

## TEDI-LONDON

### PROGRAMME DEVELOPMENT GUIDANCE

<b>Summary</b>	Guidance outlining methods for designing and approving new programmes and for making changes to existing programmes. Information about the programme approval and major change processes.		
<b>Policy Owner</b>	Registrar		
<b>Policy Sponsor</b>	Academic Board		
<b>Policy applies to</b>	TEDI-London staff members responsible for programme design. Programme Approval and Review Committee members.		
<b>Related legislation and policy</b>	<ul style="list-style-type: none"> <li>- Programme Approval and Review Committee Terms of Reference</li> <li>- Student Protection Plan</li> <li>- Teaching and Learning Strategy</li> <li>- Equality and Diversity Policy</li> <li>- Academic Awards Framework</li> <li>- Assessment Regulations</li> <li>- Award Regulations</li> <li>- Ethical Framework Statement</li> </ul>		
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#### DOCUMENT CONTROL

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## **PART A – OVERVIEW**

### **1. INTRODUCTION**

- 1.1. This document is a guide for TEDI-London staff involved in the programme development and approval process. It outlines TEDI-London's expectations for programmes, and the processes for both developing new programmes and making changes to existing programmes.
- 1.2. This document has been mapped against the [QAA Quality Code Advice and Guidance on Course Design and Development](#). It should be read alongside the following TEDI-London documents:
  - Programme Approval and Review Committee Terms of Reference
  - Student Protection Plan
  - Teaching and Learning Strategy
  - Equality and Diversity Policy
  - Academic Awards Framework
  - Assessment Regulations
  - Award and Progression Regulations
  - Ethical Framework Statement

### **2. OVERVIEW OF THE PROGRAMME APPROVAL PROCESS**

- 2.1. Academic Board is responsible for granting strategic approval for all new programme proposals to proceed to programme development. The Programme Approval and Review Committee (PARC) is responsible for scrutinising programme developments on behalf of the Academic Board and for making a recommendation to the Academic Board about whether developments should be approved.
- 2.2. Proposed new programmes may not be advertised until approval has been granted to proceed to programme development and then must only be advertised as "subject to approval" until final programme approval has been confirmed. Offers of places may not be made to programmes which have not been fully approved, (expressions of interest may be invited) and programme approval events will be scheduled to ensure programmes are fully approved in advance of the next applicant cycle.

- 2.3. The main purpose of programme planning is to ensure that the overall portfolio of programmes offered by TEDI-London is relevant to market needs, reflects the TEDI-London mission, strategic goals, current academic priorities and resources. The Academic Board will consider proposals for the development of new academic programmes which should be informed by market intelligence.
- 2.4. Once approval has been given to proceed to programme development, proposed new programmes may proceed to development and preparation for Programme Approval (see [part D](#) for more information on the Programme Approval process).
- 2.5. TEDI-London encourages innovation in curriculum development and design. Programme teams should work together to design, develop, review, and enhance their curriculum and learning, teaching and assessment strategies. There is a wide variety of models for programme development and TEDI-London places very little restriction on the development model used in individual cases, except that the development must be in compliance with the Regulations and that the quality and standard of provision is assured and is aligned with the [UK Quality Code for Higher Education](#). Best practice guidelines for inclusive learning and teaching should also be adhered to.
- 2.6. Academic staff are encouraged to be inventive, liaise with colleagues inside and outside TEDI-London (see parts [B](#) and [C](#) for further guidance on programme development and guidance on curriculum design).

### **3. PROGRAMME APPROVAL TIMESCALES**

- 3.1. Ideally the development process commences **at least two years** prior to the planned commencement of a new programme so that there is time to:
  - a. gather market intelligence
  - b. consult with TEDI-London stakeholders to ensure programme proposals are viable
  - c. ensure that the curriculum development phase is informed by the latest pedagogic research and best practice and involves liaison with a wide range of people, including external stakeholders
  - d. undertake a programme resource audit to ensure that the staffing and resource base is adequate for the delivery of the programme
  - e. consult with students

f. ensure that accurate programme information is provided for marketing purposes.

3.2. Although there is normally a two-year lead in time for new programme developments. Where there is a strong business need, programme planning may be fast-tracked – please consult the Registry for further information.

<b>ACTION</b>	<b>TARGET</b>	<b>RESPONSIBILITY</b>
Nomination of academic and industrial/ professional external advisers	12 weeks before Programme Approval and Review Committee (PARC)	Programme proposer
Submission of finalised documentation	Completed by 3 weeks before PARC	Programme proposer to forward to PARC Secretary
Distribution of documents to PARC	3 weeks before PARC	PARC Secretary distributes documentation
External advisers supply written comments to PARC Secretary	1 week before the PARC	Secretary to distribute written comments to PARC
Panel meeting with Programme Team and report of outcome and actions	Report 2 weeks after PARC	PARC Chair and Secretary
Final version of report and outcomes forwarded to the Learning and Teaching Quality Committee for noting and Academic Board for approval	The next Learning and Teaching Quality Committee and Academic Board meetings after the report is approved	PARC Secretary
Response to conditions	No later than 6 weeks after PARC. Conditions processed and signed off before offers made to students.	Programme Team to respond to any conditions by agreed date. PARC Secretary to process conditions as agreed with Chair and external advisers.

ACTION	TARGET	RESPONSIBILITY
Final version of completed action plan forwarded to the Learning and Teaching Quality Committee and Academic Board for noting	The next Learning and Teaching Quality Committee and Academic Board meetings after action plan is completed	PARC Secretary

#### 4. OVERVIEW OF THE PROGRAMME AMENDMENT PROCESS

- 4.1. Academic Board is responsible for overseeing amendments to existing programmes. The Learning, Teaching and Quality Committee (LTQC) is responsible for scrutinising programme amendment proposals on behalf of the Academic Board and for providing an overview of all changes made as part of the annual reporting cycle.
- 4.2. Proposed programme amendments should ensure that the overall portfolio of programmes offered by TEDI-London is relevant to market needs, reflects the TEDI-London mission, strategic goals, current academic priorities and resources.
- 4.3. All amendments must be approved, at the latest, by the summer of the year preceding the change.



