QUALITY ENHANCEMENT AND ASSURANCE HANDBOOK

2016 V6.3

Section 4: Programme Approval

Contents

4.   PROGRAMME APPROVAL[1]

When planning programme approval it is important to take account of the following general guidance, referenced in the UK Quality Code (B1):

- Student demand
- employer requirements
- external benchmarks, including subject benchmarks and where appropriate the requirement of PSRBs (professional, statutory, and regulatory bodies)
- compatibility with University, School and Department aims, mission and existing provision including globalisation
- strategic academic and resource planning *(e.g. GCU portfolio refresh or review)*

All Programme Approval events will normally be held by the end of November of the academic year preceding commencement of the programme.

N.B. This indicative timeline refers to programmes commencing at the beginning of the academic year. For other programmes, e.g commencing in January, the Department of Academic Quality and Development will provide an appropriate timeline.[2]

4.1   Procedure for the Development of New-Named Programmes[3]

4.1.1   Initial Approval[4]

Stage 1: Concept identification

This process should take place as part of the planning process of Schools and include evidence of market demand research and School Board approval.

Concept papers should be brief and should address:

- fit with the University mission
- Clear demand/Market for the programme (including details of consultation with Marketing and, if appropriate, the International Office).
- Fit with the University and School portfolio.
- Will the programme compete internally with other programmes at GCU?
- Does the programme compete directly with known/strong/local competitors?
- If new investment is required, where will the resource come from?
- Is there evidence the programme has been successful in a non-competitive peer university?
- Sustainability

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[1] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-b1.pdf
[2] Please contact the appropriate Business Partner (Academic Quality)
[3] Approval may take place as a stand-alone process or be subsumed within Enhancement Led Internal Subject Review.
[4] The process and timeline for initial development of new programmes is outlined diagrammatically in Appendix 4(b).

(Template for concept paper in Appendix 4(a)(i)).

The concept paper should be considered and approved by the School Board **no later than January** in the calendar year preceding delivery of the programme. Following approval by School Board the concept paper should be forwarded to the Academic Policy Committee for consideration and approval.

Stage 2: Approval of the concept by Academic Policy Committee

The concept paper should be considered and approved no later than the meeting of APPC held in February of the calendar year preceding the commencement of the programme. Following approval of the concept, detailed development of the proposed programme can begin in the School. A Programme Development Team will be established (see 4.1.3 below).

At this stage, Teams should also complete the 'Intent to Create a New Programme' process within ISIS Academic Database System (ADS) entering the agreed mandatory data for new programme creation and marking 'subject to approval'.

Stage 3: Development of Academic and Business Case

This stage involves the detailed development of the programme by the Programme Development Team and completion of the Academic and Business Case (see template in Appendix 4(a)(ii)). The Concept paper must have been approved prior to commencing this stage. The proforma for documenting an Academic Case for a new programme should include:

- Student demand
- the final programme title
- background and rationale for programme development
- an outline of the programme content
- outline statement of demand
- summary of consultation with, e.g. academic support departments, agents (if appropriate), GCU alumni, careers staff in Schools or FE, potential applicants and likely employers
- summary of consultation with Academic Development/Learning Resources/Student Support Services.
- detailed costs (forming the Business Case and, once agreed, confirmation of approval by the Finance Office)

Stage 4: Approval of the Academic Case

The Academic Case should be approved by the School Board no later than April of the calendar year preceding the commencement of the programme and forwarded to the Department of Academic Quality & Development for initial scrutiny prior to submission to the Academic Policy Committee. The Academic Case should be considered by the Academic Policy Committee no later than May of the year preceding.

Stage 5: Programme Approval

A programme approval event *must* be held *no later than end November* for launch in the following academic session*.*

4.1.2   Timeline for Programme Approval (and Review)

Appendix 4(b) outlines the normal approval process timeline. A flowchart of the programme approval process is presented in Appendix 4(b).

In order to manage and plan approval (and review) activity and in consultation with the ADLTQ, the Department of Academic Quality & Development will construct a list of programme development proposals following Stage 2 of the initial approval process, i.e. after approval of the concept by the Academic Policy Committee. For each individual programme, Schools will be provided with a timeline for the subsequent stages of the approval process.

4.1.3   Programme Development Team

Programme Development Teams should be established. Normally consisting of members of academic staff and student representation, a member of staff representing the contributory disciplines of the proposed programme, a representative from Student Support Services, Academic Quality, Academic Development plus such other persons as the School(s) may think appropriate.

In the case of a proposed programme where the academic input is derived from different Schools, one School (normally referred to as the 'host School') shall assume administrative responsibility for the programme development and the programme shall reside in that School. Students recruited to the programme will be the responsibility of the host School. The Dean of the host School, in consultation with the Dean(s) of Schools contributing to the programme will appoint the Chair and members of the Board. The School's ADLTQ is responsible for providing guidance on learning, teaching, and assessment strategies for programme and module development.

The Programme Development Team is responsible for developing the programme, producing appropriate documentation (including initially the Academic and Business Case) and for responding to the outcome of the approval event.

Guidelines on the content of the documentation are given in Appendix 4(c). Further advice on the preparation of the submission document, is available from the Department of Academic Quality & Development.

N.B. In consultation with the University's PBS Compliance Officer, the PDT must ensure and confirm, by way of a written statement, the programme's compliance with current UKVI regulations for Tier 4 students in force at the time of approval, including any restrictions that Tier 4 students studying on the programme will face.

