

Guidance for completing Programme Approval in Curriculum Manager

Process

Following the endorsement of a Programme Proposal and subsequent programme development, the Proposer should complete the Programme Approval within Curriculum Manager for the consideration of the programme at Taught Programmes Board. The purpose of the Programme Approval process is to articulate the proposed new programme development, an overview of the programme and module design, delivery and management, and compliance with Queen Mary's external regulatory and internal strategic obligations. The information provided in the Programme academic item will be transferred into SITS, and published in the online Programme and Module Directory, so it therefore needs to be accurate and complete.

All sections must be completed in full based on the below guidance. Once approved by the School / Institute, programme approvals should be submitted to DGLS with the documentation listed below, who will arrange for the consideration of the proposal at Taught Programmes Board:

- Within the Approval managed document, please complete all sections.
- Ensure “mark as complete” is selected when the Approval managed document has been completed.
- Within the programme academic item, complete all sections from the “Programme approval” heading and leave any fields that don't apply blank (for example, collaborative arrangements, professional accreditation, apprenticeship standard). This should build upon and fully complete the programme academic item that was started from the proposal stage.
- Ensure “mark as complete” is selected when the academic item has been completed.
- An External Adviser Feedback Form(s) and a response to those comments from the School/Institute programme team must be included with the proposal as an attached document.
- Module proposal(s)/amendment(s) should be included for any new modules being proposed as a bundle with the programme, or if updates to existing modules are being proposed. These should have School/Institute approval (Head of School/Director of Institute or Director of Education)
- Draft Memorandum of Agreement included as an attached document (for any programme proposals involving a collaborative partner)
- Knowledge, Skills and Behaviours (KSB) mapping included (for any programme proposals involving apprenticeship provision). If for a new apprenticeship standard, this should be an attached document. If the apprenticeship standard already exists, this can be completed via the ‘mapper’ function.
- Once both the Approval managed document and the programme academic item are completed, ensure “mark as complete” is selected on the proposal, so that it can be submitted to the School / Institute.

Once a programme has been approved by the TPB, offers can be made to applicants. For programmes that are offered in partnership with an external organisation or collaborative partner, offers cannot be made until the Memorandum of Agreement has been signed.

Information, forms and guidance can be found on the [DGLS website](#).

Approval managed document

Resourcing

Resourcing: By leader school / institute

Please describe the arrangements which ensure the programme will be adequately resourced, both physical and staff resource, and highlight any areas where additional resource will be required. This should include Library, I.T, and space requirements, as well as the impact on any existing provision.

Please list any academic staff that are not employed or managed by QM that will be involved in the teaching or assessment of the programme and state the proportion of non-QM staff involved.

Resourcing: By any other school / institute or collaborating institution

For collaborative programmes, this should include staff and resource from the partner institution(s) who will be involved in delivering the proposed programme.

Anticipated student numbers

First academic year of offering

Please specify the first academic year the programme will be offered.

First academic year enrolments

Please indicate the anticipated student numbers for the first year the programme will be offered.

Please complete the above information for the subsequent academic years to provide a picture of the anticipated student numbers for three years.

Additional Information for programmes

Arrangements for the operational management of the programme

Please describe the arrangements for the operational management of the programme and the quality assurance and enhancement mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views, as well as any additional requirements, for example how tripartite reviews will be managed for apprenticeship programmes.

Consider including in this section:

- a brief explanation of the remit and purpose of the committee discharged with managing the operation of the programme
- the arrangements and responsibilities for marketing, admissions, induction, and communication with students
- the mechanisms for ensuring academic coherence and student progression
- programme specific arrangements relating to assessment and feedback
- mechanisms for student voice and student representation
- programme administration and timetabling

For programmes that are delivered jointly between more than one QMUL school/institute or for programmes that utilise modules from other QMUL schools/institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools/Institutes should also be provided as an attached document. This should identify the respective responsibilities of each school/institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.

Subject Examination Board: faculty

Please specify the faculty of the Subject Examination Board (SEB) which will oversee the assessment processes that operate for the programme(s) and modules.

Subject Examination Board: school / institute

Please specify the school / institute of the Subject Examination Board (SEB) which will oversee the assessment processes that operate for the programme(s) and modules.

Subject Examination Board: department

Please specify the department of the Subject Examination Board (SEB) which will oversee the assessment processes that operate for the programme(s) and modules.

Subject Examination Board: name

Please specify the name of the Subject Examination Board (SEB) which will oversee the assessment processes that operate for the programme(s) and modules and clarify whether this is a new or existing SEB.