## **PART B – PROGRAMME DEVELOPMENT - PLANNING**

### **5. CONSIDERATIONS WHEN PLANNING A NEW PROGRAMME**

- 5.1. **Establish a working group** for the proposed programme which will start to develop the programme, drawing on academic, technical, and other support services.
- 5.2. **Consider the potential market for the programme, and potential entry requirements.** This will influence the nature and level of the award, the content of the curriculum, the overall learning outcomes (to meet the needs of the diverse range of students who will be recruited), teaching and learning, and the assessment strategy which will test the learning outcomes.
- 5.3. **Refer to the TEDI-London Academic Awards Framework** which take account of the [Framework for Higher Education Qualifications \(FHEQ\)](#), to ensure that the most appropriate level of target award is chosen and that the design of the programme takes account of the requirements of that award, and the desirability of any exit awards for students who exit their programme prior to completing their target award.
- 5.4. **Consider the proposed programme title** to ensure that it reflects the content and aims of the programme, that it is simple and self-explanatory, attractive to students and can be found easily. Keep programme titles as broad as possible to maximise employability. Specialist pathways can be incorporated within programme structures, but subject/module specialisms are best reflected through a student's transcript rather than in specific programme titles. The proposed programme title should not be changed once approval has been granted by the Academic Board.
- 5.5. **Consider how the programme design and content takes account of external reference points** such as relevant [Subject Benchmark Statements](#), the Quality Assurance Agency's (QAA) published guidance on [Qualification Characteristics](#), the needs of local employers, industry, professional/statutory bodies, legislation and in light of the diverse range of students to be recruited, equality. See [part C](#) for further guidance on curriculum design.

- 5.6. **Consider how the programme design and content takes account of TEDI-London's Mission, Vision and Values**, with particular emphasis on attracting and empowering individuals and partners from a range of backgrounds and perspectives and inspiring, disrupting and transforming to ensure our alumni have the skills and confidence to deliver practical, real-world solutions that advance how we live. Programme teams should make explicit within the documentation how students will be given the opportunity to study, at some level, material which will benefit them in later life, whether it be in terms of employment, sustainable development, or understanding the world and their role within it.
- 5.7. **Sustainable development:** TEDI-London is committed to implementing environmental and economic sustainability to benefit future generations, the local economy and community. You should consider how sustainable development embedded within the curriculum and how your programme equips students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing. This might be through specific content included within the curriculum and/or through teaching learning and assessment activities (e.g. the use of case studies). Guidance on Education for Sustainable Development is available from the [QAA website](#).
- 5.8. **Employability and Enterprise:** To ensure that students understand the relevance to their current and future career development, employability and enterprise should be embedded within the subject content and delivery of the curriculum, rather than as a 'bolt-on' to the programme. There is advice and guidance from the Higher Education Academy, and guidance on [Enterprise and Entrepreneurship](#) on the QAA website.
- 5.9. **Consider where the programme will need to develop practical, thinking, career/ employability and transferable skills.** These skills should be included as part of the overall learning outcomes for the programme and teams should think about how they will be developed and assessed. If these are not essential for all students, they could be included in optional modules for those students who wish to choose them.
- 5.10. **Personal Development Planning (PDP)** is a structured and supported process undertaken by a learner to reflect upon their own learning, performance and/or

achievement and to plan for their personal, educational and career development. Planned opportunities to engage in PDP should be designed into the curriculum e.g. through reflective pieces of assessment, as seminar topics, or as structured conversations with personal tutors.

- 5.11. **Consider how the programme design and content comply with the Equality Act (2010).** Are the programme content, teaching learning and assessment strategies inclusive and do they eliminate any discrimination, harassment or victimisation of people due to their age, disability, gender, gender reassignment, ethnicity, religion or belief, or sexual orientation or caring responsibilities. You will also need to complete an Equality Impact Assessment during the programme development phase.
- 5.12. **Inclusive curriculum design goes beyond legal obligation under the Equality Act** and recognises and values all the dimensions of diversity with which students may present. Universal Design for inclusivity takes account of these dimensions of diversity at the planning stage in order to anticipate and mitigate against any challenge, disadvantage or discrimination that a student may experience through the curriculum. The programme team needs to consider the diversity of the student population and demonstrate that the planning process has sought to identify possible areas of discrimination and/or disadvantage and taken steps to address these.
- 5.13. **Consider ethical issues** in delivery, content or assessment, see the [Ethical Framework](#) for more information.
- 5.14. **Consult with staff across TEDI-London**, as appropriate, who will be able to give you advice and guidance to support your programme development and its operationalisation e.g. Registry, Admissions, Facilities, IT requirements.
- 5.15. **Students should be actively involved in the design process.** Use surveys, focus group meetings, workshops, or formal consultations to elicit feedback. How have students' views been addressed by the curriculum design?
- 5.16. **Views and needs of relevant employers, external stakeholders and professional organisations** should be actively sought to inform the programme development and consider seeking professional accreditation wherever possible.

- 5.17. **Consider whether some existing modules can be utilised** to contribute to the programme and whether there is anything within these module specifications which may need to be changed? The Module Specification template is available here [link].
- 5.18. If you are intending to make changes which might affect current students on existing programmes, **be aware that student consultation is necessary**. The Student Protection Plan contains further information on how this should be undertaken.
- 5.19. **Consider any new modules which will need to be developed** and undertake a programme resource audit involving the appropriate services to ensure that there are enough resources in place for the delivery of both new and existing modules.
- 5.20. **Check that enough staffing expertise and specialist resources can be made available for all the modules contributing to the programme** - see the questions posed in the Planning Consent Form / Programme Resource Audit Form [links].
- 5.21. **Ensure appropriate guidance is made available to students undertaking work placements**, either as part of a programme or on a voluntary basis. This should include appropriate mechanisms for securing placements of an appropriate quality and on-going support for students whilst on placement, including health and safety. Where students are unable to access work placement opportunities due to disability, caring responsibilities or any other dimensions of diversity, steps should be taken to ensure that these students have access to an equivalent learning opportunity (e.g. through live project work or realistic work environment modules on campus). Further guidance is available from xx.
- 5.22. **Produce draft promotional material in liaison with Marketing** which is attractive to students and accurately and honestly describes the programme.
- 5.23. **Academic Calendar** - It is expected that all programmes will be delivered in line with the standard TEDI-London academic calendar. You should seek guidance from Registry if your programme will not be delivered in this way.