4.1.4   Exceptions to Assessment Regulations and Qualifications Framework

Any proposed exceptions to the University Assessment Regulations and/or Qualifications Framework for new programme proposals must be submitted to

the Department of Academic Quality and Development for consideration and approval by the Exceptions Sub-Committee (held annually) prior to inclusion in the submission document. Programme documentation must contain a statement confirming that approval has been obtained

4.1.5 Modules

All of the modules which make up a new programme proposal leading to a GCU award must be credit rated, following the Glasgow Caledonian University Qualifications Framework. Programme Development Boards should refer to Section 7 of the QEAH in the development of modules for approval via the programme approval process.

Where previously-approved modules are included in a proposed new programme, panel members will be asked to note that they may comment on the approved modules only in relation to their place within the programme being presented for approval. Any suggested changes to such modules need to take full account of possible implications for all students (including those accessing the modules from other programmes) and should, therefore, be presented as recommendations and not requirements. Alternatively the Panel can ask that a new programme specific module be developed if this is more appropriate.

Where the proposed range of delivery modes of the new programme include flexible and distributed learning, appropriate materials must be provided for the Approval Panel sufficient to allow a judgement to be made on the appropriateness of the arrangements to deliver the learning outcomes of the programme via this mode and physical and staff resources in place to support the student experience (including staff development needs)

4.1.6 Initial Scrutiny of Programme Approval Submission Documentation

The responsibility for ensuring that a new programme approval submission document is at an appropriate level of preparedness for consideration by a Programme Approval Panel lies with the School, in consultation with the Department of Academic Quality and Development. Once completed and signed off by the ADLTQ or nominated Departmental Learning and Teaching Lead, a set of draft documentation must be submitted to the Department of Academic Quality and Development **no later than *six weeks*** prior to the approval event date.

Once it has been confirmed that the documentation meets University requirements, the School is responsible for providing, **no later than *four weeks*** prior to the event, the appropriate number of sets to the Department of Academic Quality & Development, for circulation to panel members. The Department of Academic Quality & Development will ensure that the documentation and briefing guidelines for approval events are distributed to approval panels at least *three weeks* prior to approval events.

4.1.7 Honours and Masters Level Teaching

All Module Leaders at honours and masters levels and Programme Leaders must be clearly research-active and/or be engaged in advanced scholarship and/or advanced practice and able to deliver authoritative subject leadership. It

is a requirement that members of module teams, collectively, must have a research/advanced scholarship/advanced practice profile that is demonstrably linked to module content and level.

It is expected that normally staff teaching on postgraduate programmes hold a postgraduate qualification (or professional body equivalent) that is at least the same level as the degree on which they are teaching.

4.1.8 Programme Approval Panels

The Department of Academic Quality & Development will be responsible for the establishment of Programme Approval Panels to scrutinise new programme proposals and make recommendations as to their approval.

Guidelines for **panel membership** are set out in Appendix 3(b) of this Handbook.

In summary, in determining an appropriately-balanced panel membership:

- account will be taken of the nature and aims of the programme, the subject content, the relevant experience of internal members, and any particular factors or focus which might apply to any individual new programme proposal
- Programme Approval Panels will always include an appropriate number of external members (normally a minimum of two) who are subject experts, or whose experience and expertise will be of value to the Programme Development Team. Normally, one of the external members will have recent experience of the needs of the industry, commerce, public service, or professions in relation to the proposed programme

In order to ensure impartiality, no member, either internal or external, may have a close association with the proposed programme, for example as programme contributor or in a management role.

4.1.9 Professional, Statutory, and Regulatory Bodies

In some cases, separate accreditation visits may be necessary, but wherever possible the involvement of representatives of the relevant professional, statutory, and regulatory body (PSRB) as members of Programme Approval Panels will be sought. The aim will be to allow the quality enhancement and assurance requirements of the University and PSRB to be satisfied by a single event.

In cases where separate accreditation visits take place, the report from the PSRB must be forwarded to the Department of Academic Quality & Development for consideration by the Learning and Teaching Subcommittee.

4.1.10 Responsibilities and Reporting of Programme Approval Panels

All recommendations concerning programme approval are subject to formal approval by the Learning and Teaching Subcommittee of APPC on behalf of Senate.

Programme approval reports will normally take the form of a list of conclusions from the event, which include commendations, good practice, requirements and/or recommendations. **Requirements** are issues, which **must** be addressed by the Programme Development Team before the programme can be approved. **Recommendations** are issues which **must** be considered by the Programme Development Team before the programme can be approved.

In some cases, for example where professional, statutory, and regulatory bodies are involved, a full report of the event may be required. Reports will be circulated to both internal and external members of the Panel for confirmation. The approval report will also contain a list of modules approved at the event/approved subject to the fulfilment of any requirements (including existing modules which have been significantly altered: see Section 7).

Programme Development Teams will be responsible for submitting, within *twenty working days*, a formal response to the Programme Approval/Review Panel report to the Department of Academic Quality & Development who will progress the report and response in accordance with the University's programme approval process. The response should clearly indicate to the Panel how the requirements have been met and, where appropriate, changes have been made to the programme documentation. An electronic copy of the updated programme documentation (Definitive Programme Document) should be submitted to the Department of Academic Quality and Development with the response. For any recommendations that have not been accepted, the response should indicate the reasons and what alternative action, if any, to be taken.

Programme Approval Panels are not permitted to set resource-related requirements or recommendations as this is not within the control of the Programme Development Team. The Programme Approval Panel should normally accept that resource requirements have been addressed as part of the approval process for the Academic and Business Case. However, discussion should take place at the event with the Senior Management Group, regarding resources, to confirm that any resource requirements identified in the Academic and Business Case are, or will be, in place.

