

| Chapter B1: Programme design, development and approval Mapping Document  |  |   |   |                  |            |
|--|--|---|---|------------------|------------|
| <b>The Expectation:</b>  |  |   |   |                  |            |
| Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective processes for the design, development and approval of programmes. |  |   |   |                  |            |
| Chapter Champion for Implementation: Gavin Tash, Partnerships Office   |  |   |   |                  |            |
| The Indicators   | Location of Evidence   | Actions   | Who   | By When          |            |
| Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently.   |  | Angelina Bingley leading a group developing process for a more stringent consideration of the business case at the initial stage of new programme design and development. This will include a more systematic approach to market research in the early stage of programme development.<br><br>The group is also looking at the possibility of introducing a regular report on current course portfolio and course closures.   | Angelina Bingley  | 31/12/2014       |            |
| 1  | Full Course Proposal Form  | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | Minor Changes Course Proposal Form   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/MinorChangesCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/MinorChangesCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | Course Proposal Procedure and Guidance   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance">http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance</a>   |   |                  |            |
|  | Minutes of LTC/Faculty LTQC  | <a href="https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1314">https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1314</a><br>e.g. <a href="https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1314/290114/LTC13D030+(Divider+)">https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1314/290114/LTC13D030+(Divider+)</a>   |   |                  |            |
|  | New Academic Model   | <a href="http://www.uea.ac.uk/learningandteaching/staff/newacademicmodel">http://www.uea.ac.uk/learningandteaching/staff/newacademicmodel</a>   |   |                  |            |
|  | Partnerships Handbook  | <a href="http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10">http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10</a>   |   |                  |            |
|  | New Course Proposal Form - Research Degree Programmes  | <a href="#">Additional Evidence\PGR\New Course Approval Form - Research Degree Programmes.doc</a>   | PGR specific guidelines to be developed   | Mealnie Steele   | 30/09/2014 |
| Higher education providers make clear the criteria against which programme proposals are assessed in the programme approval process.   |  |   |   |                  |            |
| 2  | Full Course Proposal Form  | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | Minor Changes Course Proposal Form   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/MinorChangesCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/MinorChangesCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | Course Proposal Procedure and Guidance   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance">http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance</a>   |   |                  |            |
|  | QAA Subject Benchmarks in programme specification (section S7, p3)   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | PSRB requirements-case study of demonstration of compliance with PSRB requirements for HCPC (Health and Care Professions Council) approval and College of Paramedic endorsement for BSc Paramedic Sciences | <a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence</a>  | Need to add as appendix?  | GT               | 31/12/2014 |
|  | New Course Proposal Form - Research Degree Programmes  | <a href="#">Additional Evidence\PGR\New Course Approval Form - Research Degree Programmes.doc</a>   |   |                  |            |
|  | Data   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   | New process being developed for business case consideration will specify what data must be considered   | Angelina Bingley | 31.12.14   |
| Higher education providers define processes, roles and responsibilities for programme design, development and approval and communicate them to those involved.   |  |   |   |                  |            |
| 3  | Flow diagram from Course Proposal Procedure and Guidance   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance">http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance</a>   | PGR specific guidelines to be developed   | MS               | 30/09/2014 |
|  | Role description for Course Directors  | <a href="https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200313/ltc12d101dvideteh">https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200313/ltc12d101dvideteh</a>   |   |                  |            |
|  | Flow diagram showing roles and responsibilities for PSRB accreditation   | <a href="#">PSRB accreditation responsibilities</a>   |   |                  |            |
|  | Guide to the revised process for New Courses and Amendments to Existing Courses for academic and support staff   | <a href="#">/lts-vfs/lts-docs/LTS Folders/Module and Course Approval + Closures/CP briefing pptx</a>  |   |                  |            |
|  | PGR - Role description for Faculty Associate Deans for PGR and School PGR Directors containing role in PGR development   | <a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence\PGR\Faculty Associate Dean of Postgraduate Research - Minimum Role Descriptor</a><br><a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence\PGR\School Director of Postgraduate Research - Minimum Role Descriptor</a>   |   |                  |            |
| Higher education providers evaluate their processes for programme design, development and approval and take action to improve them where necessary.  |  |   |   |                  |            |