- 5.24. **Review the complete set of programme documentation for Programme Approval** to ensure that the information provided is accurate and consistent throughout. The complete set of programme documentation is set out under [part D](#) below.
- 5.25. **Consider who you might approach as an External Examiner.** A nomination form for the appointment of an External Examiner should be submitted to Academic Board as soon as possible. Guidance on the appointment of External Examiners is available in the [External Examining Policy](#).

## **PART C PROGRAMME DEVELOPMENT – CURRICULUM DESIGN GUIDANCE**

### **6. GENERAL**

- 6.1. A programme team approach to curriculum design, delivery and management should be adopted.
- 6.2. As students progress through the programme they should face work of increasing difficulty and with greater emphasis on independent learning.

### **7. INCLUSIVITY**

- 7.1. TEDI-London has an obligation under the Equality Act (2010) to ensure that certain “Protected Characteristics” are not disadvantaged or exposed to discrimination through any of its programmes. The Protected Characteristics under the Equality Act are: Gender, Age, Disability, Race, Religion (including no religion), Marriage and Civil Partnership, Sex, Gender Reassignment and Pregnancy and Maternity. This is just a starting point, however; truly inclusive learning and teaching seeks to recognise and acknowledge multiple dimensions of diversity. More information can be found in [Thomas and May \(2010\) Inclusive Learning and Teaching in Higher Education](#).
- 7.2. An inclusive curriculum design anticipates the way in which any of these dimensions of diversity might be subjected to disadvantage or discrimination and takes steps to either avoid or accommodate for this at the planning stage. For example, a student from a low socio-economic background might be disadvantaged in their learning by being unable to afford to participate in a class trip; an inclusive curriculum would ensure that they have the opportunity to access the same learning in a way that is suitable for their needs.
- 7.3. A constructively aligned curriculum that is also inclusive in approach might look like this:



#### **Curriculum Design:** Learning outcomes; Framework; Content

- Recognise diversity in planning stages
- Define core requirements to be met by all students
- Be flexible and adaptable
- Provide clear information about expectations and competence standards



#### **Teaching and Learning Methods**

- Present the syllabus in multiple ways
- Use varied methods inside each module
- Provide opportunities for active learning



#### **Assessment**

- Let students present their knowledge in multiple ways
- Provide a range of opportunities for students to demonstrate that they meet the LOs
- The learning process and assessment must be clearly related
- Clear feedback and feedforward must be available at all stages of the course.

Drawn from [Universal Design for Learning: A Best Practice Guidance \(UDLL:2016\)](#)

## **8. PROGRAMME LEARNING OUTCOMES**

- 8.1. The [UK Quality Code, Advice and Guidance for Course Design and Development](#) provides advice on how to ensure programmes are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed. This should consider the knowledge, understanding and skills which students are intended to gain, and the level of knowledge, understanding and skills which they are expected to have on entry to the programme. The intended learning outcomes should be referenced against the [Framework for Higher Education Qualifications \(FHEQ\)](#) which describes the achievement represented by higher education qualifications and applies to awards granted by a higher education provider with degree awarding powers. They should also take account of National [Subject Benchmarks](#) and/or Professional Body Requirements/ Sector Endorsed Frameworks.
- 8.2. [AdvanceHE's Equality Charters](#) recognises that HEIs are responsible for developing non-discriminatory competence standards and designing programmes to address these competence standards. They define a competence standard as "a particular level of competence or ability that a student must demonstrate to be accepted on to, progress within and successfully complete a programme or programme of study". HEIs also have the responsibility to ensure that assessment methods address the competence standards. Adjustments to ways

that competence standards are assessed may be required so that disabled students are not put at a disadvantage in demonstrating their achievement.”

- 8.3. Target awards normally incorporate exit awards at intermediate levels. Exit awards may only be given where the learning outcomes for the lower award have been met. Therefore, learning outcomes for any subsidiary exit awards should be clearly defined on the programme specification and should be explicitly aligned to the relevant FHEQ level, showing progression of learning through the levels if applicable. Available Exit Awards are outlined in the [Academic Awards Framework](#).
- 8.4. In developing the programme, consider what a student should be able to do on completion of the award. Since learning is about the development of abilities and skills as well as the acquisition of knowledge and its understanding and application, consider what abilities and skills students need to have developed, or be developing, and ensure that these are included in the learning outcomes.

## **9. LEARNING OUTCOMES GUIDANCE**

- 9.1. It is expected that the learning outcomes for all target and exit awards align with the [QAA Framework for Higher Education Qualifications](#).
- 9.2. Learning outcomes should be the core minimum outcome that every successful student will achieve and should be able to be met through the modules. This can be considered the threshold requirement.
- 9.3. Avoid including programme level learning outcomes which can only be met through one module, or which are solely met through the study of one optional module.
- 9.4. Avoid outcomes which are essentially skill sets, and instead, articulate outcomes which focus on the learning process, rather than specific content.
- 9.5. Avoid using verbs like “understand”, “appreciate”, “be aware of”, as these are difficult to measure. Be clear on what students will be able to do if they understand a topic or concept. Intended learning outcomes should express in operational terms what students should be able to demonstrate they can do, in order that these can be assessed.