A flowchart describing the process is shown in Appendix 4(b).

4.2   Appeals by Programme Development Teams

Where a Programme Development Team wishes to contest the conclusions of a Programme Approval/Review Panel and/or the Learning and Teaching Subcommittee it shall do so in the first instance by bringing the reasons for contesting the recommendation to the attention of the Department of Academic Quality & Development who will seek to resolve the matter to the satisfaction of all parties.

Where the disagreement cannot be resolved by the Department to the satisfaction of all parties, the matter should be referred to the DVC Academic who will determine whether a *prima facie* case for an appeal exists, whereupon an ad hoc group, with such delegated powers as they shall deem appropriate, shall be established to consider the appeal and make appropriate recommendations to Senate. The membership of the group appointed shall not include those associated in any way with the original decision.

The decision of Senate as a result of this procedure shall be final.

4.3   Programme Handbooks

All approved programmes must prepare Programme Handbooks for circulation to students. The content of the handbook is shown in Appendix 4(d).

GCU
Glasgow Caledonian
University

TEMPLATE FOR CONCEPT PAPER

When completing a concept paper for development of a new programme, address the following in a concise narrative for consideration by the School Board and the University's Academic Policy Committee:

- Clear demand/Market for the programme (including details of consultation with Marketing and Communications and, if appropriate, the International Office).

- Fit with the University and School portfolio.

- Will the programme compete internally with other programmes at GCU?

- Does the programme compete directly with known/strong/local competitors?

- If new investment is required, where will the resource come from?

- Is there evidence the programme has been successful in a non-competitive peer university?

- Sustainability

- School and University has necessary expertise and underpinning to deliver successfully

N.B. Not more than two sides

[insert School]

[insert proposed programme title]

Office Use

Programme Lead Designate	
Approved by School Board	

ACADEMIC CASE

1. PROGRAMME DETAILS

Programme Title					
Final/Exit Awards					
Host School					
Date Concept approved by APPC					
Modes of Delivery *[Please tick ✓]*	Full-time	☐		Part-time	☐
	Distance Learning	☐		Work-based Learning	☐
	Other (please specify)	☐			
Location of Delivery					
Eligible for SFC Funding	Yes	☐		No	☐
Please insert appropriate SFC Price Group 1-6					
Proposed academic session for initial programme delivery					

2.   MEMBERSHIP OF PROGRAMME DEVELOPMENT TEAM[5]

Programme Leader Designate/Chair of Programme Development Team	*[insert name and designation]*	*[insert School]*
Members of Programme Development Team *[insert names and designation]*		*[insert School]*

3.   THE NEW PROGRAMME

3.1	**Background and Rationale** *[Refer to guidance notes]*
3.2	**Consultation Undertaken** *[Refer to guidance notes]*
3.3	**Programme Content (in outline)** *[Refer to guidance notes]*
3.4	**Minimum viable numbers**

4.   THE BUSINESS CASE[6]

[Note to authors: include the following text and insert date]

The Academic Programme Costing Model for the proposed new programme was approved by the Chief Financial Officer (or nominee) on >*insert date*<.

The Academic Programme Costing Model is appended to the Academic Case.

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[5] Please refer to Section 4.1.3 of the Quality Enhancement and Assurance Handbook.

[6] Information on the costing of academic programmes and costing model is available from the Finance Office.
http://www.gcu.ac.uk/financeoffice/financeteams/managementaccounting/businesspartnersupport/costingofacademiccourses

5. SCHOOL-LEVEL APPROVAL

Note: Signatures of the Dean of the host School and Dean(s) of any other Schools contributing to the programme are required to confirm School agreement to the proposal.

School	Dean of School		Date
	Signature		
	Print name		
	Signature		
	Print name		
	Signature		
	Print name		

6. APPROVAL OF EXTERNAL INSTITUTION/ORGANISATION (if appropriate)

If a partner institution(s) or organisation(s) will contribute to the programme this table should be signed by the relevant authorities representing the institution(s) or organisation(s).

Institution/Organisation	Authorised Signatory		Date
[insert name, address, telephone number]	Signature		
	Print name & Designation		
[insert name, address, telephone number]	Signature		
	Print name & Designation		

ANNEX: The Business Case
As noted above (see 4) the Academic Programme Costing Model has been approved and forms the Business Case for the new programme.

Reminder
1. The Academic Case is prepared following approval of the Concept paper by Academic Policy Committee. Please refer to the guidance notes for preparing the Academic Case for development of a new programme.
2. Ensure the Chief Financial Officer has approved the Business Case (programme costing model) before appending it to the Academic Case.

Guidance for Completion of Academic Case

1.   Programme Details

Programme Title	As it will appear in the prospectus and other promotional material. It must reflect the named award to which students will be recruited.
Final/Exit Awards	Please refer to the University's Qualifications Framework for award titles approved by Senate.
Host School	School administratively responsible for the proposed programme.
Concept approval	Date concept initially approved by Academic Policy Committee.
Mode(s) of Delivery	Please tick [✓] or give details as appropriate.
SFC Funding and proposed Subject Group	Schools must consult with the University's Head of Strategy and Planning prior to final School approval of Academic Case and onward submission to APPC to confirm eligibility of programme for SFC funding and accuracy of proposed price group (see also www.sfc.ac.uk).

2.   Membership of Programme Development Team

Please refer to Section 4.1.3 of the Quality Enhancement and Assurance Handbook.