Apprenticeship only

Required employer contracts in place or in progress

Please clarify if the apprenticeship has an integrated or non-integrated End-Point Assessment (EPA), who the End Point Assessor Organisation is (EPAO), and the duration of the EPA. Please also highlight if any required employer contracts are in place and signed, or in progress and when this is likely to be completed.

Distance learning only

Additional information required for DL proposals

If the programme is to be delivered via distance learning, please describe the specific arrangements in place to ensure the quality of distance learning provision. Particular consideration should be given to enrolment, assessment, provision of learning materials, and student support. All proposals for new distance learning programmes should be discussed with the e-Learning team.

Programme academic item

Please ensure all information above the 'Programme Approval' heading is fully completed from the proposal process. Any missing information can be completed, however none of the pre-existing information should be amended from when the Programme Proposal was approved, as this has been used to market the programme. Programme approval only requires the information below the 'Programme Approval' heading to be completed.

Programme approval

QAA Subject Benchmark Statement

Please select which relevant Subject Benchmark Statement the programme comes under. The most recent Subject Benchmark Statements have been populated in the selection list and are sorted alphabetically. If there is no relevant Subject Benchmark Statement for the programme, please leave this blank.

Programme outline

Please provide a brief description of the programme, summarising the programme content and distinctive features it offers students, for the purposes of marketing and publishing on the programme directory. This text should be student-facing, and should be consistent with the programme descriptions in the handbooks and prospectus.

Programme aims

The educational aims of the programme should express the broad purpose for offering the programme. Aims are commonly expressed in terms of goals to work towards. They are usually stated following the introductory words: 'This programme aims to...'. There can be a multiplicity and diversity of aims including:

- The meeting of local, regional, or national need
- Preparation for the prosecution of research
- Preparation for employment
- Widening access to higher education
- Encouraging the pursuit of independent study

Aims should be justified by their link to the overall academic content of the programme. They should also indicate the type of students the programme is intended to attract, and the type of graduates it will produce.

The writing of aims should make students aware of what is expected of them and specify the end result of a programme, and therefore enable the proposer to select the appropriate content, teaching, learning, and assessment methods. Programme aims should also be considered alongside the programme learning outcomes.

Learning and Teaching approach

Learning overview

This section should provide students with information about:

Learning and Teaching Strategies.

Specify the learning and teaching strategies employed on the programme in order for the programme learning outcomes to be met. Each learning outcome (or group of outcomes) should have an associated learning and teaching method. For instance, acquisition of knowledge and understanding, and development of skills, can be achieved through a range of methods (lectures, small group tutorials, projects, coursework, laboratory work, case studies, problem-solving classes, fieldwork, work-related learning, group work, drop-in centres, independent study etc).

Consideration should be given to the use of learning and teaching methods that contribute to the QM Graduate Attributes, such as collaborative learning, influencing and negotiating skills, and use of information and technology.

Learning Opportunities and Notional Study Time.

Explain the learning opportunities that will be available to students on the programme and any particular characteristics or distinctive features. For example, group work through engagement in online discussions and exercises, the size of small group teaching sessions, expert lectures etc. Include information on any programme specific learning spaces and resources that will be available, such as laboratories or design studios, and how IT and the VLE are utilised.

Include a statement on the expectations for students to use independent/self-directed study time to achieve the learning outcomes, such as preparing for scheduled sessions, follow-up work, wider reading/research, revision etc. Describe any support mechanisms that will be made available to assist students, such as study skills sessions, language skills training etc.

This section might include an indication of the typical number of hours that students should expect to spend studying overall on the programme.

Assessment overview

This section should provide students with information about the assessment strategies and methods employed on the programme in order for the programme learning outcomes to be met. Each learning outcome (or group of outcomes) should have a corresponding means of assessment.

For instance, assessment of knowledge, understanding and skills can be through a combination of methods (unseen examinations, open-book examinations, phase tests, in-course assessments, laboratory reports, essay assignments, design exercises, portfolios, project reports, verbal presentations, group presentations, case studies, interviews etc.).

This may include a statement about how assessment strategies support student progression, or how programme level assessment is employed on the programme.

Information on the arrangements for providing timely feedback on assessed work can be included here.

Work-based learning

Where the curriculum includes work-based learning further details may be provided in this section if they have not been covered elsewhere.

Learning outcomes

Learning outcomes

Please use this section to list the individual learning outcomes of the programme in each of the following areas:

Academic Content

Learning outcomes that describe the core academic content developed in the programme. Examples might include data, facts, interpretations, theories, concepts, approaches, and methods.

