

Higher Education Quality and Standards

Document Reference:	Approval of New Programmes (Higher Education)
Reference Code:	QAANp
Version:	1.1
Date:	June 2014
Date of Implementation:	June 2014
Originator:	Quality & Standards Committee
Approval by:	Quality Improvement Committee
Date for Review:	June 2015

For Institute programmes
Applications for exemptions to RPPC
Report Exemptions to: QIC

Description:

Whilst taking into account the regulations of partner Universities, this code of practice makes clear the processes that must be adopted in relation to the validation and approval of new programmes. The code of practice is a reflection of the Institute's commitment to ensuring governance over academic standards and that judgments relating to validations are carried out with rigour, fairness and probity.

In using this code of practice other documents may need to be considered:

Document Reference:
QAAa. FHEQ
QAAss. Subject Benchmark Statements

If you need any further advice on how the regulations work, you should contact the Quality and Standards Department.

Department Contacts: Quality and Standards (Higher Education)
Rm: 3H05 (01472) 311222

Additional guidance can be obtained by visiting <http://www.qaa.ac.uk> and referring to UK Quality Code for Higher Education: Chapters A – Setting and maintaining academic standards and B1: Programme Design and Approval

This document is available in alternative forms

1: Introduction

1.1 This Code of Practice builds on the regulations and policies set by awarding institutions and/or partner Higher Education institutions (HEIs) that govern matters relating to validation processes at the Grimsby Institute. These awarding institutions and/ or partner HEIs include:

The Grimsby Institute of Further and Higher Education

The University of Hull

Teesside University

1.2 In every instance this Code of Practice must be read in conjunction with the relevant regulations or Codes of Practice as defined by the relevant awarding institution and/or partner HEI.

1.3 The Code embeds and builds upon principles of fairness, equity and justice and recognises that the validation processes are integral to the Institute's practice towards rigorous control of standards.

1.4 The Institute recognises that the validation process will differ according to the awarding institution.

2. Purpose and Function

2.1 The Institute is responsible for initiating the development and approval of all programmes of delivery and is therefore responsible for managing the process through liaison with awarding institutions and/ or partner HEIs.

2.2 The purpose of this policy is to set out the principles and process that apply in the validation process for the development and approval of all programmes.

2.3 Validation will occur for all programmes which are classed as new programmes or programmes going through major amendment. Definitions of major amendments are located within the relevant awarding institution's regulations:

Grimsby Institute of Further and Higher Education

The University of Hull

Teesside University

2.4 In common with awarding institutions and partner HEIs, the Institute recognises in every instance the functions of the validation process. Validation processes assist the Institute in ensuring that:

- i. procedures for the approval of new programmes are robust, transparent and streamlined
- ii. the development of programmes of study fit with the Institutes's strategic direction

- iii. the development of programmes of study are well designed, academically coherent, intellectually challenging and that they are informed by research and capable of enriching the student experience
- iv. threshold academic standards of each award and its component parts is set and maintained at the appropriate level
- v. assessment is designed in accordance with relevant external reference points such as the components of the UK Quality Code for Higher Education including the framework for higher education qualifications, and/or the requirements of professional, statutory and regulatory bodies (PSRB)

2.5 The Institute recognises the importance of assessing and evaluating the effectiveness, relevance and validity of its programmes alongside the quality of the student experience. The Institute therefore values the involvement of students in programme design and student views will be sought at all stages of the process.

Stages of validation

As noted earlier the Institute recognises that the validation process will differ according to the awarding institution.

Grimsby Institute validations follow a 3 tier approach:

- Strategic planning approval
- Programme proposal approval
- Full programme approval

University of Hull validations follow a 2 tier approach:

- Development Consent
- Full approval

Teesside University validations follow a 4 tier approach:

- Title Approval – via Portfolio Development Policy Committee (PDPC)
- Module Approval and Critical Read Stage
- Programme Approval – Panel Stage
- Programme Approval – Committee Stage

For full information of each stage and explanation of terminology please refer to the relevant regulations or Codes of Practice as defined by the relevant awarding institution.

3. Support and Guidance

3.1 The HE Quality and Standards department is committed to supporting departments in the validation process for the development and approval of programmes, through providing advice and guidance as required and facilitating links with academic and other staff experienced in relevant areas, such as the writing of intended learning outcomes and the devising of assessment strategies.

3.2 Please use the appropriate link for relevant documentation for the approval of programmes (dependent on awarding institution).

- Hull:
<http://www2.hull.ac.uk/administration/policyregister/qualityhandbook/sectiong.aspx>
- Teesside:
http://www.tees.ac.uk/sections/about/quality_handbook.cfm
- Grimsby:
<http://www.grimsby.ac.uk/highereducation/documents/quality/Academic-Regulations.pdf>

4. Timescales

4.1 Timescales for the validation process will differ depending upon the awarding institution. For Grimsby Institute programmes refer to Appendix 4.

4.2 It is the responsibility of the HE Quality & Standards department to inform the proposers of programme development of the relevant awarding institutions timeframe for the validation process. This will include timeframes for development of new programmes and those programmes undergoing a major amendment.

4.3 It is the responsibility of the HE Quality & Standards department to manage this process.

4.4 It is the responsibility of the developing team to inform the HE Quality & Standards department of the programmes being put forward for validation. This must be conducted in a timely manner.

5. Pre Validation

5.1 In every instance a pre validation event will occur for every programme regardless of awarding institution.

5.2 Pre validation will be conducted by Grimsby Institute staff for all programmes regardless of awarding institution. The panel for pre validation events will consist of the following:

- Head of School or nominated member of the 'approved list of chairs for proposal approvals panel'
- Quality Representative
- Academic staff member (from differing School to that of the proposer)

5.3 The purpose of pre validation is to ensure all documentation presented to the awarding institution for full programme approval is professional, accurate and coherent.

5.4 The pre validation process will endeavour to ensure that the proposed programme meets:

- i. The standards of the proposed programme are compatible with the Framework for Higher Education Qualifications (with regard to level, credit value and award title), relevant national subject benchmarks and, where appropriate, with the requirements of professional, statutory and regulatory bodies.