3.   The Programme

Background and Rationale	Provide details, including: • rationale for programme development • aligns with the SfL • how the development aligns with the School's portfolio, mission, and objectives • examples of research/scholarly activity that underpins the programme in School or cross University • proposed (if any) relationship with other University programmes in terms of module development and sharing • confirmation that agreement has been reached regarding the sourcing of subject-specific modules from other programmes, or schools (service teaching)
Consultation undertaken	Provide details, including: • demand for proposed new programme including evidence of student and employer demand and, where relevant, the views of professional, statutory, and regulatory bodies • evidence of consultation with careers staff in secondary schools and college sector and, if appropriate, University alumni, career staff in GCU • if programme is aimed at an international market, evidence that the University's International Office has been consulted (and, if appropriate, a selection of agents as appropriate). • The Library, regarding resources available or recommended

Syllabus **(in outline)**	Provide an outline of the proposed curriculum. If an external organisation will be involved, briefly describe the nature and extent of the partnership and commitment. If another School's Programme is providing 'service teaching' a brief outline confirming agreement

4.   Business Case

This section confirms approval of the Business Case for the new programme. The Academic Programme Costing Model must be appended to the Academic Case.

5. – 7.   Approvals and Authorisation

School Approval	Signatures must be obtained from the Deans of all Schools contributing to the teaching of the programme.
External Approval	If applicable, signatures of appropriate authorised individuals within any external institutions/organisations also contributing to the programme must be obtained.

N.B. Approval by Academic Policy Committee

Once School-level approval of the Academic Case (with Business Case appended) has been completed, the School will forward the Academic Case to the Department of Academic Quality and Development for approval by the Academic Policy Committee (APPC).

Following approval by APPC, the under-noted academic and support departments will be advised (by the Department of Academic Quality and Development):
- School
- The Library
- The Registry
- Student Support Services
- Admissions and Enquiry Service
- International Partnerships Office
- Finance Office
- Marketing and Communications
- Strategy and Planning

PROCESS FOR INITIAL DEVELOPMENT OF NEW PROGRAMMES

Stage 1 — Concept identified by School for new programme development and paper prepared

School re-work or stop development

Not approved

Concept paper considered/ approved by School Board

School reconsider/ adapt/stop

Stage 2 — Concept paper considered/ approved by APC — **Not approved**

Stage 3 — PDT established, Academic and Business Case developed (confirmation of approval of Business Case to be included in Academic Case submitted to School Board)

APC informs AQD of decision, AQD returns the Academic Case to the proposing School

Academic Case approved by School Board and authorised by Dean of School — School re-work or stop development

School Board submits Academic Case to AQD

Stage 4 — Academic Case approved by APC — **Not approved**

Approved

Stage 5 — School and AQD agree a timetable for approval

TIMELINE: PROGRAMME APPROVAL PROCESS

<January	Concept identified and considered/approved by School Board
<February	Concept considered/approved by APPC
Following APPC approval of concept	Establishment of PDT and development of Academic and Business Case
<April	Academic/Business Case approved by School Board
<May	Approval of Academic and Business Case by APPC
Following APPC approval of Academic Case	Development and preparation of Programme Approval Submission Documentation including approval of any programme-specific assessment regulations, exceptions or deviations
- 6 weeks	Pre-scrutiny of draft Programme Approval Submission Documentation by AQD
- 4 weeks	Submission of finalised Programme Approval Submission Documentation to AQD
- 4 weeks	Distribution of Programme Approval Submission Documentation to Panel Members by AQD
Date of Approval Event no later than November	PROGRAMME APPROVAL EVENT
+ 4 weeks	Programme Approval Report from event provided to PDT by AQD for response
+ 8 weeks	Response to Programme Approval Report submitted To AQD from PDT
+ 10 weeks	Response approved by Chair of Approval Event
+ 12 weeks	Programme Approval Report and PDT response forwarded to LTSC for formal approval
March LTSC	New programme approved/not approved by LTSC
September	Programme commences

< = no later than

N.B. An 18-month Programme Approval timeline (Senate 2009) from School Board consideration to Programme Delivery. It should be noted that this can only be compressed where a timely response to commercial and fully funded commissioned programmes is required. The need for adequate time for marketing and publicity coupled with CMA requirements reinforces the need for an 18-month timeline.

All Programme Approval events will normally be held by the end of November of the academic year preceding commencement of the programme. NB: This indicative timeline refers to programmes commencing at the beginning of the academic year. For other programmes, e.g commencing in January, the Department of Academic Quality and Development will provide an appropriate timeline.[7]

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[7] Please contact the appropriate Business Partner (Academic Quality)

PROGRAMME APPROVAL SUBMISSION DOCUMENTATION AND THE UPDATING OF PROGRAMME DOCUMENTATION

1. Programme Approval Submission Documentation

All Programme approval submission documentation should comply with GCU corporate requirements and it is the responsibility of the School to ensure this prior to submission to the Department of Academic Quality and Development.

Relevant documentation should be submitted to the Department of Academic Quality and Development fully bound, with front covers for all sections of the documentation provided, page numbering and, where appropriate, cross-referencing. The front cover(s) should be in the style shown in Appendix 4(g).

Documentation should comprise the sections and sub-sections noted below. This list is not exhaustive and Programme Development Teams should include any other relevant information, for example details required by professional, statutory and/or regulatory bodies. GCU is a 'programmes' University and the submission document should clearly evidence the focus and cohesion of the Programme

It is anticipated that increasingly programme design will incorporate flexible, distributed, online and part-time modes of delivery The University will follow the indicators as laid out in the QAA Quality Code Chapter B3: Learning and Teaching[8], and B10: Managing Higher Education Provision with Others[9] in respect to the approval of programmes (or modules) involving flexible and distributed learning.