- 9.6. Make use of verbs and phrases which are more objective, such as: state; explain; identify; outline; describe; list; compare; suggest reasons why; apply; analyse; distinguish between; summarise; evaluate.
- 9.7. To ensure inclusivity, learning outcomes need to be clearly relatable to competence standards and you should consider how each learning outcome can be made more accessible for students with different needs.
- 9.8. Use the [Programme Specification](#) as a tool in programme development as a way to reflect on the broad aims for the programme and on the essential overall learning outcomes, and skills development, which all successful students will need to satisfy to gain each target or exit award.
- 9.9. Use the guidance published by the QAA on the specific awards provide an additional reference point on purposes, content, assessment methods and titles of different types of degrees.
- 9.10. Ensure that there is progression in the development of knowledge and skills throughout the programme, that there is coherence and that the curriculum as a whole stretches students academically, particularly in the final year of undergraduate study and at postgraduate levels. This should be evidenced in the content of the modules, the level of the learning outcomes and in the demands of the indicative assessments. It might be helpful to build your programme in levels. This will be helpful when writing learning outcomes for each exit point.
- 9.11. When writing module learning outcomes, the use of frameworks such as [Bloom's taxonomy](#) can be very useful.
- 9.12. The guidance on [Module Level Descriptors](#) have been aligned with the [FHEQ](#). The number of learning outcomes specified for a 20-credit module is normally limited to a maximum of four. Focus learning outcomes on learning processes rather than content. This gives programme teams some flexibility to update content and make enhancements arising from the programme team's reflections and reviews and feedback from stakeholders including students, professional bodies and employers, written in such a way that they do not change with content

fluctuations. Consideration should be given to the equivalence of workload across modules.

## **10. LEARNING AND TEACHING STRATEGIES**

- 10.1. When considering what methods to use, choose methods which encourage active forms of student-centred and enquiry-based learning which will support the development of life-long learning, interaction with peers, teaching staff etc. It is also important to expose students to a variety of approaches and learning activities to appeal to different students' learning approaches and ensure that barriers to learning are minimised.

## **11. ASSESSMENTS**

- 11.1. Assessments should focus on the development and achievement of intended programme outcomes rather than on marks and grades, i.e. assessment for learning rather than simply assessment of learning. Assessment of learning uses assessment tasks to judge student performance on the programme and whether students have demonstrated achievement of the intended learning outcomes.
- 11.2. Assessments should be realistic and real-life focused as much as possible; they should give them experiences of tasks they might encounter in the workplace.
- 11.3. There should be at least one summative assessment per project and one integrated exam that covers all modules taken in a year.
- 11.4. Nodes should include formative assessment tasks which engage students in learning activities and provide timely, actionable feedback so that students can improve.
- 11.5. For additional information on assessment, including assessment principles, weighting, and guidance on marking criteria, see the Assessment Regulations.

## **12. INCLUSIVE ASSESSMENT**

- 12.1. Consider the type and range of assessments used within the assessment strategy across all modules to ensure that all students are equally able to demonstrate their achievement. Use a variety of assessment methods to minimise the disadvantages of each and to provide individual students with a

range of opportunities to demonstrate their achievement. You should ensure that the design or content of an assessment task does not disadvantage certain groups of students. Wherever possible, assessment strategies should be flexible and adaptable and offer students a choice of assessment methods. Assessment strategies need to be responsive to student feedback and students should be included as co-creators in the design of assessment. Inclusive assessment should reduce the need to make additional individual adjustments to meet particular student needs although you should still consider alternative assessments for students with disabilities, e.g. it is unreasonable for a student with severe arthritis to sit a 3-hour hand-written exam.

- 12.2. Review all the modules which will contribute to the programme to identify whether the teaching, learning and assessment strategies will meet the diverse needs of the students to be recruited.
- 12.3. In the module specifications, present the learning, teaching and assessment strategy in terms of student activity and learning. Indicate how the different elements are incorporated within the learning experience and achieve the module aims.
- 12.4. Reducing the need to make changes: avoid over-specific detail about the programme and modules. Express programme/module information in such a way as to accurately capture the content, structure, framework and assessment ensuring this is sufficiently informative for programme approval panels and students, yet still permitting some flexibility to allow enhancements and minor adjustments to be made on an ongoing basis (for example in response to student feedback or to reflect new developments in the field) without requiring approval of changes to approved documentation.

### **13. PROFESSIONAL, STATUTORY OR REGULATORY BODY (PSRBs)**

- 13.1. The relationship with each professional/statutory body or regulatory bodies is the responsibility of the Academic Director. All programmes must comply with the regulations as well as taking account of the specific requirements of any PSRB. Where possible, the programme team should ensure that any differences between the requirements of the PSRB and TEDI-London are accommodated appropriately within the design of the programme.

## **PART D – PROGRAMME APPROVAL – THE PROCESS**

### **14. PURPOSE**

- 14.1. The purpose of the programme approval process is to ensure the programme has a coherent structure which is appropriate to the name and level of the award and the subject to be approved, that the requirements for students to achieve the programme learning outcomes are clear and that the assessment is designed to rigorously test the learning outcomes.
- 14.2. The Programme Approval and Review Committee (PARC) is responsible for scrutinising programme developments on behalf of Academic Board and the Learning, Teaching and Quality Committee (LTQC).
- 14.3. The Academic Board, via PARC must be assured that the programme can be delivered within the current resource base of TEDI-London, and that it is able to operate at or above a threshold quality standard in comparison to other awards offered by TEDI-London and at national and international level. Once the Academic Board is satisfied of this, it will formally approve the programme.

### **15. CRITERIA**

- 15.1. Programme approval processes need to be focused and to examine the provision based on explicit criteria as set out in the Quality Criteria.
- 15.2. The information available for programme approval should provide enough evidence, via documentation and discussion, from which PARC, and subsequently Academic Board can make an informed recommendation on the outcome of the process.

### **16. DOCUMENTATION FOR PROGRAMME APPROVAL**

- 16.1. The documentation required comprises information on which the Academic Board may make judgements against the Quality Criteria for Programme Approval. Documentation should be submitted to the PARC Secretary at least two weeks prior to the PARC meeting where it will be considered.
- 16.2. The documentation required comprises:

- [Planning Consent Form](#)
- [Programme Specification](#)
- [Module Specifications](#), and clearly indicating for approval any new modules and changes proposed to existing modules.

## **17. PLANNING CONSENT FORM**

- 17.1. The Planning Consent Form is designed to identify specific resource requirements and must be signed by the Academic Director and Deputy Dean.
- 17.2. A Planning Consent Form must be completed and signed for all new programmes to be delivered in order to receive initial consent to proceed to initial programme development, as part of the programme planning process.
- 17.3. As part of the resource identification, the Planning Consent Form should be sent to the appropriate support services prior to the Academic Board approval.