And that:

- ii. The overall relevance and intellectual integrity of the programme is appropriate
- iii. The programme is coherent in terms of design, delivery and structure, and up-to-date in terms of content
- iv. The content and level of the curriculum is designed to enable students to achieve the intended learning outcomes
- v. The curriculum promotes progression so that the demands on the learner in intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase during the course of the programme
- vi. The curriculum is informed by scholarship and research and that the links between these are explicit
- vii. The assessment methods are designed to measure student achievement of the intended learning outcomes
- viii. The assessment criteria are clear and designed to discriminate between different levels of achievement relative to intended learning outcomes
- ix. Learning and teaching methods are designed to enable students to achieve the intended learning outcomes
- x. There is confirmation that necessary resources are available to support the programme
- xi. That appropriate consideration has been given to equality and diversity issues and any necessary provision made for all potential students
- xii. The employability of students on completion of the programme has been appropriately considered

6 Full Validation

6.1 Validations will be conducted in accordance with the relevant regulations or Codes of Practice as defined by the relevant awarding institution.

6.2 Panel membership will be assembled in accordance with the relevant regulations or Codes of Practice as defined by the relevant awarding institution.

6.3 It is the responsibility of the HE Quality & Standards department to liaise with partner Universities to establish panel membership for the full approval stage of the validation process.

6.4 For programmes to be awarded through the Grimsby Institute panel membership will comprise of:

- Head of School or nominated member of the 'approved list of chairs for proposal approvals panel'
- Quality Representative
- Academic staff member (from differing School to that of the proposer)
- External academic
- Student representation (from differing School to that of the proposer)
- External employer

6.5 Members of Full Approval Panels must have regard to the criteria set out in Appendix 1 of this code of practice in determining whether to recommend approval.

6.6 For programmes to be awarded through the Grimsby Institute refer to the appendices for documentation:

6.6.1 Strategic Planning Approval (SPA) – Appendix 5

6.6.2 Programme Proposal Approval (PPA) – Appendix 6

6.6.3 Full Programme Approval (FPA) – Appendix 7

7 Full Approval Panel decisions (Grimsby Institute Awards)

7.1 Provided that the proposed programme is within regulations (or has been granted exemption by RPPC) and that independent externality has been received and been considered by the programme proposers, the FAP is empowered to make one of the following decisions:

- To recommend to QIC that the programme be approved,
- To recommend to QIC that the programme be approved with conditions or recommendations as defined below (paras.7.2),
- To defer and report to QIC that the decision be deferred pending further information,
- To recommend to QIC that the programme be rejected.

7.2 Where the Panel recommends approval of the programme it must confirm the date (or dates if there is to be more than one intake per year) of commencement of the programme.

7.3 Where a FAP recommends to QIC that a programme be approved, (with or without conditions), the making of offers by Admissions (i.e. recruitment of students, capable of being legally binding on acceptance) is not permitted until the decision has been ratified by QIC. Chair's Action may be taken between meetings where necessary.

7.4 The Panel may recommend that the programme be approved with conditions where it considers that there are actions which must be taken to assure the quality of the programme or maintain the standards of the award, but only where these actions are

capable of being completed prior to the commencement of the programme, or commencement of the stage of the programme to which they relate. In deciding whether to grant approval with conditions the Panel must have regard to the number of proposed conditions.

7.5 The Panel must specify the deadline (or deadlines) by which the conditions must be fulfilled, explain the reasons why the conditions are required and indicate what evidence is required. The deadline(s) for conditions should be within three weeks of receipt of the FAP record.

7.6 Further communication in a form determined by the chair must take place between at least the chair and secretary of the panel and programme proposer to enable the Panel to satisfy itself that the conditions have been met. Where QIC has approved the programme with conditions, the chair of the FAP is empowered to sign the FAP Record to confirm that conditions have been met.

7.7 All conditions must be recorded on the FAP Record (Appendix 2) and be added by the Secretary of QIC to the University's Outstanding Conditions Register. The Register will be monitored by QIC. The chair of the FAP is responsible for ensuring that the conditions are satisfied by the specified deadline, and information on satisfaction reported to the Secretary of QIC.

8 External Participation

8.1 It is the expectation of the Institute that the process of validation is underpinned by academic and professional peer review by internal colleagues and external subject specialists, representatives from professional bodies and potential employers.

8.2 The Institute recognises three principal forms of external opinion ('externality') which are relevant to the consideration of a programme proposal:

- An opinion of the likely viability and sustainability of the proposed programme in terms of recruitment
- An opinion of the comparability and appropriateness of the academic standards of the programme provided by someone qualified to comment but independent of the University and partner institution
- The opinion of the person who may be asked to act as external examiner for the programme.

9 Student Engagement

9.1 Students are able to make a valuable contribution to their own higher education experience and that of others.

9.2 Student participation in the validation process for the development and approval of new programmes may be formal or informal, and involve a spectrum of different levels of engagement.

9.3 It is considered exemplar practice to involve students in the development and approval of new programmes.

Appendix 1

Full Programme Approval

Issues for Discussion

The “prompt” questions are offered for guidance only and you might not want to comment on them all, and may have other aspects that you would like to explore.

The checklist is **not** structured around the specific documents you have received as there is information relating to aspects of the programme across more than one document. Following a review of each document, it would be helpful if you could collate your feedback under the relevant headings below. .

1	<p>Programme Evaluation</p> <p>The Approval Panel should seek evidence that the evaluation of the programme has been rigorous and has involved relevant stakeholders (e.g. employers, students, PSRBs, sector bodies, service users).</p> <p>Comments:</p>
2	<p>Consultation Process</p> <p>The Approval Panel should confirm that the Team has consulted with all relevant stakeholders in the design/revision of the programme (e.g. employers, students, PSRBs, sector bodies, service users).</p> <p>Comments:</p>

3	<p>External Reference Sources</p> <p>The Panel should confirm that all relevant external reference sources have been incorporated into the design of the programme (e.g. QAA subject benchmarks, Foundation Degree qualification benchmarks, PSRB requirements).</p>
	<p>Comments:</p>
4	<p>Entry Requirements</p> <p>The Approval Panel should confirm that where non-standard entry requirements are identified, they are clearly stated and will facilitate successful progression through the programme.</p>
	<p>Comments:</p>
5	<p>Aims and Outcomes</p> <p>The Approval Panel should confirm that aims and outcomes are clearly stated and appropriate, reflecting relevant QAA subject benchmark statements, the FHEQ, relevant PSRB requirements.</p>
	<p>Comments:</p>
6	<p>Programme Structure</p> <p>The Approval Panel should confirm that modules are appropriately timed and sequenced for both full and part-time routes, as appropriate, to facilitate student progression.</p>
	<p>Comments:</p>