The QAA uses the following definition of flexible and distributed learning:

A programme or module that does not require the student to attend classes or events at particular times and locations.

Cover	*Refer to template in Appendix 4(g)*
	Table of Contents
1.	**GENERAL PROGRAMME INFORMATION** Key programme information In consultation with the University's PBS Compliance Officer, the PDT must ensure and confirm by way of a written statement, the programme's adherence with current UKVI regulations for Tier 4 students in force at the time of approval, including any restrictions that Tier 4 students studying on the programme will face. The confirmation should be presented as a footnote within this section.

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[8] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B3.pdf
[9] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B10.pdf

2.		**PROGRAMME RATIONALE AND DEMAND**
	2.1	Rationale This section should build on the approved Academic Case.
	2.2	Student Demand This section should build on the market research provided in the Concept Paper/Academic Case
	2.3	External Demand To include details of employer and graduate demand and, where relevant, professional, statutory or regulatory body input. This section should also include details of relevant external reference points and guidance.
	2.4	Benchmarking Benchmarking of the programme against similar offerings elsewhere in UK higher education.
3.		**RESOURCES**
		Overview of resources (physical and human) to support programme delivery, including student support facilities particularly where delivery the delivery mode may mean that students are not able to frequently access on-site facilities and resources. Programme Development Teams are reminded that they should ensure that all resource requirements are discussed with appropriate staff and confirmed during the academic case stage in the programme development process. Where the proposed modes of delivery include digital learning material must be provided for the Approval Panel in order to provide evidence about the likely capacity to develop and deliver the programme. For each level within the proposed programme the Panel should have access to an example of one module as it will be presented to learners including its digital, and where included, traditional components
4.		**RESEARCH, STAFF DEVELOPMENT AND SCHOLARLY UNDERPINNING**
	4.1	Research Include a brief account of how research and advanced scholarly activity underpins the programme.
	4.2	Staff Development This section should identify where staff development may be required to support the programme and should, where appropriate, draw reference to School and University policy (the AcceleRATE Framework[10] and associated CPD (Learning and teaching) Policy); and outline opportunities for staff development in learning and teaching, research and CPD including further study; participation in staff development activities, internally and externally; peer support for teaching; fellowship of the Higher Education Academy, and/or PSRBs; and any other relevant activities.

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[10] http://www.gcu.ac.uk/lead/leadthemes/acceleratecpd/

5.	**STRATEGY FOR LEARNING**[11]
5.1	Introduction Include an introduction to the University's Strategy for Learning (SfL) 2015-2020; and demonstrate curriculum alignment with each of the eight design principles. The SfL Curriculum Design Template, designed to support staff in implementing the design principles in their subject specific contexts is to be completed and should identify where the design principles have been embedded in programme design, but also reflect areas for enhancing practice in the future, and timelines for achieving this. The template should be included as an appendix to the submission document.
5.2	Learning and Teaching Approaches Include details of the learning and teaching approaches to be adopted by the programme and examples of these. These will encompass traditional and alternative approaches including: - the intended e-learning approach(es) meet the needs of the target learner population and how it provides a student experience equivalent to that of an on campus delivery - how induction/transition will be carried out - how feedback will be obtained from students and how the Student Staff Consultative process will operate Common Good Attributes should be considered as part of this section (refer to appendix 2(a)).
5.3	Enhancement Themes Include details of the programme's intended approach to enhancing the student learning experience through the specific areas targeted for development via the QAA Scotland Enhancement Themes[12].
5.4	Programme Accessibility and Inclusiveness[13] Provide a summary overview of the inclusiveness and accessibility of learning, teaching and assessment in the programme and modules. The Inclusive and Accessible Learning and Teaching Checklist which represents a minimum standard that the University would consider for making programmes more accessible and inclusive should be cross referenced.
5.5	Internationalisation[14] Guidance on possible approaches is given in Appendix 4(h). This section, in an introduction, should draw reference to the SfL curriculum design principles, in particular, Global Learning. Specific consideration should be given to initiatives and in particular to curriculum embedding mobility into curriculum design. The programme should provide commentary that clearly identifies the process and

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[11] http://www.gcu.ac.uk/gaq/strategyforlearning2015-2020/
[12] http://www.enhancementthemes.ac.uk/enhancement-themes
[13] http://www.gcu.ac.uk/lead/leadthemes/flexibleaccessibleandinclusivecurriculum/
http://www.gcu.ac.uk/student/disability/index.html
[14] http://www.gcu.ac.uk/lead/leadthemes/internationalisation/

		procedure to be in place for inward and outward mobility in line with University policy. In particular, this should also include the arrangements for the consistent transfer of credit and marks for the purpose of progression and final award decisions between the University and host institutions.
5.6		Management of Work Based/Practice Learning[15] If applicable, reference should also be made to Appendix 10(h).
5.7		Engagement with External Stakeholders[16] For example, input from industry/employers, service users and professional, statutory or regulatory bodies.
5.8		Supporting and Developing Students Provide details of the programme's and School's alignment to the Student Experience Framework and the other student-facing policies in respect to student entitlement and engagement designed to underpin the University's strategic goals for access, progression, retention, employability, and enhancement of the student experience.
	5.8.1	Student Induction and Transition
	5.8.2	Academic Support
	5.8.3	Student Performance Feedback
	5.8.4	Student Engagement
	5.8.5	Career Development and Employability
5.9		Assessment Strategy and Loading Provide an overview of the assessment strategy for the programme and modules. An assessment matrix(ces) must be included.
5.10		Programme-specific Assessment Regulations If applicable, include confirmation of exceptions and that these have been approved by the Exceptions Committee (provide Case Number).
5.11		Procedures for Project and Dissertation Supervision Include details of the specific arrangements for projects and/or dissertations and, where relevant, any requirements for the selection of project topics, provisions for supervision, and requirements for submission of projects which are not detailed in the programme assessment regulations.