## **18. PROGRAMME SPECIFICATION**

- 18.1. The Programme Specification is the key document in the approval of new programmes and the on-going development of existing programmes. There should be one for each award. We have a standard Programme Specification template.
- 18.2. The Programme Specification should clearly articulate what the programme is seeking to achieve and how that achievement is supported and assessed.

## **19. MODULE SPECIFICATIONS**

- 19.1. A module is defined as a self-contained block of learning with its own learning outcomes that describe the appropriate level of intellectual standard required for successful completion of it. A standard module equates to the learning activity expected from one eighth of a full-time undergraduate year (3 teaching blocks).
- 19.2. A standard module is worth 20 credits however modules may be developed up to a maximum of 120 credits for full-time study.

- 19.3. All Module Specifications follow a standard format to present the information required and must be contained within the standard [template](#).

## **PART E - PROGRAMME APPROVAL – PROGRAMME APPROVAL AND REVIEW COMMITTEE (PARC)**

### **20. ROLE OF PARC**

- 20.1. New programmes and re-approval of existing programmes are scrutinised by the PARC, which then makes a recommendation to the Academic Board.
- 20.2. For programme (re)approvals, PARC will co-opt two External Advisers: one academic and one from industry. External Advisers are appointed from nominations approved by the Academic Board as outlined in the Policy for External Advisers to TEDI-London Academic Programmes [link].
- 20.3. PARC can recommend approval with or without conditions and/or recommendations or recommend that a programme should not be approved to start (or in the case of re-approval, to continue). It is mandatory that all conditions must be met satisfactorily, prior to a programme commencing operation or running with the changes requested.
- 20.4. During the meeting, PARC explore issues relating to academic standards with the Programme Team. They will ask questions of the Programme Team to establish whether the programme or changes should be recommended for approval. Indicative areas are included in the PARC Terms of Reference.
- 20.5. PARC will subject the rationale and strategies that underpin the proposal to rigorous scrutiny before making a final decision on the proposal.
- 20.6. Following the PARC meeting, the Secretary will produce a report summarising the outcomes, including the conditions and recommendations. This report is agreed by the Chair of PARC and then circulated to all PARC members and the Academic Director for comment and action.
- 20.7. It should be noted that the identification of conditions should not be regarded as punitive, but as a quality assurance mechanism upon which TEDI-London can

rely to ensure that actions are taken to enhance provision and implement best practice.

- 20.8. All parties will agree a deadline for a response to the conditions and recommendations.
- 20.9. All parties will agree a deadline for a response to the conditions and recommendations.
- 20.10. A final version of the report will be provided to the Academic Board and LTQC.

## **PART F – PROGRAME APPROVAL PROCESS - ACTION FOLLOWING SUCCESSFUL PROGRAME APPROVAL**

### **21. RESPONSE TO CONDITIONS AND RECOMMENDATIONS**

- 21.1. An action plan outlining responses to conditions and recommendations set as part of the programme approval process should be submitted to the PARC Secretary by the agreed deadline (with supporting evidence included as necessary). It is mandatory that all conditions must be met satisfactorily by the end of July preceding the next admissions cycle.
- 21.2. In the case of programme re-approval, amendment will normally only be approved for the next entering cohort (and not mid-admissions cycle). If it is agreed that changes may be made which will affect existing students or current applicants, the changes should be clearly identified for approval, and applicants or students must be contacted to let them know there are changes that impact their programme, as outlined in the Student Protection Plan [\[link\]](#).
- 21.3. Recommendations relate to advice which the Programme Team may consider for the future development of the programme and should be responded to as part of Annual Monitoring Process, see further information in the Programme Monitoring and Review Policy.
- 21.4. Once conditions have been satisfactorily met, the PARC Chair will sign them off and the final version of the action plan will be submitted to the Academic Board and LTQC. This will constitute recommendation for the PARC Chair to Academic

Board that the programme is approved. Once approved by Academic Board, the Secretary will then inform all relevant parties of the approval and will liaise with relevant colleagues to ensure accurate records are set up for a new programme and records for an existing programme are correct.

- 21.5. Consideration should be given to the appointment of a suitable External Examiner at an early stage. A nomination form for the appointment of an External Examiner should be submitted to Registry as soon possible after completion of the programme approval event. A letter of appointment will be sent to the nominee only following confirmation of Programme Approval.
- 21.6. The Academic Director should liaise with Marketing in order that web-based guidance and advice can be provided to prospective students.

## **PART G –PROGRAMME AMENDMENT PROCESS**

### **22. INTRODUCTION**

- 22.1. It is expected that over time, programme teams will need to make amendments to programmes and modules, for example to respond to feedback from students and external examiners, to reflect changes in the external environment, developments in the subject area and incorporate changes required by accrediting bodies.
- 22.2. The Programme Amendment Process consists of three main routes for making changes to existing programmes – editorial, minor and major. The number of changes made are monitored as outlined in the incremental amendments log section below.
- 22.3. It is important that students are consulted about potential amendments to their programmes. The impact of changes must be considered, in line with the information in the Student Protection Plan.
- 22.4. All changes must be planned well in advance in order that they can be approved, at the latest, by the summer of the year preceding the change.



- 22.5. A log of all amendments approved will be presented to the LTQC and the Academic Board as part of the annual reporting cycle.

## **23. EDITORIAL AMENDMENTS**

- 23.1. Editorial amendments are amendments such as:
- a. Updating of indicative reading lists
  - b. Changes to module content that do not affect the learning outcomes
- 23.2. Editorial amendments require approval by the programme lead only but still need to be provided to the LTQC for noting. This should be done via submission of the Programme Amendment Form and should include the following supporting documentation:
- a. Updated [Programme Specification](#) with changes shown as tracked changes where appropriate
  - b. [Module Specifications](#) for any new or revised modules which changes shown as tracked changes where appropriate
- 23.3. Once approved, you should ensure that the module specification and module handbook are updated to reflect the changes. The Registry can help you with this.

## **24. MINOR AMENDMENTS**

- 24.1. Examples of minor amendments include:
- a. Approval of a new module
  - b. Change to a module title
  - c. Changes to module learning outcomes
  - d. Changes to assessment methods
- 24.2. Proposals for Minor Amendments should be considered by the LTQC. A Programme Amendment Form must be submitted to the Committee and should include the following supporting documentation:
- a. Updated Programme Specification with changes shown as tracked changes where appropriate

- b. Module Specifications for any new or revised modules which changes shown as tracked changes where appropriate
  - c. Evidence of student consultation
- 24.3. Once approved, you should ensure that the module specification and module handbook are updated to reflect the changes. The Registry can help you with this.