7	<p>Curriculum Content/Modules</p> <p>The Approval Panel should confirm that the modules collectively will facilitate achievement of the programme learning outcomes and are appropriate for the awards being considered.</p> <p>Comments:</p>
8	<p>Learning and Teaching Strategy</p> <p>The Approval Panel should confirm that a variety of learning and teaching methods are proposed that are pedagogically sound, appropriate to the stated learning outcomes, and encourage students to engage in and take responsibility for their own learning.</p> <p>Comments:</p>
9	<p>Assessment Strategies</p> <p>The Approval Panel should confirm that a variety of appropriate assessment methods are used and that assessment is managed to ensure that:</p> <ul style="list-style-type: none"> § students are not over-assessed § the timing of assessments across the whole programme is manageable and supports completion § greater independence is promoted in the later stages of an undergraduate programme and during postgraduate study § there is effective use of formative assessment, particularly in the first year § students receive timely and constructive feedback on their progress <p>Comments:</p>

10	<p>Work-Based/Related Learning and Employability Skills</p> <p>The Approval Panel should confirm that the programme includes appropriate opportunities for work-related learning and facilitates personal development, including generic or specific employability skills, as appropriate. Additionally, where work-based learning plays a significant role in the programme, specific details must be provided as to how this will be managed, supported and assessed</p> <p>Comments:</p>
11	<p>Retention and Progression/Skills Development</p> <p>The Approval Panel should confirm that there are:</p> <ul style="list-style-type: none"> § clear mechanisms for supporting students' learning in the first year/transition period including, where feasible, an early formative piece of work to assist skills development § appropriate opportunities for students to develop study/learning/library, research and digital literacy skills § opportunities available to support transition between stages of the programme (e.g. 2nd and 3rd year induction) § mechanisms for monitoring and supporting student engagement to promote successful completion <p>Comments:</p>
12	<p>E-Learning</p> <p>The Approval Panel should confirm that technology enhanced learning is used appropriately to enhance students' learning experience and incorporates relevant e-learning approaches and tools, e.g. use of online discussions, blogs, reading lists, e-resources, audio and video, etc., that improve students' learning.</p> <p>Comments:</p>

<p>13</p>	<p>Research and Scholarly Activity</p> <p>This encompasses discipline-specific and pedagogic research and scholarship, and the Approval Panel should confirm that:</p> <ul style="list-style-type: none"> § staff effectively draw upon their research, scholarship and/or professional developments to inform their teaching and curriculum development § students are exposed to a research dimension § that research and evaluation of teaching practice has been used to enhance the curriculum/student experience <p>Comments:</p>
<p>14</p>	<p>Student Support</p> <p>The Approval Panel should confirm that there are appropriate strategies in place for academic and pastoral support and guidance, and that accessibility issues have been identified and appropriate support has been put in place.</p> <p>Comments:</p>
<p>15</p>	<p>Distinctive Features</p> <p>The Approval Panel should confirm that each award is clearly distinctive and that the distinctive features of the programme have been clearly and accurately identified in the Programme Specification.</p> <p>Comments:</p>

16	<p>Programme Student Handbook</p> <p>The Approval Panel should confirm that the Student Handbook is informative and is presented in an accessible “student-friendly” style.</p>
	<p>Comments:</p>
17	<p>Learning Resources</p> <p>The Approval Panel should confirm that:</p> <ul style="list-style-type: none"> § the subject book and periodical stocks are appropriate and that there is a statement from the College Library Services to confirm availability of these resources § any specialist resources/facilities are available and appropriate § any additional ICT resources (software and hardware) required are available
	<p>Comments:</p>
18	<p>Staff CVs and Specialist Skills</p> <p>The Approval Panel should confirm that:</p> <ul style="list-style-type: none"> § the collective expertise of the available academic staff is suitable for the delivery of the curriculum and any staff development requirements identified
	<p>Comments:</p>
19	<p>Additional Issues (e.g. PSRB requirements)</p>
	<p>Comments:</p>

Adapted from Teesside University, (2013),Section E2 Handbook



Full Approval Report

[Report – to be completed by the HE Quality and Standards Department]

1	Scope of Approval Please state:	
	§ proposing School(s)	
	§ title of any overall scheme/framework and definitive titles of awards covered	
	§ date of QIC approval (<i>new titles, change of titles</i>)	
	§ subject area(s) covered	
	§ PSRB involvement	
2	Date of Approval Please confirm dates of all stages leading to the final approval, e.g. Module Approval Meetings, Critical Read etc.	
3	Panel Members Names and Designation Please list below:	Type Key: I internal to the School ES external to School EUA external to GI – academic role EUE external to GI – employer/practitioner EUP external to GI – PSRB representative ESP external to school - student panel member U User/carer’s representative HEQA HE Quality & Standards representative
	Name	Role
		Type

4	Programme(s) Team Representative(s) Names and Designation			
	Please list below:			
	Name	Role		
5	Evidence Base of the Review			
	Please list below all documentation evidence provided to the Panel as noted on a Briefing Note:			
	The following documentation was provided in hard copy to the validation panel: The following additional documents were also made available to Panel members: •			
6	Reason for Review (please delete those not applicable)			
7	Additional Evidence Base			
	The review of the core common modules was approved through the validation and the following sources were utilised if appropriate.			
	Source	Yes	No	N/A
	Annual Monitoring Reports (incorporating relevant statistical information)			
	External Examiners' Reports			
	Reports from Accrediting or other Bodies			
	Current and previous Student Feedback (e.g. NSS)			
	Feedback from Employers			
	Feedback from Service Users/Carers			
	Other – please add in			
Comments:				

8	Summary of Relevant Discussion		
	Please note below the aspects of the programme discussion and, where further actions are required, provide a brief commentary and a link to the relevant Conditions [C], Forward-looking recommendations [FLR],		
	Aspect of Programme Discussion	Tick if discussed	Section Ref
9.1	Programme Evaluation		
9.2	External Reference Sources		
9.3	Entry Requirements		
9.4	Programme Aims and Outcomes		
9.5	Programme Structure		
9.6	Curriculum Content/Modules		
9.7	Learning & Teaching Methods including E-Learning		
9.8	Work-Based/Related Learning, Employability Skills and Personal Development		
9.9	Retention, Progression and Attainment of Students		
9.10	Technology Enhanced Learning		
9.11	Research Informed Teaching		
9.12	Assessment Strategies		
9.13	Internationalisation of the Curriculum		