| 4  | LTC Policy and Procedures 5 yearly review schedule including Course Approval Process   | <a href="#">\lts-vfs\management_group\1_Management Group\Quality Assurance and Enhancement\Learning and Teaching Review Schedule V6140613.doc</a><br><a href="https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200113/ltc12d101dvideteh">https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200113/ltc12d101dvideteh</a><br><a href="https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200113/ltc12d076dvideteh">https://www.uea.ac.uk/committeefee/ueacombds/ltc/ltc1213/200113/ltc12d076dvideteh</a> |   |                  |            |
|  | Process reviewed and approved at LTC. Revised process was also considered by TPPG and Faculty LTQCs  | <a href="#">Z:\LTS Folders\Committees\TPPG\2012-13\20120117 Meeting Documents\Doc A Minutes TPPG 2012 11 21</a>   |   |                  |            |
|  | Student reps attend LTC and FLTQC meetings where review of processes is considered   | <a href="http://www.uea.ac.uk/calendar/section2/committees/sencoms/ltc">http://www.uea.ac.uk/calendar/section2/committees/sencoms/ltc</a><br><a href="http://www.uea.ac.uk/calendar/section2/committees/sencoms/fltqc">http://www.uea.ac.uk/calendar/section2/committees/sencoms/fltqc</a>  |   |                  |            |
| Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval.  |  |   |   |                  |            |
| 5  | QAA Subject Benchmarks in programme specification (section S7, p3)   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | External Examiners consulted (Section AC9)   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section AC9">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section AC9</a>   |   |                  |            |
|  | Local employers consulted (Section BC 2.4)   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section BC 2.4">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section BC 2.4</a>   |   |                  |            |
|  | Market research undertaken with various groups including alumni  | <a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence\Market Research from BIU</a>   | New process being developed for business case will include a more systematic approach to market research in the early stage of programme development. | Angelina Bingley | 31/12/2014 |
|  | Internal consultation/sign-off detailed in Full Course Proposal Form (Section BC7 & BC8, p8)   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes</a>   |   |                  |            |
|  | PGR - referenced through mapping for Chapter B1 Indicator 3  | <a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence\PGR\B1 Mapping Document - v2 May 2013.xls</a>  |   |                  |            |
|  | PSRB membership on programme approval panels   | <a href="#">Z:\LTS Folders\Module and Course Approval + Closures\Course Approval + Closures\ECR Hub\BSc Paramedic Sciences\HCPC Validation\BSc Paramedic Sciences event documentation\Panel membership Paramedic Validation 24-25 April 2014.docx</a>   |   |                  |            |
|  | Faculty LTQC appoint task groups for critical reading of course proposals- Example from BSc Paramedic Sciences   | <a href="#">\lts-vfs/lts-docs/LTS Folders\Faculty LTQCs\FMH\1_FMH FLTQC\04 Course proposals\Paramedic Sciences\RESPONSES TO CRITICAL READ COMMENTS.docx</a>   |   |                  |            |
| Higher education providers involve students in programme design and in processes for programme development and approval.   |  |   |   |                  |            |
| 6  | Staff: Student Liaison Committees  | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section BC 5.2">http://www.uea.ac.uk/learningandteaching/documents/course_module/FullCourseProposalForm_TaughtProgrammes Section BC 5.2</a>   |   |                  |            |
|  | Student Participation in Partner Institution Validation process (Section 'Student Feedback and Engagement', p9 and Appendix L, p66)  | <a href="http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10">http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10</a>   |   |                  |            |
|  | Student Representation at LTC  | <a href="http://www.uea.ac.uk/calendar/section2/committees/sencoms/ltc">http://www.uea.ac.uk/calendar/section2/committees/sencoms/ltc</a>   |   |                  |            |
|  | Student Representation at Faculty LTQC   | <a href="http://www.uea.ac.uk/calendar/section2/committees/sencoms/fltqc">http://www.uea.ac.uk/calendar/section2/committees/sencoms/fltqc</a>   |   |                  |            |
|  | PGR student representation at PGR Executive and Faculty Graduate School Executives   | <a href="#">Additional%20Evidence\PGR\ToR%20PGR%20Executive.pdf</a>   |   |                  |            |
| Higher education providers enable staff and other participants to contribute effectively to programme design, development and approval by putting in place appropriate arrangements for their support and development.   |  |   |   |                  |            |
| 7  | Guidance notes provide detail on who can provide guidance at each stage of process   | <a href="http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance">http://www.uea.ac.uk/learningandteaching/documents/course_module/CourseProposalProcedureandGuidance</a>   |   |                  |            |
|  | Briefing sessions for staff and student panel members at validation events for Partner Institutions and detailed Guidance notes provided (Appendix K)  | <a href="http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10">http://www.uea.ac.uk/partnerships/policyandforms/UEA+Partnerships+Handbook+v10</a>   |   |                  |            |
|  | Director of Taught Programmes/CSED development sessions  | <a href="https://www.uea.ac.uk/csed/Programme+13+14/hts1">https://www.uea.ac.uk/csed/Programme+13+14/hts1</a>   |   |                  |            |
|  | New Academic Model   | <a href="http://www.uea.ac.uk/learningandteaching/staff/newacademicmodel">http://www.uea.ac.uk/learningandteaching/staff/newacademicmodel</a>   |   |                  |            |
|  | Staff development events such as HEA workshops e.g. embedding employability  | <a href="#">Z:\Shared Access Folders\QAA\Part B Assuring and Enhancing Academic Quality\Chapter B1 Programme Design and Approval\Additional Evidence\HEA workshop</a>   |   |                  |            |