## **25. MAJOR AMENDMENTS**

- 25.1. The following are examples of major amendments:
  - a. Programme title
  - b. Programme aims and learning outcomes
  - c. Programme mode e.g. part-time to full-time
  - d. Introduction of named routes
- 25.2. Proposals for Major Amendments should be considered by the LTQC. A Programme Amendment Form must be submitted to the Committee and should include the following supporting documentation:
  - a. Evidence of approval of the change from an External Adviser
  - b. Updated [Programme Specification](#) with changes shown as tracked changes
  - c. [Module Specifications](#) for any new or revised modules which changes shown as tracked changes where appropriate
  - d. Evidence of student consultation
- 25.3. Once approved, you should ensure that the module specification and module handbook are updated to reflect the changes. The Registry can help you with this.
- 25.4. Where significant changes to the title and focus of a programme are proposed, it may be advised that the proposal be considered as a new programme and processed through PARC as a full programme approval.

## **26. INCREMENTAL AMENDMENTS LOG**

- 26.1. A log of all amendments will be kept by Registry and presented to the Academic Board and LTQC each year as part of the annual reporting cycle.
- 26.2. Where the combined total of all major amendments made constitutes to changes to a third of the programme (120 credits for BEng, 160 credits for MEng), formal programme re-approval will be required.
- 26.3. Programme re-approval follows the Programme Approval process outlined in this document.
- 26.4. Following a programme re-approval or periodic review the running total of major amendments will be set back to zero.

## **PART H PROGRAMME AMENDMENT PROCESS – ACTION FOLLOWING CONSIDERATION OF PROGRAMME AMENDMENT**

### **27. OUTCOME AND REQUIRED ACTION**

- 27.1. The LTQC Secretary will inform you the outcome of programme amendment proposals. Where an amendment is not approved, Programme Leaders will have the opportunity to submit a revised proposal subject to deadlines for programme amendments. If approved, the relevant module/programme specification and module handbook should be updated.
- 27.2. Programme amendments will normally only be approved for the next entering cohort (and not mid-admissions cycle). If it is agreed that changes may be made which will affect existing students or current applicants, the changes should be clearly identified for approval, and applicants or students must be contacted to let them know there are changes that impact their programme, as outlined in the [Student Protection Plan](#).

## **PART I – ONGOING QUALITY ASSURANCE**

### **28. PROGRAMME MONITORING AND REVIEW**

- 28.1. Once approved, programmes will become subject to TEDI-London's programme monitoring and review processes. Information about these processes can be found in the Programme Monitoring and Review Policy [\[link\]](#).

### **29. FEEDBACK ON THE PROGRAMME APPROVAL PROCESS**

- 29.1. Feedback is sought from External Advisers, PARC members and co-optees as part of a process to ensure that the integrity and rigour of the Programme Approval process is maintained.
- 29.2. The outcome from Programme Approval events, including feedback from participants, is reviewed annually by Registry to identify whether the process is operating effectively and to identify any trends and issues which need to be brought to the attention of Academic Board. Where concerns have been raised by about the operation of the process, action will be identified and agreed with the Registrar to resolve the issue.

## APPENDIX 1 – QUALITY CRITERIA

### **Programme Aims and Learning Outcomes**

- Clearly linked Aims and Learning Outcomes which are appropriate to the level and title of the target award and that appropriate Learning Outcomes are provided for all named interim awards.
- The aims reflect an ethos of inclusion
- The aims are informed by an understanding of the previous experience and future aspirations of current and prospective students
- The learning outcomes are comparable to those expected of graduates in this subject area
- Evidence that the Programme Team have taken into account relevant external influences, for example relevant subject benchmark statements, Equality Act 2010, other legislation and where appropriate, professional body requirements, the needs of industry in programme design, delivery and assessment.
- Evidence that any ethical issues related to the programme have been addressed.

### **Curriculum Content and Design**

- The content of the programme is appropriate for the titles proposed at each named interim point.
- The design and content of the curriculum encourage achievement of the intended programme learning outcomes for all students in terms of knowledge and understanding, subject-specific practical skills, subject-specific cognitive and key transferable skills.
- Evidence that curriculum content and design is informed by scholarly activity/ research and any changes in relevant occupational or professional requirements and that there is evidence that the students are made aware of how the programmes are informed by the latest research and industrial developments.
- There is a coherent structure and progression in skills development and knowledge acquisition which reflect the aims, learning outcomes and competence standards of the programme overall.
- That the order of modules and multiple entry points have been considered. There may be resource implications associated with flexible delivery, which should be considered
- The content should take into account work-based and/or international opportunities.
- The content should take into account the diversity of the student population by providing a range of examples to which all students can relate; raising awareness of equality and promoting respect of individual difference.

### **Learning and Teaching**

- Evidence of a variety of learning and teaching strategies to support the development of the required skills and to enhance the cognitive development of students, and that these strategies are inclusive. Learning and Teaching strategies may be informed by recent developments in techniques of learning and teaching, by current research and scholarship, and the needs of the students recruited to the programme.
- Evidence that the method of delivery takes account of pedagogy and reflects educational best practice.
- Evidence of mechanisms in place to provide good communication channels to ensure students feel part of the group.

### **Assessment**

- Clarity in the assessment process so that students know what is expected of them to enable them to develop their abilities, pass modules and be successful in the programme.
- The assessment process is inclusive, appropriate and effective in enabling learners to demonstrate achievement of the intended learning outcomes for the programme and that the overall assessment load is reasonable.
- There is marking criteria which enable internal and external examiners to distinguish between different categories of achievement.

- Evidence that the standards to be achieved by learners will meet the minimum expectations for the award, taking into consideration relevant subject benchmarks and the national qualifications framework.
- Learners are provided with a range of opportunities to demonstrate that they have met the learning outcomes and competency standards

#### **Student Progression**

- The admissions requirements are clear and appropriate, including any credit exemption and transfer arrangements.
- The documentation is clear how students will progress through the programme and can achieve the proposed named awards in line with the Academic Regulations.
- Consideration as to whether the programme is likely to be recognised nationally/internationally to facilitate future progression.