9.14	Student Support		
9.15	Student Handbook		
9.16	Learning Resources including Specialist Resources		
9.17	Partnership Arrangements (if appropriate)		
9.18	Current Students Arrangements (if appropriate)		
9.19	<p>Other relevant issues discussed</p> <p>Please give details of any proposed/considered variances to regulations, e.g. progression points, assessment boards.</p>		
9	<p>Summary of Discussion with Students or Consideration of Responses from Student Questionnaire</p> <p><i>Please give details of the number of students present and their years of study and a brief overview of aspects covered in the discussion (this should include a review of the staff/student liaison processes in the programme and the extent to which the students feel that their feedback is acted upon). If a meeting with students did not take place, please confirm that appropriate documentary evidence of consultation with students was provided.</i></p>		
11. CONCLUSIONS			
11.1	<p>Conclusions on the Programme Review Process</p> <p>Based on the documentation and discussion at the event, please comment on whether or not the Programme Team has undertaken a sufficiently robust and rigorous evaluation of the programme, and has ensured that it remains current and valid in the light of developing knowledge in the discipline, practice in its application, and developments in teaching and learning.</p>		

<p>11.2</p>	<p>Overall Conclusions on Quality and Standards</p> <p>This relates to the confidence that can be placed in the programme provider’s approach to setting, maintaining and enhancing academic standards and on the evidence of the students’ ability to achieve those standards through the learning opportunities and support provided to them.</p> <p><i>Confidence:</i> the XXXXX can be recommended for approval for inclusion in all Grimsby Institute foundation degrees delivered across all campuses in both full-time and part-time modes of delivery subject to satisfying the conditions arising</p>									
<p>11.3</p>	<p>Period of Approval</p> <p>Please indicate the period of approval given (e.g. maximum 6 years):</p>									
	<p>Interim Review</p> <p>Please indicate if an interim review is recommended and give details of why it is recommended and when it should take place:</p>									
	<p>Full Periodic Review</p> <p>Please indicate the academic year in which the next full periodic review should take place (e.g. 6th year of approval):</p>									
<p>11.4</p>	<p>Conclusions on Innovation and Good Practice</p> <p>The panel identified the following aspects of the programmes as particularly innovative or which represent good practice.</p> <table border="1" data-bbox="292 1733 1439 2004"> <thead> <tr> <th colspan="2" data-bbox="292 1733 1439 1805">Innovation/Good Practice</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1805 411 1877">1.</td> <td data-bbox="411 1805 1439 1877"></td> </tr> <tr> <td data-bbox="292 1877 411 1948">2.</td> <td data-bbox="411 1877 1439 1948"></td> </tr> <tr> <td data-bbox="292 1948 411 2004">3</td> <td data-bbox="411 1948 1439 2004"></td> </tr> </tbody> </table>		Innovation/Good Practice		1.		2.		3	
Innovation/Good Practice										
1.										
2.										
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4	
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11.5

Conclusions on enhancements required to be Addressed:
 The Panel requested that the following conditions be responded to for further review by the Chair prior to the recommendation of approval being forwarded to RPPC and QIC;

Conditions to be Addressed:

	Condition	Team's Response
1.		a)
2		
3		
4		
5		
6		
7		
8		
9		

Forward-looking Recommendations (for further enhancement):

	Recommendation	Response
1.		

Issues for the School to Consider/Address:

	Issue	Response

Issues for the College to Consider/Address (please indicate in the Response where in the College discussion will take place to address the issues identified)

	Issue	Response

SIGNING-OFF SHEET

Event Titles:

School:

Signing-off by the Panel Chair	
I acknowledge that the attached Report is an accurate reflection of the Approval exercise and confirm that UK Quality Code, FHEQ, Subject Benchmarks, PSRB requirements have been fully considered and satisfactorily addressed in documentation and during discussions.	
Signed:	
Name:	<i>(Please print)</i>
Position:	<i>(Please print)</i>
School/Unit:	
Date:	
Signing-off by the Institute	
I confirm that this Report has been considered by the Quality Improvement Committee, that Institute's Approval processes have been adhered to and that relevant Institute actions and innovations/good practice have been noted and disseminated appropriately.	
Signed:	
Name:	<i>(Please print)</i>
Position:	<i>(Please print)</i>
Date:	



<p>FULL APPROVALS PANEL</p> <p>CONCLUSIONS</p> <p>VALIDATION MEETING FOR GRIMBSY INSTITUTE GROUP</p> <p>Foundation Degree Core common modules</p> <p>VALIDATION EVENT DATE: 25th February 2014</p>	
<p>Overall Conclusions - Validated Programme Periodic Review Process only</p> <p><i>This relates to the confidence that can be placed in the robustness of the evaluation of the programme(s) and in ensuring that it remains current and valid in the light of developing knowledge in the discipline, practice in its application, and developments in teaching and learning.</i></p> <p>This is not applicable as none of the awards were considered under Validated Programme Periodic Review Process.</p>	
<p>Overall Conclusions on Quality and Standards</p> <p>This relates to the confidence that can be placed in the learning opportunities and support provided to students on the programme by the provider at the location specified.</p> <p><i>Confidence:</i> the following validated programmes can be recommended for approval for delivery by Grimsby Institute Group across the foundation degree programmes in full-time and part-time modes of delivery, subject to conditions;</p> <p>Foundation Degree Core common modules</p>	
<p>Period of Approval</p> <p>Please indicate the period of approval given (e.g. maximum 6 years):</p>	
<p>Interim Review</p> <p>Please give details of why an interim review is recommended and when it should take place:</p>	

1.		
Issues for the School to Consider/Address:		
Issue		Response
	none	
Issues for the College to Consider/Address (please indicate in the Response where in the College discussion will take place to address the issues identified)		
Issue		Response

Revised documentation submission deadlines

Date	Action

Indicative timeline for validation and approval of UCG Foundation Degrees

STAGE 1 – submit an application for Strategic Planning Approval (SPA)

01 Sept 2014 School to submit SPA to HE Quality Office to forward to Regulations, Performance & Progression Committee (RPPC)

SPA granted (within 20 working days following submission of complete application to the RPPC)

STAGE 2 – submit an application for Programme Proposal Approval (PPA)

01 Oct 2014 School to submit PPA to HE Quality Office

*Within **25 working days** the PPA panel must convene and either ‘Grant’, ‘Not Grant’ or ‘Defer with Conditions’ the application for PPA.*

06 Nov 2014 PPA panel must confirm whether application for PPA has been ‘Granted’, ‘Not Granted’ or ‘Deferred with Conditions’.