APPENDICES	
1.	**PROGRAMME SPECIFICATION (AND CURRICULUM MAP)**
2.	**MODULE DESCRIPTORS**
	To be submitted in ISIS format only. These should be preceded by a list identifying all modules forming part of the programme which require approval (i.e. existing modules which have been substantially altered and new modules),

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[15] http://www.gcu.ac.uk/lead/leadthemes/flexibleaccessibleandinclusivecurriculum/
[16] http://www.gcu.ac.uk/lead/leadthemes/employability/

	modules approved and currently running, which form part of the programme as approved. Refer also to Appendix 7(d)
3.	**ACADEMIC STAFF CURRICULUM VITAE**
	CVs for ALL staff involved in the delivery of the programme. See Appendix 4(d).
4.	**STRATEGY FOR LEARNING CURRICULUM DESIGN TEMPLATE**

2.   Approved Programme Documentation

The Definitive Programme Documentation (DPD) is produced by the Programme Development Team following the approval event and submitted, in electronic format, to the Department of Academic Quality and Development with the formal response. The DPD will consist of the original Programme Approval Submission Document, *updated to incorporate any revision(s), as a result of requirements and recommendations*, if any, placed upon the Programme Development Team. The DPD forms the basis of the Programme Handbook for students.

3.   Updating Programme Information

Following formal approval of the programme, no changes may be made to the programme-specific regulations on the progression or assessment of students without formal consultation with the students on the programme who may be directly affected by the proposed change, and formal approval from the Exceptions Subcommittee (see Section 4.1.4). Any such changes which affect the programme-specific regulations for the assessment of students for an award must also receive the written consent of the approved External Examiner(s). The Programme Board should initially consult with the Department of Academic Quality and Development with an outline of the proposed changes.

PROGRAMME HANDBOOKS

- The Programme Board will be responsible for ensuring the preparation and provision of a Programme Handbook to each student at enrolment or, if there is no enrolment, through a mechanism designed by the Programme Board to ensure that each student receives their copy of the Handbook prior to the commencement of the programme.

- The Programme Leader will be responsible for maintaining and annually updating the Programme Handbook for which they are responsible. Where possible the information will be provided by electronic means (with associated web links).

- Programme Handbooks shall contain the following information:

Section/sub-section	Source/where accessed
Programme Leader's name	School
Trimester Calendar	http://www.gcu.ac.uk/theuniversity/calendar/
Programme Timetable	School
Self-Registration	http://www.gcu.ac.uk/registration/
Campus map	http://www.gcu.ac.uk/theuniversity/howtofindus/campusmap
Staff List	School or Programme Board: list of academic, technical and administrative staff involved with the programme, together with contact details and room numbers (as appropriate)
External Examiner(s)	Name, position and affiliation (no personal contact details)
Programme Specification (Summary and Approach to Learning and Teaching)	School
Programme-Specific Assessment Regulations	Programme Board (should be included in Programme Specification)
Personal Development Planning	School
University Assessment Regulations and Associated Policies	http://www.gcu.ac.uk/gaq/regulationsandpolicies/assessmentregulationsandassociatedpolicies/
University Assessment Regulations (Concise Guide)	https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/Concise%20Guide%20to%20Assessment%20Procedures%202015-16.pdf
Academic Advising	School

Section/sub-section	Source/where accessed
Code of Student Conduct	http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/CodeofstudentDisciplineApproved111209_001.pdf
Marking Criteria	School
Online Similarity Checking Policy Student Feedback	http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/GCU%20Similarity%20Checking%20Policy.pdf http://www.gcu.ac.uk/futurelearning/
Assessment Timetable	http://www.gcu.ac.uk/theuniversity/calendar/
Assessment Results	http://www.gcu.ac.uk/student/exams/results/index.html
Central Services for Students	http://www.gcu.ac.uk/student/index.html
Learning Development Centre (School-based student support)	School
Disability Support	http://www.gcu.ac.uk/student/disability/index.html
Student Representation	Students' Association and http://www.gcustudents.co.uk/
Student Leaders' Programme	http://www.gcustudents.co.uk/slp
Health and Safety Regulations	Student Home Page and http://www.gcu.ac.uk/healthandsafety/index.html
Complaints Handling Procedure	Student Home Page and http://www.gcu.ac.uk/gaq/appealscomplaintsandstudentdiscipline/complaints/
Student Experience Framework	http://www.gcu.ac.uk/segaq/studentexperienceframework/

CURRICULUM VITAE TEMPLATE

Curriculum Vitae

[insert Name, Title(s) etc.]

