strategy & Planning)* |  |

**Distinctiveness of the programme:**

|  |
| --- |
| **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.** *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:**  |

**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.

|  |
| --- |
| **Programme Year 1 and Year 2 : Certificate of Higher Education**Complete separate pages for years 1 and 2, making clear the structure over the two year period. State subject specific learning outcomes if students can exit the programme with a Certificate of Higher Education qualification. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.  |

**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 year/programme students should have provided evidence of being able to:**1. demonstrate a familiarity with the basic concepts, information, practical competencies and techniques which are standard features of the discipline;
2. 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 interpret and evaluate the underlying concepts and principles of the discipline;
* evaluate qualitative and/or quantitative data;
1. demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the discipline;
2. appreciate their strengths and weaknesses as learners;
3. demonstrate an awareness of professional and disciplinary boundaries;
 |

**Transferable (Key) Skills**

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

1. qualities and transferable skills necessary for employment related to the subject area(s) studied;
2. 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 the year/programme and will include:**

1. demonstrating the knowledge and application of standard concepts, information and techniques relevant to the discipline;
2. work that covers a restricted area of the discipline;
3. demonstrating emerging abilities, skills and competencies;

|  |
| --- |
| **Year 1 : Certificate of Higher Education (FHEQ Level 4)** Provide details of the structure of the programme at level 1 (FHEQ level 4), including named optional modules and the number of credits studied through discovery modules. |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | **Semester 1, 2, or 3** | **Pass for progression/ award (Y/N) Consider whether imperative**  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |
| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | **Semester 1, 2, or 3** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Candidates will be required to study**  |  | **credits of *discovery* modules** |

|  |
| --- |
| **Programme Year 2 : Diploma of Higher Education**State subject specific learning outcomes if students can exit the programme with a Diploma of Higher Education qualification. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.  |

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

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

 **Transferable (Key) Skills**

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

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

**Assessment**

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

1. 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;
2. work that is often descriptive in nature but drawing on a wide variety of material;
3. demonstrating basic professional competencies relevant to the discipline;
4. the ability to evaluate and criticise received opinion.

|  |
| --- |
| **Year 2: Diploma of Higher Education (FHEQ Level 5)**Provide details of the structure of the programme at level 2 (FHEQ level 5), including named optional modules and the number of credits studied through discovery modules.  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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)****Consider whether imperative** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |
| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | **Semester 1, 2, or 3** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Candidates will be required to study**  |  | **credits of *discovery* modules** |

|  |
| --- |
| **Programme Year 3: Ordinary degree**State the learning outcomes and associated assessment strategy for the award of the ordinary degree, if available. Please note that the ordinary degree may be an option for those students who fail the final year project and that the learning outcomes should be specified appropriately in the light of this.  |

**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 year/programme students should have provided evidence of being able to:**1. demonstrate the ability to acquire and make flexible use of with the basic concepts, information, practical competencies and techniques which are standard features of the discipline;
2. proficiently use basic generic and subject specific intellectual qualities i.e.
* be able to communicate the results of their work;
* present a structured and coherent argument;
* access and evaluate qualitative and/or quantitative data;
1. demonstrate an ability to evaluate the appropriateness of different approaches to problem solving associated with the discipline;
2. work autonomously within a structured environment;
3. conform to professional boundaries and norms where appropriate;
 |

**Transferable (Key) Skills**

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

1. qualities and transferable skills necessary for employment related to the subject area(s) studied;
2. skills necessary for the communication of information;
3. skills necessary for the exercising of personal responsibility and decision making;

**Assessment**

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

1. demonstrating the ability to apply a broad range of aspects of the discipline;
2. work that draws on a wide variety of material;
3. the ability to evaluate and criticise received opinion;
4. demonstrating a broad knowledge base;

|  |
| --- |
| **Programme Year 3 : Honours degree**State subject specific learning outcomes of the honours degree award. The assessment strategy will need to be aligned to the learning outcomes, so that each outcome is explicitly assessed though the assessment strategy.  |

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

1. understand and demonstrate coherent and detailed subject knowledge and professional competencies some of which will be informed by recent research/scholarship in the discipline;
2. deploy accurately standard techniques of analysis and enquiry within the discipline;
3. demonstrate a conceptual understanding which enables the development and sustaining of an argument;
4. describe and comment on particular aspects of recent research and/or scholarship;
5. appreciate the uncertainty, ambiguity and limitations of knowledge in the discipline;
6. make appropriate use of scholarly reviews and primary sources;
7. apply their knowledge and understanding in order to initiate and carry out an extended piece of work or project;
8. conform to professional boundaries and norms where applicable;