*If Programme Proposal Approval (PPA) is granted then the developing team must submit a Full Programme Approval Proforma (FPA) within **40 working days** of PPA being granted.*

STAGE 3 – submit an application for Full Programme Approval (FPA)

13 Jan 2015 School to submit FPA to HE Quality Office

*A Full Approvals Panel (FAP) must convene as a reading group (independently of the developing team) and scrutinise the full approvals documentation. The FAP reading group must provide written feedback within **15 working days** after the approvals document is submitted to the HE Quality Office*

03 Feb 2015 FAP panel to provide written feedback

*The Full Approvals document must be re-submitted to the HE Quality Office no less than **20 working days** after written feedback is received from the FAP reading group.*

03 Mar 2015 School to re submit FPA to HE Quality Office

*The Full Approvals Panel must convene for a full approvals event no less than **15 working days** and no more than **30 working days** after the completed approvals document was submitted to the HE Quality Office)*

24 Mar – 16 Apr 2015

FAP event to take place within this timeframe

*Within **5 working days** of an approvals event, the chair of the Full Approvals Panel (FAP) must send a FAP report to the chair of the Quality Improvement Committee (QIC)*

23 Apr 2015 FAP report to the chair of the Quality Improvement Committee (QIC)

*Within **5 working days** of receipt of the FAP report, the Chair of the Quality Improvement Committee must issue a 'Confirmation of Permission to Proceed' that is either 'Granted', 'Not Granted' or 'Deferred with Conditions'*

30 Apr 2015 FAP to either issue a 'Confirmation of Permission to Proceed' that is either 'Granted', 'Not Granted' or 'Deferred with Conditions'

NOTE: A programme is not approved until a School receives a 'Confirmation of Permission to Proceed' that is 'Granted'

Appendix 5



Strategic Planning Approval (SPA)

All Forms must be submitted electronically (including signatures) to the RPPC Secretary

	Cost Centre i.e. BE32							
	Cost Centre Name							
	Proposed By							
	Awarding Body/University							
1	Award(s)/Title(s)							
	(a) Final Award(s)							
	(b) Intermediate Award(s)							
2	Mode of Attendance <i>(please tick relevant option)</i>	Full-time					Part-time	
3	Method of Delivery <i>(e.g. predominantly face-to-face learning, e-learning, or blended)</i>							
4	Delivery Location(s) <i>(please tick relevant option)</i>	Grimsby Campus					Scarborough Campus	
		Skegness Campus						
6	Duration(s)							
7	FHEQ Level <i>(please tick relevant option)</i>	3	4	5	6	7	8	
8	Proposed Start Date for							
	(a) Marketing the Award to prospective students	Month:				Year:		
	(b) Recruitment activities	Month:				Year:		
	(c) Programme Approval	Month:				Year:		
	(d) Programme Commencement	Month:				Year:		
9	Will there be any PSRB Accreditation associated with this development?						YES	NO
	(a) If YES , please list the PSRB(s) from which accreditation will be sought:							
	(b) Please note the outcome of PSRB liaison/consultation regarding proposals and accreditation process below:							

	(c) If YES , has a PSRB required specific wording within the title of the award?	YES	NO
	<i>If so, please attach written evidence to support the requirement.</i>		
10	Is this award suitable for international students studying in the UK?	YES	NO

SECTION B RATIONALE, MARKET AND DEMAND

11	<p>Academic rationale and evidence-based business case for the proposal, including the distinctive features of the award. This must include the outcome of market intelligence/research, known data about the employment market in this area of the sector and how the analysis has influenced the development of the proposal. In addition, the following links and relationships should be referenced, where appropriate:</p> <ul style="list-style-type: none"> i. Cross-School activities ii. Institute and/or national strategies
12	<p>Identify the relationship to existing Grimsby Institute provision.</p> <ul style="list-style-type: none"> i. Will this access a new market and/or extend existing provision? ii. How much will the award draw on existing modules? iii. How will this award fit with existing provision?
13	<p>Identify employer engagement.</p> <ul style="list-style-type: none"> i. Provide evidence of consultation with employers. ii. Provide an outline of how employers will be involved in the design and regular review of the programme.
14	Marketing

	<p>(a) Provide below an outline marketing and recruitment plan for the award for full-time and part-time entrants, and identify the resource committed to these activities.</p> <p>NB: <i>Having identified the start dates for marketing and recruitment in Box 10, please now provide more detail (in terms of approximate dates and actions) on the marketing and promotion of the award and the associated recruitment activities. This information will be used by the School(s) to support the Development Team and should map onto strategic planning within the School(s) and the Institute.</i></p>
	<p>(b) Who in the School is responsible for developing the marketing, promotion and recruitment activities for this award?</p>
	<p>(c) Provide below a summary of the purpose and nature of the award (in terms of themes rather than modules) to be used as a basis for developing future marketing material.</p>
15	<p>Progression Opportunities Where will this course fit within your progression strategy and how will this encourage further study or employment opportunities, please describe below?</p>

SECTION C RESOURCING

16	Size of Proposed Annual Student Intake for each Mode of Attendance	
	(a) Actual	
	(b) FTEs	
17	<p>Resourcing the Development and Marketing of the Award: Statement of Commitment from the School. The School is required to confirm their commitment to develop the content and marketing (in liaison with the marketing team) of the proposed new award through to the Approval Event.</p>	

	School Statement:		
18	Confirmation of Resources to Operate the Award (Staffing and Non-Staffing, including ICT hardware and software)		
	Have you identified this proposal in your School Business Plan?	YES	NO
	i. If YES , please extract the relevant reference and include below:		
	ii. If NO , when and where will you identify and confirm the required resources?		
<i>All resource requirements must be signed-off between initial approval and the final Approval Event. Evidence of this must be provided to the Full Approval Panel by the Head of School.</i>			
19	Programme Leader (or equivalent):		
20	Does the proposal cover an area of expertise new to the School?	YES	NO
	If YES , please identify how this will be managed:		
21	Is this award appropriate for advertisement on the web?	YES	NO

Appendix 6



Annexe PPA2: Application for Programme Proposal Approval (PPA) Pro forma

Programme Proposal Approval (PPA) is **mandatory** for all programmes

To apply for programme proposal approval this form must be:

- Completed as fully as possible, all relevant fields are mandatory
- Completed by the Head of School/Programme Leader or equivalent
- Audited by the HE Quality department
- Signed by the Dean of Higher Education

Prior to applying for programme proposal approval the developing programme team must have:

- Worked closely with an academic consultant from a related Institution
- Received Strategic Planning Approval from the Curriculum and Standards Executive Committee. (Note: *from the date of SPA approval, the full approvals timescale will not surpass a period of 15 months*).

