

**February 2019**

**NEW/AMENDED FULL TIME MRes PROGRAMME**

**PART B: FULL ACADEMIC APPROVAL**

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| **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 nine 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 Please note that this section will not be published on the programme catalogue, but the information provided will inform, and therefore will be aligned, with course page content and other publicity materials

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| 1. | 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. Assessment maps **must** be included as part of the proposal and attached to the submission. |
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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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**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*](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).

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| **Awards** *(please complete boxes as appropriate)* | **1****Award available***YES/NO* | **2****Direct recruitment?***YES/NO* |
| **Masters degree** *e.g MRes* |  |  |
| **Postgraduate Diploma**  |  |  |
| **Postgraduate Certificate** |  |  |

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| **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>

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| **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.* |

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| **HECoS Code(s)** | **% Split** |
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**Distinctiveness of the programme:**

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| **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:**  |

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| **Master’s degree** *(taught programme)* State subject specific learning outcomes of the Masters 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:**

* to demonstrate in-depth, specialist knowledge and mastery of techniques relevant to the discipline and/or to demonstrate a sophisticated understanding of concepts, information and techniques at the forefront of the discipline;
* to exhibit mastery in the exercise of generic and subject-specific intellectual abilities;
* to demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
* to take a proactive and self-reflective role in working and to develop professional relationships with others;
* proactively to formulate ideas and hypotheses and to develop, implement and execute plans by which to evaluate these;
* critically and creatively to evaluate current issues, research and advanced scholarship in the discipline.

**Transferable (Key) Skills**

**Masters (taught), Postgraduate Diploma and Postgraduate Certificate students will have had the opportunity to acquire the following abilities, as defined in the modules specified for the programme:**

* the skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice;
* evaluating their own achievement and that of others;
* self direction and effective decision making in complex and unpredictable situations;
* independent learning and the ability to work in a way which ensures continuing professional development;
* critically to engage in the development of professional/disciplinary boundaries and norms.

 **Assessment**

**Achievement for the degree of Master (taught programme) 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:**

* evidencing an ability to conduct independent in-depth enquiry within the discipline;
* demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
* drawing on a range of perspectives on an area of study;
* evaluating and criticising received opinion;
* making reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data.

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| **Master’s degree** *(taught programme)* **(FHEQ Level 7)** Provide details of the structure of the programme at Masters level (FHEQ level 7), including named optional modules.  |

**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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| **Intermediate PGT / Postgraduate Diploma** State subject specific learning outcomes if students can exit the programme with a Postgraduate 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 programme students should have shown evidence of being able:**

* to demonstrate in-depth, extended or specialist knowledge of techniques relevant to the discipline or to demonstrate an advanced understanding of concepts, information and techniques informed by knowledge at the forefront of the discipline;
* to exhibit competence in the exercise of advanced generic and subject-specific intellectual abilities;
* to demonstrate an advanced understanding of techniques applicable to their own research or advanced scholarship;
* to take a proactive and self-reflective role in working and to develop professional relationships with others;
* proactively to formulate ideas and hypotheses and to evaluate these;
* to evaluate critically current issues and research in the discipline.

 **Transferable (Key) Skills**

**Masters (Taught), Postgraduate Diploma & Postgraduate Certificate students will have had the opportunity to acquire the following abilities as defined in the modules specified for the programme:**

* the skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice;
* evaluating their own achievement and that of others;
* self direction and effective decision making in complex and unpredictable situations;
* independent learning and the ability to work in a way which ensures continuing professional development;
* critically to engage in the development of professional/disciplinary boundaries and norms.

**Assessment**

**Achievement** for the **Postgraduate Diploma and Postgraduate Certificate** will be assessed by a variety of methods in accordance with the learning outcomes of the programme and will involve the achievement of the students in:

* demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
* drawing on a range of perspectives on an area of study;
* evaluating received opinion;
* make sound judgements whilst understanding the limitations on judgements made in the absence of complete data.

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| **Postgraduate Diploma (FHEQ Level 7)** Provide details of the structure of the programme at PGDip level, including named optional modules.  |

**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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| **Postgraduate Certificate:** State subject specific learning outcomes if students can exit the programme with a Postgraduate 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:**

* demonstrate in-depth specialist knowledge of techniques relevant to the discipline or to demonstrate an advanced understanding of concepts, information and techniques informed by knowledge across, or in aspects at, the forefront of the discipline;
* exhibit competence in the exercise of generic and subject-specific intellectual abilities;
* demonstrate an advanced understanding of techniques applicable to their own research, advanced scholarship or area of specific interest within the broader discipline;
* take a proactive and self-reflective role in working and to develop professional relationships with others;
* proactively to formulate ideas and hypotheses and to evaluate these;
* evaluate current issues and research in the discipline.

**Transferable (Key) Skills**

**Masters (Taught), Postgraduate Diploma & Postgraduate Certificate students will have had the opportunity to acquire the following abilities as defined in the modules specified for the programme:**

* the skills necessary to undertake a higher research degree and/or for employment in a higher capacity in industry or area of professional practice;
* evaluating their own achievement and that of others;
* self-direction and effective decision making in complex and unpredictable situations;
* independent learning and the ability to work in a way which ensures continuing professional development;
* critically to engage in the development of professional/disciplinary boundaries and norms.

**Assessment**

**Achievement for the Postgraduate Diploma and Postgraduate Certificate will be assessed by a variety of methods in accordance with the learning outcomes of the programme and will involve the achievement of the students in:**

* demonstrating the ability to apply breadth and/or depth of knowledge to a complex specialist area;
* drawing on a range of perspectives on an area of study;
* evaluating received opinion;
* making sound judgements whilst understanding the limitations on judgements made in the absence of complete data.

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| **Postgraduate Certificate (FHEQ Level 7)** Provide details of the structure of the programme at PGCert level, including named optional modules |

**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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# PART B3: EXTERNAL REVIEW

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

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|  | **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:*

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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)*

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

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| Signature: | Name: | Date: |

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

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

**Please delete the following pages before submission**

**GUIDANCE ON COMPLETING THE FULL TIME POSTGRADUATE 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).

Quality Assurance

February 2019