#### **Student Support and Guidance**

- There is evidence that the Programme Team will be supportive of the needs of students with differing needs in line with the Equality Act 2010 and that there are suitable anticipatory arrangements to support and advise students e.g. for induction, progression, placements, periods abroad, disability and/or learning difficulties, academic difficulties and personal problems.
- The Student Handbook and module descriptors are accurate and clear in the way they describe the programme and its requirements.
- There is evidence that students are supported in their Personal Development Planning.
- Evidence of clear mechanisms such as workshops, tutorials hot-lines etc to encourage interaction for online provision.

#### **Learning Resources**

- There is a sufficient number of appropriately qualified staff to support the expected number of students to be recruited.
- There are adequate accessible learning resources and access to those resources to meet the needs of the anticipated number of students to be recruited.
- That the measurement of performance of staff on short term contracts has been considered.

#### **Quality Management and Enhancement**

- There is a commitment to provide continuing support to encourage curriculum development, scholarly activity/research and the spread of good practice in teaching learning and assessment.
- There is evidence that appropriate student feedback mechanisms will be in place and that the Programme Team will give careful consideration to feedback received from students, external examiners and relevant others, such as professional bodies.

## APPENDIX 2 – PLANNING CONSENT FORM

**PART A – to be completed in liaison with the appropriate services and approved by the Deputy Dean and prior to consideration by the Academic Board for initial consent to proceed with the programme development.**

<b>Final Target Award(s)</b> (eg BEng (Hons) and Programme/Subject Title)	
<b>Approved to run from date</b> (Month/year)	
<b>Duration of programme</b>	
<b>Mode of Attendance/Delivery</b>	Full-time/Part-time/Sandwich Distance Learning/Block Delivery/Mixed Delivery*
<b>Proposed JACS Code and HECOS Code</b>	

*Delete as appropriate (\*)*

### RATIONALE/MARKET

<p><b>What are the specific drivers for this development?</b> TEDI-London/external contexts, e.g. growth in postgraduate or international students, distinctiveness, niche market, etc)</p>	
<p><b>What is the market for the proposed new programme?</b></p> <p>What is the competition? (e.g. international, national, regional, identified competitors in subject area); might be identified by e.g.</p> <ul style="list-style-type: none"> <li>• Student enrolment trends at JACS or programme title level? or</li> <li>• Applications data</li> <li>• Tuition fee data (where necessary)</li> </ul> <p>Include any other relevant information about current successfully recruiting programmes in the market (e.g. programme structure, USPs, entry requirements, international profile etc)</p> <p>Is there any other evidence or insight of a perceived need for the proposed programme? (forecasts, trends, policy changes, programme designed to meet specific need of external organisation etc)</p> <p>Please state the nature of the evidence provided related to the market for the proposed new programme.</p> <p><b>What is the USP for the proposed programme?</b></p>	
<b>What proportion of the programme is</b>	

<b>anticipated to be newly created?</b>	
<b>What proportion is unique to this programme?</b>	

#### STRATEGIC FIT

<b>How does the programme fit with TEDI-London's development plans?</b>	
<b>What are the specific risks associated with this development and how will they be mitigated?</b> (e.g. viability/high start-up costs/initial recruitment, resource requirements etc)	
<b>What are the employability prospects / potential career pathways for students completing this programme?</b>	

#### RESOURCE INFORMATION

<b>Number of intakes per year</b>		<b>Anticipated size of first year</b>	
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<b>Programme Funding Source –</b>	Student fees* Island and Overseas* Other* (please specify)
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*Delete as appropriate (\*)*

<b>Physical Resources –</b> will the programme require access to, or an increase in use of any resources, e.g. teaching rooms, laboratories, equipment, or any other specialist rooms, etc? If so, please describe how these will be addressed?  If access to any physical resource is needed has advice been sought from those responsible for managing access on likely availability, for example from the Campus Facilities & Health Safety and Security Manager or the IT and Systems Manager and if so, were any issues highlighted? Please give details.  Estimated additional cost of resources.	Yes/No* (please delete as appropriate)
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<p><b>Equipment Resources</b> – Will the programme require any other specialist equipment allocated space or bookable space such as labs?</p> <p>If yes, please describe how this is being addressed.</p> <p>Estimated additional cost of resources.</p>	<p>Yes/No* (please delete as appropriate)</p>
<p><b>External Resources</b> – Will any specialist resources (both physical and/or staffing) be required at an external location (e.g. outside the TEDI-London campus, placements etc) in support of the delivery of the programme?</p> <p>If yes, how will these be addressed?</p>	<p>Yes/No* (please delete as appropriate)</p>
<p><b>IT and Library Resources</b> – Will the programme require the purchase of additional texts/journals and what action will be taken to address this? (please consider if the library resources are appropriate for the mode of delivery)</p> <p>Will the programme require specialist IT equipment and software to be used in the laboratories? If so, please give details.</p> <p>Will the programme require <b>additional</b> software and hardware? If so, please describe how this will be funded and implemented.</p> <p>Estimated additional cost of resources</p> <p>Has advice been sought from the IT and Systems Manager and if so, were any issues highlighted? Please give details.</p>	<p>Yes/No* (please delete as appropriate)</p> <p>Yes/No* (please delete as appropriate)</p>
<p><b>Staffing Resources</b> – Will there be any additional staffing resources (including supervision of any work based learning) arising from this programme development for</p> <p>(a) academic (b) technical or (c) administrative staff?</p> <p>If so, how they will be addressed?</p> <p>Estimated additional cost of resources</p>	<p>Yes/No* (please delete as appropriate)</p>
<p><b>Student Services</b> – will the proposed programme have any additional impact on Student Services for specialist support which is over and above the normal services provided? If yes, please describe how Student Services resource issues arising as a result of this</p>	<p>Yes/No* (please delete as appropriate)</p>

programme development will be addressed. Please contact the Student Services and Academic Administration Manager/	
Administrative services – will the proposed programme have any impact on administrative services provided? Please describe how Student Services and Academic Administration will address resource issues arising as a result of this programme development.	Yes/No* (please delete as appropriate)