The completed form must be submitted electronically to the HE Quality office.

Within **25 working days** the PPA panel must convene and either 'Grant', 'Not Grant' or 'Defer with Conditions' the application for PPA.

If Programme Proposal Approval (PPA) is granted then the developing team must submit a Full Programme Approval Proforma (FPA) (Appendix 7) within **40 working days** of PPA being granted.

If Programme Proposal Approval (PPA) is 'Not Granted' or 'Deferred with Conditions', the School must follow the processes specified in the Academic Regulations.

The completed form must be supported by CVs for all staff whom it is intended will deliver the programme.

Guidance notes to assist in completion of the application can be sought from HEQA@grimsby.ac.uk

Feedback on the form is welcomed and should be provided to Karen Field (HE Manager for Audit, Review and Enhancement, fieldk@grimsby.ac.uk).

Application for Planning Proposal Approval (PPA2)

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED ELECTRONICALLY TO THE HE QUALITY OFFICE SUPPORTED BY CVS FOR ALL STAFF WHO WILL DELIVER THE PROGRAMME **WITHIN 40 WORKING DAYS** OF SPA BEING GRANTED.

1	School	
2	Title of Programme	
3	Award (e.g. BA, BSc, FdA, FdSc)	
4	Contained Award (list the contained awards available for those students who do not complete the full programme; e.g Certificate of HE for successful completion of 120 credits at Level 4)	
5	Ceremony Name (if different from title)	
6	Name of Programme Leader	
7	Name of Admissions Tutor	
8	Name of academic consultant (if applicable)	
9	Total number of credits	
10	Mode of Study (full or part-time)	
11	Duration (total number of years)	
12	Number of weeks per academic year	
13	Location of delivery	
14	Accrediting Professional / Statutory Body (if applicable)	
15	Proposed entry requirements (including (CEFR) level)	
16	Intended date of first intake	
17	Number of planned intakes per year	
18	Relevant subject benchmark group(s) and National Occupational Standards (where applicable)	
19	Source of funding	
20	Proposed tuition fee	
21	Expected student numbers per intake (for first five years) show for each year	
22	Minimum number to enable programme to start (refer to business planning numbers)	

23	Aims of the programme and distinctive features/fit with existing provision
24	Summary of resource requirements

25	List the proposed programme intended learning outcomes
a	Knowledge and understanding of:
b	Intellectual skills – be able to:
c	Practical skills – be able to:
d	Transferable skills – be able to:

26	Outline programme structure (indicative modules within each stage) (include full time and part time structure)
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Pre-Certificate Stage (Year 0 – if applicable)					
Code/New	Title	Credits	Core/Option	LT/SF	Level

Certificate Stage					
Code/New	Title	Credits	Core/Option	LT/SF	Level

Intermediate/Foundation Degree Stage					
Code/New	Title	Credits	Core/Option	LT/SF	Level

Honours Stage					
Code/New	Title	Credits	Core/Option	LT/SF	Level

27	Is evidence of recruitment potential and sustainability attached?	
28	Does evidence of the recruitment potential and sustainability include comment from an independent stakeholder?	
29	<p>Risk Analysis (Analyse the risks involved in taking forward this proposal and the lost opportunities in not doing so. What is the risk in taking forward this proposal? For example, will there be sufficient demand for places; might the programme lose money; what is the competition from other universities for such programmes; are there sufficient existing staff to teach the programme; what level of fee would be competitive; can the department cope with the number of students expected; is there sufficient existing library and IT provision; are there arrangements to keep the content up to date?)</p>	
30	Please note any variances from the standard Institute academic regulations for Foundation Degrees awarded by the Institute or the standard Assessment Regulations of the awarding university which must be approved through the appropriate institutional committee.	
31	Has a potential external examiner been identified? (include name and address)	
32	<p>Provide the name and contact details (including email address) of at least one academic recognised in the subject(s) in which the programme is based. This must not be a current or recent external examiner.</p> <p>This information should be used to obtain an external independent view of the appropriateness of the academic standards of the programme. A programme cannot be approved without independent externality.</p> <p>The draft programme specification must be sent to the independent external for comment within one month</p>	

	of the planning permission committee.	
33	Have CVs of all staff who will deliver the programme been attached?	
34	Are there any additional staff development needs arising from this programme? If yes , please detail how this will be met.	
35	Date Strategic Planning Approval (SPA) granted	

36	Signature of Programme Leader	
37	Date	
38	Signature of Assistant Principal 14-19 and HE	
39	Date	

40	Name and comments of academic consultant and/or external examiner.	
----	--	--

ALTHOUGH THERE IS NO SET DEADLINE FOR SUBMISSION PLEASE BE MINDFUL THAT ALL 'NEW' HE PROGRAMMES, OR HE PROGRAMMES UNDERGOING 'MAJOR AMENDMENTS' MUST BE FULLY APPROVED BY 1ST JULY TO ENSURE SUFFICIENT TIME FOR PLANNING, PREPARATION AND DELIVERY IN THE FOLLOWING ACADEMIC YEAR.

Appendix 7



Grimsby
Institute

University Centre
Grimsby

Full Programme Approval (FPA)

1	School	
2	Title of Programme	
3	Award (e.g. FdA, FdSc)	
4	Contained Award (list the contained awards available for those students who do not complete the full programme; e.g Certificate of HE for successful completion of 120 credits at Level 4)	
5	UCAS code (if applicable)	
6	JACS codes	
7	Mode of Study (full or part-time)	
8	Duration (total number of years)	
9	Number of weeks per academic year	34 UG
10	Location of delivery	
11	Accrediting Professional / Statutory Body (if applicable)	
12	Entry requirements (including (CEFR) level)	

13	Minimum number of students – for numbers less than this approval for the programme to start must be obtained	
14	Degree classification weighting	
	Certificate stage	
	Intermediate/Foundation Degree stage	
15	Aims of the programme and distinctive features/fit with existing provision	
16	<p>Programme intended learning outcomes</p> <p><i>Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)</i></p> <p><i>State supporting learning, teaching and assessment strategies for each group of outcomes</i></p>	
a	Knowledge and understanding of	
	Knowledge and understanding of:	Teaching and learning methods/strategies:
	i.	Assessment
b	Intellectual skills	
	Be able to	Teaching and learning methods/strategies:
	i.	Assessment
c	Practical/Professional skills	
	Be able to:	Teaching and learning methods/strategies:
	i.	