**Transferable (Key) Skills**

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

1. the transferable/key/generic skills necessary for employment related to the area(s) studied;
2. the exercise of initiative and personal responsibility;
3. the deployment of decision making skills in complex and unpredictable situations;
4. the communication of information, ideas, problems and solutions in a variety of ways to a variety of audiences;
5. the ability to undertake appropriate further training of a professional or equivalent nature;

 **Assessment**

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

1. demonstrating the ability to apply a broad range of aspects of the discipline;
2. work that draws on a wide variety of material;
3. the ability to evaluate and criticise received opinion;
4. evidence of an ability to conduct independent, in depth enquiry within the discipline;
5. work that is typically both evaluative and creative;

|  |
| --- |
| **Programme Year 3 : Honours degree (FHEQ Level 6)**Provide details of the structure of the programme at level 3 (FHEQ level 6), including named optional modules and the number of credits studied through discovery modules.  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | **Semester 1, 2, or 3** | **Pass for progression/ award (Y/N)****Consider whether imperative** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Candidates will be required to study** |  | **credits from the following *optional*  modules:** |
| **Code** | **Title** | **Credits** | **New Module (Y / N)** | **Pre-requisite for:** | **Co-requisite for:** | **Semester 1, 2, or 3** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Candidates will be required to study**  |  | **credits of *discovery* modules** |

# PART B3: EXTERNAL REVIEW

**All new programmes and programmes with major amendments require an external review.**

|  |  |  |
| --- | --- | --- |
|  | **Name of Reviewer:** |  |
|  | **Report Attached**:  | ***YES / NO*** | **Date expected**: |  |

**Once complete, insert the external review report, and the School response to any issues or queries raised in the external review report. Please note that the programme cannot be fully approved without an external** **review report.**

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>

**B4: CONSULTATION AND APPROVAL**

**Please provide confirmation of support for the proposal together with all relevant signatures, including contributing Schools/Faculties. Proposals cannot be approved without all parties’ signatures. Confirmation via email from other Schools/Departments consulted should be attached to the proposal**.

*Please indicate:*

|  |  |
| --- | --- |
| (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)*

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

|  |  |  |
| --- | --- | --- |
| Signature: | Name: | Date: |

**Confirmation of School approval to be in place prior to submission to the Programme Approval Group**

|  |  |
| --- | --- |
| **Director of Student Education**  | Signature: Name: Date: |
| **Head of School** | Signature: Name: Date: |

**Please delete the following pages before submission**

**GUIDANCE ON COMPLETING THE UNDERGRADUATE FULL-TIME PROGRAMME PROPOSAL FORM**

(paragraph numbers refer to the reference number in red on the form)

***PART B- Full Academic Approval***

1. 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 and should be numbered. If ‘no’ is returned against any of the award options then it will not be possible to make the award at the Progression and Awards Board.
2. If you do not wish to recruit directly to any of the awards available then indicate ‘no’. (University policy is to not offer Ordinary degrees for direct recruitment.)
3. Set out full entry requirements, including English Language requirements. This might include minimum qualifications required, the standard offer, A levels, BTEC, Scottish Highers or a range of other non-A level pre-HE qualifications). English Language requirements may usefully include a narrative in addition to the level required.
4. Please provide the name of any PSRB / accrediting body who will be considering the programme for accreditation. Within the General Statement 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.
5. The development of the programme will need to be informed by any relevant QAA Subject Benchmark Statements and FHEQ level descriptors. 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.
6. For each course the number of codes that can be allocated are at least 1 and no more than 5. The course subject(s) should represent directly, or relate for closely to, the Qualification subject(s) associated with specific deliveries of that course. Programme variants (e.g. industrial/international) should use the same HECoS code(s) as the ‘parent’ programme unless there is a strong rationale to take a different approach.

You should work with your Faculty Marketing Manager when assigning HECoS codes. In addition, further guidance can be obtained from Andrew Wright in Strategy and Planning at A.D.Wright@adm.leeds.ac.uk.

Guidance on assigning HECoS codes:

* The *Census Date Student Information* or ‘CenDatQ’ QlikView model (available at <https://qlikview.leeds.ac.uk>) can be used to assess what existing HECoS codes are used for corresponding programmes across the sector.
* You are also able to view the full set of available HECoS Codes at <https://www.hesa.ac.uk/innovation/hecos>. Alternatively, the full suite of HECoS Codes are available in the approvals guidance section of Sharepoint <https://goo.gl/JDJwhw>.
* Identify which HECoS code(s) best 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 codes and their weightings in the programme proposal form.

Please note that once students are registered against this programme, the assigned HECoS code(s) may be tactically amended (in consultation with the School) to ensure that the correct external representation is made (for example against KIS, HESA ISR and League Tables).

1. Please propose a UCAS code following consultation with the Faculty Marketing Manager and Strategy and Planning.

Quality Assurance

February 2019