Note: With the exception of qualifications, please provide information for a maximum of the last ten years, listing the most recent first. *[Delete this note prior to publication/printing]*

Academic Qualifications
[insert date]   [insert details of qualifications]

Professional Qualifications
[insert date]   [insert details of qualifications]

Current Post
[insert period]   [insert employer]   [insert post]

Previous Employment
[insert period]   [insert employer]   [insert post]

Teaching Experience
[insert details]

Current Research and Scholarly Activities, Advanced/Professional Practice
[insert details]

Recent Publications
[insert date]   [insert details of recent publications]
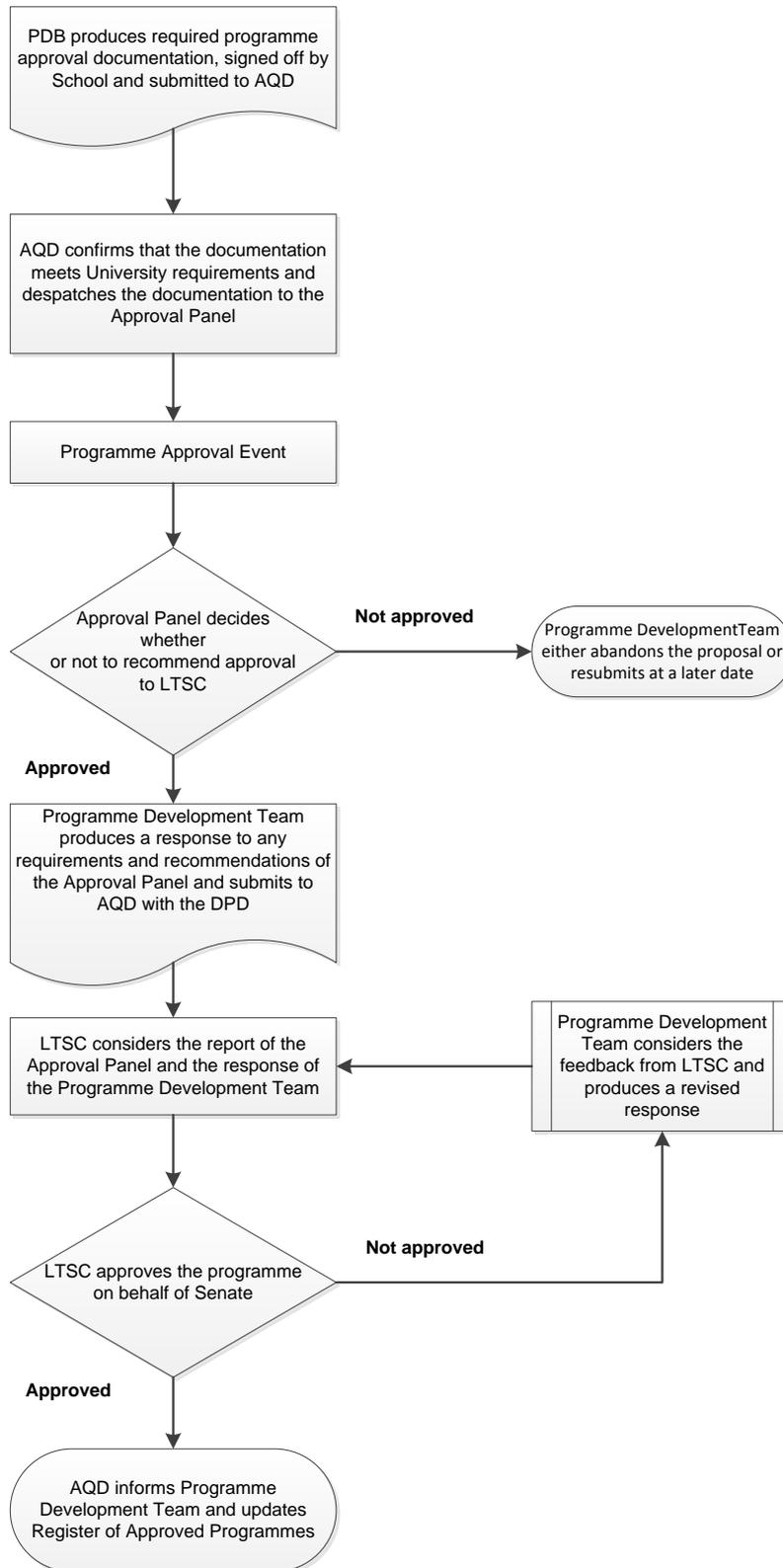
Recent Presentations
[insert date]   [insert details of recent presentations]

Consultancy and Other Relevant Activities
[insert date]   [insert details of consultancy/other relevant activities]

PROGRAMME APPROVAL PROCESS

PDB produces required programme approval documentation, signed off by School and submitted to AQD

AQD confirms that the documentation meets University requirements and despatches the documentation to the Approval Panel

Programme Approval Event

Approval Panel decides whether or not to recommend approval to LTSC

Not approved → Programme DevelopmentTeam either abandons the proposal or resubmits at a later date

Approved

Programme Development Team produces a response to any requirements and recommendations of the Approval Panel and submits to AQD with the DPD

LTSC considers the report of the Approval Panel and the response of the Programme Development Team

Programme Development Team considers the feedback from LTSC and produces a revised response

LTSC approves the programme on behalf of Senate

Not approved

Approved

AQD informs Programme Development Team and updates Register of Approved Programmes

Insert School

Insert Award(s)

Programme Approval Submission Document

Insert date

GUIDELINES FOR THE INTERNATIONALISATION OF THE CURRICULUM

1. Introduction

The variety of ways in which internationalisation and cultural inclusiveness can be incorporated into programmes means that there can be no one set of guidelines that will be appropriate for all programmes. Schools and Programme Development Teams should be able to demonstrate that, where appropriate, international and intercultural perspectives are appropriately integrated and infused into the programmes for which they are responsible. Examples of internationalisation initiatives are listed below.

2. Programme and Learning Outcomes

Programme Teams should review and revise learning outcomes to ensure that, where appropriate, outcomes include the development of understandings and skills that enable students to perform competently in a global environment. This capacity will also include an awareness of other cultures and perspectives, as well as an awareness of their own culture and its perspectives.