		Assessment
d	Transferable skills	
	Be able to: i.	Teaching and learning methods/strategies:
		Assessment

17	Programme structure <i>(please delete stages not required)</i>	
Pre-Certificate Stage (if applicable)		

Long thin modules (last two semesters)

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
				3	

Semester 1 modules

Semester 2 modules

Certificate Stage

Long thin modules (last two semesters)

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No

				4	

Semester 1 modules

Semester 2 modules

Intermediate/Foundation Degree Stage

Long thin modules (last two semesters)

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
				5	

Semester 1 modules

Semester 2 modules

Honours Stage

Long thin modules (last two semesters)

Code/ New	Title	Core/ Option	Credits	Level	Compensatable Yes/No
				6	

Semester 1 modules

Semester 2 modules

18	References used in designing the programme	
19	Employers used in designing the programme	
20	Indicators of quality and standards	<p>The programme will follow the QA standards of the Grimsby Institute Group (the Institute). The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through the Institute will be published and any weaknesses addressed as appropriate. The Institute also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the Director of Quality (HE) and the relevant School at the Institute. The Institute requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the Regulations, Performance and Progression Committee (RPPC). The Institute also monitors External Examiner reports and</p>

		<p>these are reported on through faculty self evaluation documents, the Institute quality enhancement report and the Institute's External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of the Institute and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Head of School and then submitted to the HE Quality & Standards department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>
21	Particular support for learning	<p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs .The Institute has well - established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition, the Institute employs a HE Study Skills Facilitator. The HE Study Skills Facilitator is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.</p>

22	Methods for evaluating and improving the quality of learning	<p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.</p> <p>The Institute's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.</p> <p>Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.</p> <p>Further, the Institute holds HE Student Subcommittee meetings each semester at which their remit is to:</p> <ul style="list-style-type: none"> • consider matters relating to the student experience within Higher Education • enhance the learner voice within the Institute's Higher Education strategic and operational agenda • look at areas for development • provide feedback on areas of good practice • put forward suggestions of the development of Institutional policy and strategy • collate from and report back to other students any key themes and outcomes relating to the learner experience
23	Identify any ethical issues that relate to this programme's teaching and assessment (supporting material may	

	be monitored from time to time)	
24	Is the 20 credit Level 5 mandatory module Work Based or Work Related?	
25	How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support (e.g identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring , supervision arrangements and support for employers).	
26	Have all resources (both physical and human) been considered for the programme with specific consideration given to the RTS status of all teaching staff on programme? Please provide detail here.	
27	Other sources of information about this programme	
28	Date of most recent Institute periodic review	
29	Year of next Institute periodic review	
30	Revision History	
Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

GIG Module Specification

A	Module title	
B	Module code (enter code)	
C	Primary Location of Module	
D	Secondary Location(s) of Module	
E	Module Leader	
F	Credits	
G	Level	
H	Semester	
I	Professional, statutory or regulatory body requirements	
J	Work Based/ Work Related	
K	Pass/ Fail	
L	Pre-requisites	
M	Concurrent modules	
N	Post-requisites	
O	Rationale	A rationale should provide the overarching reason why this module should be included in the programme design (ie why should this module be studied and how does it align to the sector).
P	Aims and distinctive features	This section should highlight the distinguishing characteristics of the module.
Q	Learning outcomes	<p><i>* note: ideally there will be between 4-6 module learning outcomes.</i></p> <p>Upon successful completion of this module a student must be able to:</p>

		1.
R	Learning and teaching strategy	<p><i>* note: this section should be contextualised to suit the nature of delivery for the module in question.</i></p> <p>Type of formal contact with students: via a programme of lectures, seminars, practical activities and workshops</p> <p>Lectures</p> <p>Most sessions will follow an interactive lecture followed by seminar format. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and complete their assessment. The lectures will always encourage creative thought on behalf of the students and suggest follow up activities to develop the key ideas.</p> <p>Seminars</p> <p>Tutor led seminars will encourage students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance. These sessions will make use of workshops and exercises which are used as an informal on-going method of assessment where student's individual skills and knowledge growth will be tested through workshop exercises and student led demonstrations.</p> <p>Research</p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow up work will be set and can be discussed using the VLE.</p> <p>Presentations and Organised Debate</p> <p>Used to build confidence and develop skills</p>

		presentations and debates about the content of presentations are used to encourage creative and critical thinking strategies.
S	Direct and indirect contact hours	<p><i>Use either one of the following dependent on whether the module is SF or LT and 20 or 10 credits:</i></p> <p>The module will be delivered over one 17 week semester which will comprise of 21 hours of contact delivery over 14 weeks (and 79 hours dedicated to directed and/or private study time over the 17 week semester).</p> <p>OR</p> <p>The module will be delivered over two 17 week semesters which will comprise 42 hours of contact delivery (21 hours contact delivery over 14 weeks in each 17 week semester). 158 hours over the two 17 week semesters will be dedicated to directed and/or private study time.</p> <p>OR</p> <p>The module will be delivered over one 17 week semester which will comprise of 42 hours of contact delivery over 14 weeks (and 158 hours dedicated to directed and/or private study time over the 17 week semester).</p>
T	Arrangements for revision and private study	<p><i>Consider using the following statement or something similar:</i></p> <p>All students will have opportunities to discuss work formatively within tutorial or workshop sessions, which will be clearly identified within the module handbook. Students will be expected to take responsibility for their own learning and to read and revise outside of class contact time. The HE Learning Centre is available for individual or group study and has 24 hour access. All students also have access to the HE Study Skills Facilitator by making individual appointments.</p>
U	Identify any ethical issues that relate to this module's teaching and assessment (supporting material may be monitored	<i>Consider a statement such as the following and contextualise to suit the module in question if applicable:</i>

	from time to time)	Ethical approval will be required and all issues will be dealt with here. This is achieved through submission to the Institute's Ethics Committee which meets monthly throughout the academic year.		
V	Methods of assessment	Include here whether the module is compensatable or non-compensatable. Ensure you show consistency with the layout of the assessment methods ie: Report (50% - 2000 words) For presentations or exams only a time is needed (not a word equivalence)		
W	Methods of reassessment (if different to V)			
X Programme – module learning outcomes – assessment mapping				
	Programme outcomes	Module outcomes	Assessment method 1	Assessment method 2