Disciplinary Skills

Learning outcomes that describe the development of higher-level cognitive skills (for example: comprehension, application, analysis, synthesis, and evaluation) and skills specific to the discipline (for example: statistical interpretation, clinical diagnosis, digital literacy). Outcomes may also include intellectual, transferable / personal and practical skills.

Attributes

Learning outcomes that describe a mix of knowledge, skills, values, and behaviours that have application to both academic and non-academic environments. These learning outcomes should align to the QM Graduate Attributes and incorporate employability skills and social responsibility, equipping our students to become active global citizens.

Where there may be Professional Body / Accreditation requirements, these should be articulated through the learning outcomes of the programme and not listed as individual learning outcomes themselves.

For apprenticeship programmes, the learning outcomes should map to the Knowledge, Skills, and Behaviours of the apprenticeship standard and also be articulated through the learning outcomes of the programme, not listed as individual learning outcomes themselves.

Curriculum mapping

Mapping

Curriculum mapping is to support alignment and visual mapping of learning outcomes between assessments, modules, and programme, and contributing to the successful implementation of the Education Strategy.

Separate guidance for curriculum mapping will be provided as this function is implemented, and will be found on the [DGLS website](#) in due course.

Programme structure

Structure notes

Please clearly outline the structure of the programme diets for all variants of the programme (e.g. full time and part time, September and January start, as applicable).

The structure of the programme should be described in detail, including the identification of all potential pathways / routes and modes of study available. Precise details of the modules at all levels should be provided in the 'structure' section below. Where appropriate, additional information can be presented in textual format in this field to supplement the module list. It may, for example, be necessary to provide information here where students are required to select a module from a specific grouping of modules (e.g. take 15 credits from xx, xx, and xx).

It is recommended that a disclaimer be added to the text in the structure notes to clarify that the elective modules listed in the programme structure are not all guaranteed to run in any given year.

Structure

This is the precise diet of modules that make up the programme, and the framework for the structure is determined based on the type of programme academic item you are proposing or amending.

Each module, at all levels of the programme, should be listed here, and are grouped into core, compulsory, guided elective and free-choice elective. A 'container' can be added, removed, or amended, based on the needs of the structure, for example if there are no free-choice elective modules then this heading can be removed.

Diet rules can also be added here (e.g. take 30 credits from all modules available in a school or department, at level 5 only) which saves listing every elective module individually, as Curriculum Manager will present that specific group of elective modules on the online Programme Specification.

Please note that it is a requirement that the structure is fully completed for all levels of study, so that DGLS and Taught Programmes Board can confirm that the structure of the programme complies with the Queen Mary Academic Credit Framework and Academic Regulations.

Careers

Links with employers, placement opportunities, and transferable skills

Please provide details of any links with employers, for example:

- Details of advisory panels that include current or potential employers.

- Organisations that regularly employ graduates from this programme and the roles that graduates undertake.
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers, consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

If there will be placement opportunities for students on the programme such as industrial / business work placements or internships these should be explicitly referred to in this section. Where there will not be specific formal placement arrangements, consider including other opportunities such as study abroad.

Where the curriculum includes work-based learning further details may be provided in this section if they have not been covered elsewhere.

This section can also be used to highlight the ways in which the programme contributes to the QM Graduate Attributes, where they have not been mentioned elsewhere.

Specific policies and support

All programmes should comply with the Queen Mary Academic Regulations and offer the same support across all provision. However, there may be instances where there are proposed deviations or specific rules needed, specific information provided, or supplementary support offered. Please populate the below sections if necessary, however if there are no programme specific rules or additional information and support outside of the standard then this section does not need completing.

Programme specific rules and facts

Further information regarding the nature of any deviation from standard regulation should be stipulated in detail here. This may include the Degree Classification Algorithm for the Programme.

Supplementary Equality, Diversity, and Inclusion information

If necessary, describe any supplementary information for how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. dyslexia, AD(H)D, autism), in addition to the usual support offered across all provision.

Supplementary learning support

If necessary, provide details of any additional mechanisms for the provision of academic support. This can include details of any induction, advice, and supervisory arrangements available for students in addition to the usual support offered across all provision.

Programme Approval

Please ensure the proposal for programme approval is marked as complete. This will send a notification to School / Institute education teams for review and entering into the governance workflow. Any supporting Schools / Institutes involved in the delivery of the programme will be asked to comment at this point. It will then be considered by the relevant Education Committee prior to being submitted to DGLS for Taught Programmes Board consideration.

Programme approval proposals will not be considered by DGLS until the required school/institute approvals are present in the system.