

TITLE	REF	VERSION
Procedure for approval of new Hig3(a)		

Procedure Statement

Activate Learning is committed to ensuring that all higher education provision within the Group continues to meet the needs of employers and students, is of high quality, and enables students to progress to employment and/or further study.

Background

This procedure applies to the development of all higher education¹ programmes, including those which form part of a higher or degree apprenticeship. The procedure has been written in accordance with the Expectations and Guiding principles outlined in the 'Course Design and Development' section of the UK Quality Code for Higher Education.

Its main aims are:

- To ensure that the programme is compatible with Activate Learning's aims and mission.
- To ensure that the programme is well-designed, provides a high-quality academic experience for students and enables student's achievement to be reliably assessed.
- To ensure that there is a market for the programme.
- To ensure that the programme provides an opportunity for progression to employment or further higher-level study.
- To ensure that the programme develops the employability of graduates.
- To ensure that the necessary learning resources are available.

In addition, these procedures will provide an opportunity to ensure that Activate Learning continues to meet its ongoing conditions of registration with the Office for Students in relation to Conditions B1 to B5 of the [regulatory framework](#)

As Activate Learning is not an awarding body, the procedures have been designed to ensure that prior to seeking approval from an awarding body, the above aims are met.

The procedures have been written in accordance with the Expectations and Core practices in the 'Course Design and Development' section of the [UK Quality Code for Higher Education](#)

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework'	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards'	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	Core practices for quality

Head of Quality Assurance (HE)
Faculty Director (or equivalent)

Programme Development Teams must seek feedback during the design process from key stakeholders, including current, former or potential students, employers, and Marketing and Admissions staff.

5. Composition of Programme Approval Panel

Composition of the Programme Approval Panel is organised by the Higher Education Learning Partnerships office, and will include the following members:

Executive Director (HE) – Chair
Director of Higher Education
Head of Quality Assurance (HE)
Academic Registrar (HE)
Faculty Director
Programme Coordinator
At least two members of the teaching team
A student representative from another programme
Student Experience Officer (HE) – Secretary to the panel

The criteria for programme approval are detailed in Appendix 3.

6. Documents required for approval event:

Proposal document
Programme Handbook
Programme Specification
Staff CVs
Business Plan

Appendix 1: Programme Proposal Template

1. Initial evidence of demand:

Please identify the source and volume of demand to support the proposal and indicate proposed start date and initial expected intake (*evidence could be in the form of expressions of interest, UCAS data, student forums, surveys*)

Response:

2. Basic details of the proposed programme:

Please state the full title of the final award e.g. Foundation degree (FdA/FdSc), BA/BSc (Hons), HA/DA or HND/C in..., identify mode(s) of study, location of delivery and preferred awarding body .

Response:

3. Subject and Qualification benchmark/standard

Please state which subject benchmark the proposed programme will be aligned to.

All BA/BSc programmes will need to be mapped to the appropriate subject benchmark standards:

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

All Foundation Degree programmes will need to be aligned to the Foundation Degree Qualification

Characteristics: [http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf)

[benchmark-May-2010.pdf](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf)

Proposals which articulate to Higher or Degree Apprenticeships will need to be mapped to the

appropriate standard: [https://www.instituteforapprenticeships.org/apprenticeship-](https://www.instituteforapprenticeships.org/apprenticeship-standards/?levelFrom=4&levelTo=6)

[standards/?levelFrom=4&levelTo=6](https://www.instituteforapprenticeships.org/apprenticeship-standards/?levelFrom=4&levelTo=6)

Response:

4. Main aims of the programme:

State the main aims of the programme, which must include the unique aspects (selling points) which will meet the needs of students and/or employers.

Response:

5. Target market:

Identify the main target market(s) for the programme, including evidence of competitors and how the proposed programme will differentiate itself from similar provision at other institutions.

Response:

6. Progression routes:

Identify existing and potential progression routes to and from the proposed programme, including title of the programme(s) and delivery location/institution.

Response:

7. Resources:

Provide details of existing physical and human resources and identify any additional requirements to develop and deliver the programme e.g. capital investment, staff and/or staff development, including an estimate of the costs.

Response:

8. Equality and Diversity

Provide details of how the proposed programme will support widening participation and access for underrepresented groups

Response:

9. Accommodation:

Provide details of the type(s) of accommodation required to support the programme and whether these are existing or not or need further investment.

Response:

10. Employer engagement:

Provide details of any consultations which have been held with employers and the extent to which employers will be expected to contribute towards the development and/or delivery of the programme.