Y	Minimum number attending module	
Z Indicative content		
•		
AA Core and indicative reading		
<u>Core Reading</u> <u>Indicative Reading</u> <u>Websites</u>		

Journals

BB Other resource needs essential for delivery of this module

CC Minor Modifications

Version	Details of modification	Date of approval	Date HEQA informed
1			
2			
3			
4			
5			
6			
7			

Programme Outcomes																						
Generic Skill	Code	Level	I(a)	I(b)	I(c)	I(d)	II(a)	II(b)	II(c)	II(d)												
4.1 i																						
4.1 ii																						
4.1 iii																						
4.1 iv																						
4.1 v																						
4.1 vi																						

4.1 Generic Key Skill Outcomes: on completion of a Foundation Degree programme, students must be able to:

- i. communicate with others in a clear and articulate manner, both verbally and in writing
- ii. use information and communication technology to store, retrieve and produce material, which may include the use of word-processing, databases, spreadsheets and other applications as appropriate to the programme
- iii. exercise personal responsibility for own decision making, learning, development and time management
- iv. work with others with confidence, initiative and take responsibility for an agreed area of shared activity
- v. show flexible, methodical, informed and creative approaches in identifying and proposing solutions
- vi. act in a professional and ethical manner, demonstrating the ability to learn from and reflect on experiences

Assessment Methods Matrix

Assessment Method	Module title	Module title	Module title	Module title	Module title	Module title	Module title
Learning Portfolios							
Essay Assignments							
Group Projects							
Independent projects							
Unseen Examinations							
Unseen laboratory/ workshop examinations							
Oral Examinations							
Open-book Examinations							
Fieldwork Reports							
Design Tasks							
Practicals							
Exhibitions							
Work Placement Reports							
Computer-based Exercises							
Multiple Choice Tests							
Synoptic exam							
Student led Seminars/discussions							
Problem Solving Exercises							
Other types of extended writing							
Oral Presentations							
Assessment of practice							

Statement from Institute Learning Centre

Analysis of Resources for <<programme title>>

As part of the approval process, the Institute's Learning Centre is required to provide a statement on the availability of resources. Based upon an analysis of the resources identified in the documentation, the following can be reported:

[n] modules were checked. Of these, [n] modules [module titles] were listed without any books or journals.

Texts

All lists have been checked against the Learning Centre Catalogue and against appropriate databases identifying current, forthcoming and out of print titles.

At least one copy of each listed title was in stock in the Learning Centre, in the most current edition available. If a title was traced as being in print but not currently in stock in the Learning Centre, it is calculated that it would cost approximately £[n] to purchase one copy of each title.

[n] items were not in the Learning Centre's stock and not in print. The relevant teaching staff have been informed so that the indicative resources can be amended. It may be possible to obtain second-hand copies of our-of-print titles, but this is generally not recommended as these copies will usually be in limited supply and may not be in good condition.

Staff will also be informed of any corrections to spelling or bibliographic details of any of the resources.

At this stage, the likely number of students has not been taken in to account. Some titles may not be available in the appropriate quantities may need to be purchased to meet the needs of larger groups.

Journals

Of the [n] journals which were recommended in the indicative resources, the following [n] titles could not be identified as current Learning Centre print or electronic subscriptions.

Journal Title	Cost	Notes

The overall cost would be £[n] for all the new titles, based on current prices and exchange rates.

If back runs of any of the proposed journals are required, the module leader must contact the Head of the Learning Centre to discuss specific requirements.

Specific journal articles

[n] journal articles identified in the indicative resources are not currently available in the Institute's collection in either print or electronic format. It may be possible to obtain photocopies or digitised copies of these articles which comply with copyright legislation. However, there may be cost implications and module leaders must contact the Head of the Learning Centre to discuss options.

Online Databases

Relevant databases are available to support this programme from the Institute's web site. In particular:

[list and description of most relevant databases]

The following databases were listed in the documentation but are not current Institute subscriptions.

Online Database	Cost	Notes

Potential new subscriptions will be considered as part of the annual programme review.

Web Sites

All web sites listed in the resources were checked for accuracy. Staff will be informed of any sites that could not be traced or corrections to URLs.

Electronic Reading Lists

Electronic reading lists will be created for all the modules on this programme. It is the responsibility of module leaders to inform the Institute's Learning Centre of any changes to the indicative resources.

Information Skills

A key role of the Institute's Learning Centres is the development of information skills to enable students to fully exploit the range of resources available and to access quality information sources. These skills cannot be acquired solely at induction.

[Either:

There is no mention of how the students will develop these skills in this programme

or:

I will recognise that information skills will be delivered in [name of module] and I am happy to liaise with the module leader regarding Institute Learning Centre input.]

[name]

Librarian

31	Name and comments of academic consultant and/or external examiner.	
32	Copies of any additional CVs not provided at Programme Proposal stage attached	

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO HEQA@grimsby.ac.uk NO LESS THAN **40 WORKING DAYS** AFTER PPA IS GRANTED.

THIS PROPOSAL **MUST** BE SUPPORTED BY ANY CVs NOT SUBMITTED WITH THE PROGRAMME PROPOSAL APPROVAL (PPA) APPLICATION

33	Signature of Chair of FAP	
34	Date	
35	Signature of the Assistant Principal 14-19 and Higher Education	
36	Date	

For FAP Use

37	Date Approved by FAP	
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ALTHOUGH THERE IS NO SET DEADLINE FOR SUBMISSION PLEASE BE MINDFUL THAT ALL 'NEW' FOUNDATION DEGREE PROGRAMMES, OF FOUNDATION DEGREE PROGRAMMES UNDERGOING 'MAJOR AMENDMENTS' MUST BE FULLY APPROVED (inc with conditions) BY 1ST JULY TO ENSURE SUFFICIENT TIME FOR PLANNING, PREPARATION AND DELIVERY IN THE FOLLOWING ACADEMIC YEAR.