Curriculum Approval Panel (One per faculty) – Guidance for Chairs

Purpose

Responsible to Academic Board for the approval of new programmes and high impact amendments to existing programmes. Members of the Design Team and the Chair of the Faculty ASQC will be invited to present the new programme to the Panel.   Where required by a PSRB a special CAP may be scheduled to act as an approval panel to fulfil professional, statutory and regulatory body approval requirements. Where a CAP is to consider a programme involving collaborative provision, the meeting may be held using video-conferencing facilities but the quoracy requirements remain.

Terms of Reference

- to approve new programmes and modules, and amendments to existing programmes and modules, in accordance with the university's Academic Regulations and Procedures
- to consider the impact on the student experience of teaching, learning and assessment, of the programme or in relation to any changes to a programme;
- to consider the impact on the student experience of proposed closure of programmes;
- to consider and approve changes to award titles;

The CAP is reminded that:

- Shell Award Framework descriptors should follow the format BSc(Hons) Professional Development (named descriptor)
- Programmes that are named 'and' should cover 50:50 each subject area
- Programmes that are named 'with' should have a subject ratio of 70:30

CAP approval

The CAP will consider whether the proposal for a new programme can demonstrate the following:

Programme Learning Outcomes
The learning outcomes are appropriate, relate to the award title and meet external reference points such as: - Framework for Higher Education Qualifications. - Qualification Benchmarks statements that are relevant/appropriate to the programme

• Section A of the UK Quality Code
• SEEC Level descriptors
The learning outcomes relate clearly to the overall educational aims of the programme as stated in the programme specification.

Curriculum Design
The curriculum design will enable students to achieve the intended learning outcomes;
The design and organisation of the curriculum promotes student learning and achievement of the programme learning outcomes appropriate to the mode of delivery;
The curriculum promotes progression through the programme so that the demands on the learner in terms of intellectual challenge, knowledge, skills, conceptualisation and autonomy of learning and the sophistication of their response to these demands increase;
The design of the curriculum represents an intellectually coherent student learning experience and is relevant/current;
The curriculum is balanced in terms of academic and practical elements, personal development and academic outcomes, breadth and depth.
The design demonstrates consideration of Education for Sustainable Development for which prompts are available

Achieving the learning outcomes
The design and content of the curriculum facilitates intellectual development at the appropriate level and supports the following:
• Knowledge and understanding
• Intellectual/cognitive skills e.g. critical thinking, analysis and evaluation, reflective and reflexive skills etc.
• Progression to employment and/or further study
• Subject specific skills (including practical/professional skills)
The curriculum design and content is informed by:
• Recent developments in learning and teaching
• Current research and scholarship
• Changes in relevant occupational or professional requirements

Assessment Strategy
The assessment strategy will enable learners to demonstrate achievement of the stated learning outcomes;
The assessment strategy provides the means to effectively support and inform learning.

Quality Management & Enhancement
The programme management and quality assurance arrangements are clear and workable.
There is evidence that staff research, scholarship or professional activity underpins and enhances the programme(s)
The quality of materials provided is to an appropriately high standard to support the mode of delivery, e.g. distance learning, blended learning, technology enhanced learning, work-based learning

Support for Student Learning

The arrangements to support student learning (including the needs of disabled students) are explicit and appropriate
Learning resources
The collective expertise/capability and capacity of the staff suitable for: •   Effective delivery of the curriculum •   The overall teaching, learning and assessment strategy •   The achievement of the learning outcomes •   There is an effective staff development strategy to support the programme(s) •   Appropriate technical support is available for students if required •   Suitable teaching and learning accommodation is available •   Suitable equipment, books, journal stocks and IT facilities are available to learners •   That the range of requirements of learners likely to enter the programme has been considered.

In relation to Education for Sustainable Development the CAP should confirm:

- that UNESCO ESD essential characteristics   and /or QAA – HEA ESD graduate outcomes identified have been considered in the design process
- examples of enhancement or good practice such as constructive alignment of learning outcomes and assessments of ESD attributes in the programme or module can be identified

The outcome of the CAP consideration for the proposed new programme will be:

     a) Approval
     b) Approval with conditions and/or recommendations
     c) Non-approval

Approval will be granted for a maximum of 6 years.

CAP minutes should confirm that provision under consideration has identified the contribution of the provision to the students understanding and knowledge of the role and importance of global citizenship, environmental stewardship, ethics, social justice, wellbeing & equity and future thinking.

Where a proposal is not approved, a full report outlining all the concerns with specific recommendations or conditions will be produced by the Officer. The CAP will set a deadline by which the response to the conditions should be submitted. This will be considered at a future CAP meeting. The programme will not be able to run until the conditions have been met. If recommendations are made, then these must be reported to the next appropriate CAP and during the first annual monitoring of the programme.

The CAP will also be expected to identify areas of good practice and make commendations to the team. Any areas of good practice which the Panel would recommend should be taken to the Department/Faculty/University will be included on the Executive Summary of the meeting and

fed back to the Faculty ASQC and LTSEC to be considered as a means of programme enhancement.