# Faculty approval checklist

(Please complete the below checklist, sign and submit with the programme documentation)

*Please note that if the programme is approved you will be asked to submit a definitive electronic copy of the submission documents, once conditions have been signed off and final approval given, to the Directorate of Quality Enhancement and Standards.*

*Please ensure that the Faculty Student Service Managers (or their nominee) are consulted, where applicable.*

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| **Programme award and title:** | |  | |
| **No** |  | | **Tick** |
| **1** | The programme (rationale, aims, learning outcomes, content, structure, recruitment and entry requirements, programme specification and module descriptors) | | |
| **1.1** | The programme is in line with the University’s *Regulations* and *Codes of practice* | |  |
| **1.2** | The programmes rationale and aims are in line with the Faculty’s strategic goals and are clear and appropriate | |  |
| **1.3** | The programme and module learning outcomes are appropriate and are set at the correct level | |  |
| **1.4** | The programme structure is in line with University expectations eg 15 credits semester based modules with the exception of project and dissertation modules.  Where there are differences a clear rationale has been provided which the Faculty agree with | |  |
| **1.5** | A detailed plan has been provided for programmes offering several modes of study | |  |
| **1.6** | Recruitment and entry requirements meet the University’s minimum requirements | |  |
| **1.7** | Programme specification is accurate and on the correct template | |  |
| **1.8** | Module descriptions are accurate - including teaching hours and assessment types, for example formative and alternative assessments | |  |
| **2** | Evaluation (review only) | | |
| **2.1** | A critical evaluation of the programme which looks at the following has been provided: programme changes, strengths and successes, competing programmes, staff changes and development, impact on students, annual programme reviews, external examiner reports, student feedback, PSRB requirements and any relevant external influences. | |  |
| **2.2** | Progression and completion rates have been provided and rationalised | |  |
| **2.3** | Trends in degree performance / level of achievement have been analysed | |  |
| **2.4** | Information on good degrees has been provided | |  |
| **2.5** | MEQ and NSS data (where appropriate) has been provided and considered | |  |
| **2.6** | Details on how the programme team have listened and responded to student feedback have been provided | |  |
| **3** | Assessment, feedback, learning and teaching | | |
| **3.1** | The programmes learning and teaching strategy is appropriate and maps against the University / Faculty / Department learning and teaching strategy | |  |
| **3.2** | Ethical issues have been identified and meet the Faculty’s ethical process | |  |
| **3.3** | An assessment overview has been provided detailing the rationale for the overall assessment strategy, any alternative assessments, indicative timings of assessments, marking / assessment criteria and feedback. | |  |
| **3.4** | The assessment strategy is in line with *the Code of practice for assessment and feedback* | |  |
| **4** | Benchmarking and consultation | | |
| **4.1** | The programme has been benchmarked against: the FHEQ, any relevant subject benchmark statements, internal quality assurance mechanisms, PSRB requirements and any other relevant external body | |  |
| **4.2** | The programme learning outcomes have been mapped to the module learning outcomes | |  |
| **5** | Resources | | |
| **5.1** | Clear resourcing information has been provided on: staffing, external involvement, any additional staffing, staff development and learning resources | |  |
| **5.2** | The programme handbook provided is for the upcoming academic year, is clear and accurate and references the programme(s) under validation / review | |  |
| **5.3** | There are no unnecessary barriers to access by disabled people | |  |
| **5.4** | All public information is clear and accurate, i.e. the website, the prospectus, KIS data | |  |
| **6** | Collaborative provision | | |
| **6.1** | Information on PTY approval has been provided | |  |
| **6.2** | Accurate and detailed information on any collaborative / placement activity outside of the PTY has been provided | |  |
| **6.3** | Memorandum of Agreement(s) or equivalent is signed and up to date / in the process of being developed (if applicable) | |  |
| **7** | Personal development | | |
| **7.1** | Information on how PDP has been embedded within the programme has been provided | |  |
| **Documents to be submitted** | | | |
| Submission document | | |  |
| Programme handbook | | |  |
| Module descriptors | | |  |
| Programme specification | | |  |
| Letters of agreement from other parts of the University contributing to the programme | | |  |
| Staff information | | |  |
| Collaborative agreements | | |  |
| Confirmation of external examiners | | |  |
| External examiners’ reports for the last three years (only applicable to periodic reviews) | | |  |
| Annual programme reviews for the last three years (only applicable to periodic reviews) | | |  |
| Accreditation reports (if applicable) | | |  |

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| *By signing below you are confirming that the documentation submitted by the faculty is complete and fit for purpose.* | | | |
| Associate Dean (Learning and Teaching) (Head of HE or equivalent for AIs): |  | Date: |  |