Examples of learning outcomes that can be adapted to specific programmes and modules:

- identify the major demographic, economic, political, and institutional trends that provide the context for international/intercultural relations in their field of study or professional practice
- demonstrate specific knowledge of similarities and differences among cultures in regard to intellectual work and professional practices and obligations in their field
- locate and use international content related to professional and academic tasks
- identify ethical issues that may arise in their personal and professional lives in international and/or intercultural contexts.

3. Reviewing Syllabi

Module Leaders should review syllabi to ensure that, where appropriate, they reflect diverse local and international perspectives on economic, political, environmental, and social issues of global significance. This will ensure that students have opportunities to understand the implications of cultural differences and diversity for academic and/or professional work within their specialisations.

Examples of approaches to syllabi that can be adapted to specific programmes and modules:

- include explicit references to both international and local subject matters, avoiding monolithic and stereotypical descriptions
- address issues such as social justice; equity; human rights; and related economic, social, and global environmental issues
- include examples and case studies from other countries and from culturally and linguistically diverse groups
- include information on academic and professional practices in other cultures

- include a reassessment of the currency of the national and international content in courses
- be culturally sensitive and accessible to a wide spectrum of learners and teachers; this applies to on campus programs as well as online learning programmes.

(See also point 7.1, below.)

4.   Approaches to Learning and Teaching

Programme Teams and Module Leaders should review and revise learning and teaching strategies to ensure that they are culturally inclusive, support diverse modes of learning and engage local students with international students. Wherever appropriate, experiential learning should be encouraged and facilitated through extension activities involving collaborative arrangements within the University or with external local and international partners.

Examples of approaches to learning and teaching that can be adapted to the requirements of specific programmes and modules:

- include problem-solving exercises in international or intercultural contexts
- provide opportunities for experiential learning such as 'language partnerships' which pair local and international students to help each other learn the other's language and culture; local volunteer work in intercultural environments and in culturally diverse welfare agencies and institutions
- include inquiry-based assignments involving contact and communication (face-to-face or electronically mediated) with people from different cultural backgrounds and/or located in other countries.

And, in terms of delivery:

- seek to secure the participation of all staff and students (local, indigenous, and international) and encourage all staff and students to know and listen to each other
- avoid negative or potentially offensive cultural stereotypes and assumptions.

5.   Instructional Materials, Media and Resources

Module Leaders should review and revise instructional materials, media, and resources to ensure that the learning resources have diverse authorship and cultural origin and, where appropriate, optimise the development of global perspectives.

Some points in relation to reviewing instructional materials, media, and resources are noted below for consideration.

Do the instructional materials, media, and resources:

- promote diverse cultural and international perspectives
- challenge accepted orthodoxies and dominant cultural constructions (e.g. Eurocentric histories)
- relate to international professional best practice standards, where they have been developed

and are they reviewed before adoption to identify and eliminate cultural stereotypes and biases?

6.   Assessment Strategies

Programme Teams and Module Leaders should review and revise assessment strategies to ensure that they measure the skills and understandings associated with global and intercultural perspectives. Some points for consideration in relation to reviewing assessment strategies:

- ensure that the requirements of assessment tasks are clear and unambiguous for students of different backgrounds and in different locations
- address learning outcomes specific to those aspects of the curriculum that are internationalised
- identify cultural biases, and adjust if necessary to minimise such biases
- include explicit and supported pedagogy to clarify use and reporting of sources and understanding of academic integrity.

7.   Internationalisation Initiatives: Some Examples

7.1   Examples of Curriculum Initiatives

- use of culturally diverse texts, materials, examples and case-studies in teaching
- expansion of curriculum to include international examples beyond Anglophile/ Western/ Eurocentric orientation
- ensuring a culturally-inclusive approach to teaching
- building in activities to encourage exchanges between students of cultural beliefs and assumptions
- options developed with a specific international perspective
- offering modules that foster cultural competence, e.g. cross-cultural communication
- negotiation in a multicultural context
- overt awareness of need to 'think globally, act locally' in curriculum development
- 'scaffolding' students who are asked to use unfamiliar types of assessment
- using the experience of international students as a resource for learning.

7.2   Examples of Student-centred Initiatives

- international study abroad programmes/study tours
- student exchange programmes
- international placements and internship programmes
- participation in international competitions/programmes
- induction designed to build cohort coherence
- formal programmes to assist student transition
- front-loading extra teaching support for students using English as an additional language in the first semester of tertiary study.

7.3   Examples of University-level Initiatives

- strong collaboration with overseas firms, companies, and other institutions of higher education
- collaboration with national governments for the education of international students

- employment of a director/senior manager responsible for international programmes and curriculum development
- delivery of programmes overseas, i.e. through collaborative provision or by partner institutions in other countries
- development of 'admission with credit' pathways for students from a range of institutions in other countries
- staff appointed from culturally diverse backgrounds; positive encouragement of such to apply
- staff appointed with experience of living and working overseas; using this attribute as valued when selecting between equally able candidates
- establishment of committees to develop strategies and approaches to internationalise the curriculum
- establishment of research centres specifically targeting international collaborative research
- professional development workshops for staff on internationalisation and appropriate skill development
- professional development for staff who will teach overseas
- study programmes for academic staff to establish links with international colleagues and institutions
- opportunities for students to provide feedback at student fora on international experiences
- introduction and awareness of cultural calendar, e.g. festivals, holidays, food prohibitions
- provision of language services for students for whom English is an additional language
- academics provided with opportunities to teach overseas
- academic visitors' programme.