Response:

11. Indicators of Quality:

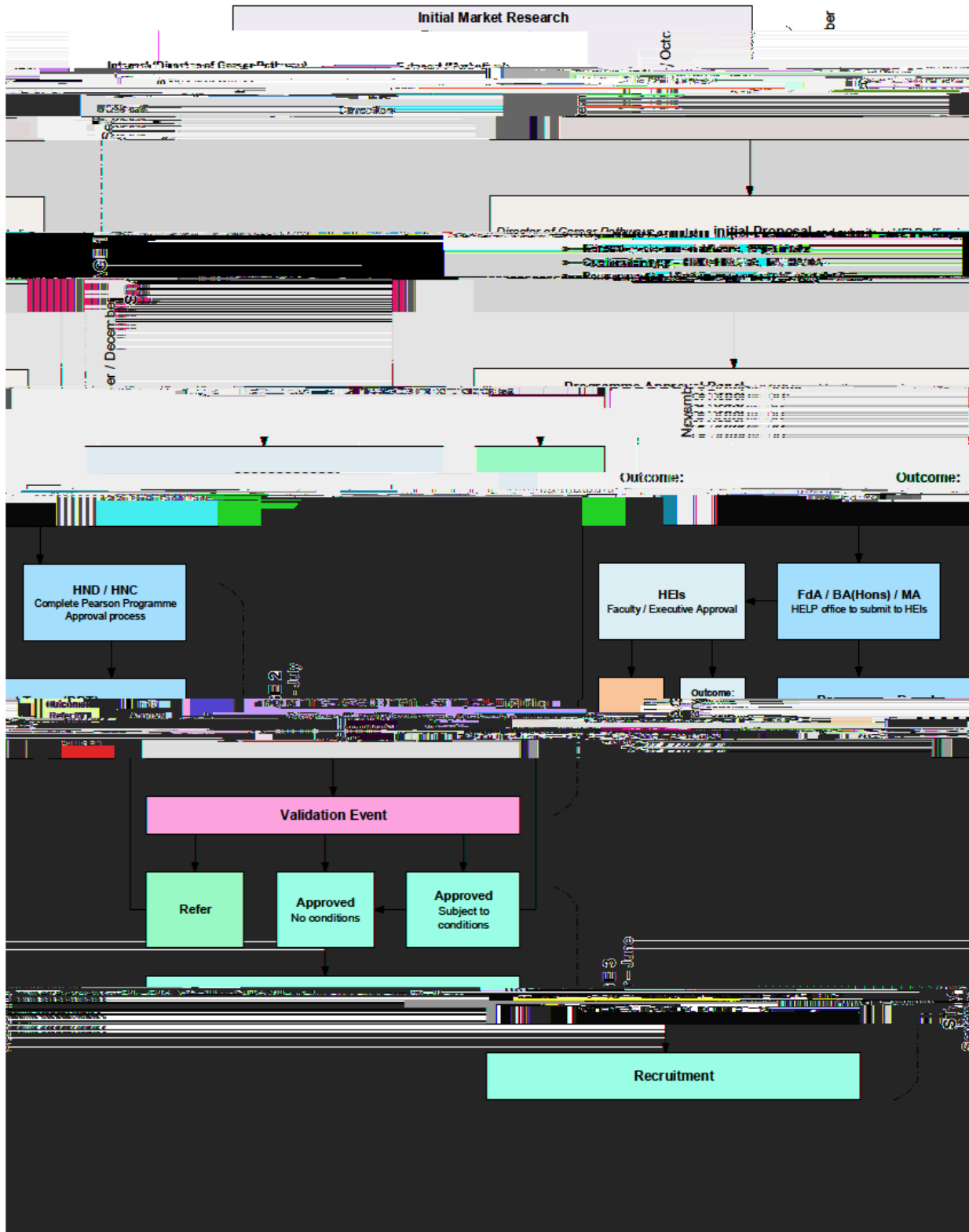
Provide evidence which indicates the quality and standards of the programme. This may be drawn from SAR / KPI data and grades, student survey results, employer feedback etc.

Response:

Appendix 2.

Programme Approval Flowchart

Higher Education Programme Approval Process



Appendix 3.

Programme Approval Criteria

The Teaching Excellence & Student Outcomes Framework (TEF) expects course design, development, standards and assessment to be “effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential” (*criterion TQ3*). Panels should bear this in mind when considering whether the criteria for the approval of new programmes have been met

1. Consultation

The panel should establish that the Programme Development Team has taken full account of the outcomes of internal and external consultation and engaged with an appropriate range of relevant reference points.

2. Curriculum

The Panel should satisfy themselves that the curriculum presented for approval:

- i. articulates an educational rationale, aims and intended learning outcomes which are appropriate to the level of the award, reflect the award title and show how the students achievements will be reliably assessed. The intended learning outcomes for each exit award should also be articulated.
- ii. is designed so as to enable the students to meet the programme’s aims and learning outcomes, i.e. it can be shown how individual modules contribute to the achievement of the programme outcomes.
- iii. demonstrates coherence and intellectual integrity.
- iv. is designed to ensure depth, breadth and balance of subject, intellectual, practical and personal skills, including opportunities for students to acquire knowledge, skills and attributes that are valued by employers and thereby enhances the potential student’s employability.
- v. is designed to ensure relevant progression in terms of the demands placed upon students as the programme advances.
- vi. demonstrates a commitment to inclusive practice.
- vii. will be taught by a team of staff with appropriate qualifications, experience and expertise
- viii. supports the overall enhancement of the student experience

3. Recruitment and admissions

- i. provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies.
- ii. is consistent with the stated aims of the programme, and that appropriate learning opportunities will be p