<b>Describe relationship (if any) with professional/statutory/regulatory body including name and level of accreditation to be sought.</b>	
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<b>COMPLETED BY:</b>		<b>DATE</b>	
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<b>The proposal is supported to move forward to the programme development stage on the basis of the information provided above.</b>
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<b>DEPUTY DEAN SIGNATURE:</b>		<b>DATE</b>	
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**Part B – to be completed following Academic Board approval of part A and submitted (together with part A) with the documentation provided for the PARC.**

<b>Final Target Award(s)*</b> *As approved by Programme Planning and Partnerships Committee	
<b>Approved to Run from Date* (Month/year)</b> *As approved by Programme Planning and Partnerships Committee	
<b>Intended First Cohort Start Date</b> (if different from above)	
<b>If undergraduate programme, please indicate which year will be offered and from when</b>	Year 1 <input type="checkbox"/> Start Date
	Year 2 <input type="checkbox"/> Start Date
	Year 3 <input type="checkbox"/> Start Date
	Year 4 <input type="checkbox"/> Start Date

<b>Programme to be Advertised on the TEDI-London Website</b>	Yes / No*
<b>Interview required as part of Admission?</b>	Yes / No*

*Delete as appropriate (\*)*

<b>Describe any updates to Rationale/Market Research since initial planning consent was given.</b>	
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<b>Describe any update to resource information since initial planning consent was given</b> , including any formal agreements reached with external organisations to support resources.	Facilities
	External Resources
	IT Resources
	Staffing Resources (e.g. academic, technical, administrative staff?)
	Registry

<b>Describe how students have been actively involved in the design process</b> Please give details of involvement, such as surveys, focus group meetings, workshops or formal consultations. How many students participated in the design process? How have students' views been	
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addressed by the curriculum design?	
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<b>Has an Equality Impact Assessment been carried out for the programme?</b>	Yes/No*
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*Delete as appropriate (\*)*

<b>Please provide name of proposed External Examiner(s) for this programme</b>	
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### Existing Modules to be used

Module Code	Module Title	Indicate with asterisk whether changes requiring approval	First Academic Year	Total Number of Students on Module

### New Modules to be approved

Module Code	Module Title	Proposed JACS and HECOS Code	First Academic Year	Total Number of Students on Module

### **AUTHORITY**

**The form must be signed by the Deputy Dean (to confirm the accuracy of the information contained therein and provision of resources) and be presented as part of the information for programme approval. The approval process cannot be completed without this signature.**

<b>DEPUTY DEAN SIGNATURE:</b>		<b>DATE</b>	
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### OFFICE USE ONLY

SRS Updated?	Yes/No/NA*
External Body Advised?	Yes/No/NA*

Updated versions of module and programme specifications shared as required?	Yes/No/NA*
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*Delete as appropriate (\*)*

## APPENDIX 3 - PROGRAMME AMENDMENT FORM

### AMENDMENTS TO EXISTING PROGRAMMES

This form should be completed for any proposed amendments to existing programmes. Once all sections are completed, please forward the form to the Learning, Teaching and Quality Committee Secretary.

The following amendments are categorised as Editorial Amendments:

- a. Updating of indicative reading lists
- b. Changes to module content that do not affect the learning outcomes

The following amendments are categorised as Minor Amendments:

- a. Approval of a new module
- b. Change to a module title
- c. Changes to module learning outcomes
- d. Changes to assessment methods

Supporting documentation for Minor Amendments must include evidence of student consultation, updated module specifications and programme specifications (with changes shown as tracked changes where appropriate)

The following amendments are categorised as Major Amendments:

- a. Programme title
- b. Programme aims and learning outcomes
- c. Programme mode e.g. part-time to full-time
- d. Introduction of named routes

Supporting documentation for Major Amendments must include evidence of approval from an External Adviser, evidence of student consultation, updated module specifications and programme specifications (with changes shown as tracked changes where appropriate)

For Editorial Amendments, parts 1, 2, 5,6 and 7 only must be completed before submission to the Learning, Teaching and Quality Committee.

For Minor and Major Amendments, all sections must be completed before submission to the Learning, Teaching and Quality Committee.

Please contact Registry for further clarification on amendment types or any other aspects of this process.

#### 1. PROGRAMME INFORMATION

<b>Programme Leader</b>	
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<b>Final Target Award</b> (eg BEng Hons and Programme Title)	
<b>Title(s) of available named Exit Award(s)</b>	
<b>Minimum Duration (weeks/years)</b>	

<b>Mode of Attendance/Delivery</b>			
Full-time <input type="checkbox"/>		Distance Learning <input type="checkbox"/>	
Part-time <input type="checkbox"/>		Block Delivery <input type="checkbox"/>	
Sandwich <input type="checkbox"/>		Mixed Delivery <input type="checkbox"/>	
<b>Number of intakes per year</b>		<b>Current size of cohort</b>	
		<b>Proposed size of cohort</b>	
<b>It there a relationship with professional/statutory/regulatory body (PSRB)?</b>			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<b>If YES what is the name of the PSRB?</b>			
<b>Date of accreditation/last re-accreditation</b>			

Please complete the table below to indicate all amendments already approved since the last programme re-approval or periodic review (Registry can provide this information if you are unsure):

Module Title	Module Code	Credits	Type of Change (Editorial/Minor/Major – see above for definitions)	Academic Year Amendment Introduced

## 2. PROPOSED AMENDMENT

<b>What type of amendment is being proposed</b> (see above for definitions)	Editorial <input type="checkbox"/>	Minor <input type="checkbox"/>	Major <input type="checkbox"/>
<b>Please outline rationale for amendments (e.g. response to student feedback, employer/industry feedback, etc, and a brief summary of the changes being proposed.</b>			

<b>Describe how students have been actively involved in the design process</b>	
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<p>Please give details of involvement, such as surveys, focus group meetings, workshops or formal consultations. How many students participated in the design process? How have students' views been addressed by the curriculum design?</p> <p>(If, as an exception, it is proposed that changes will affect existing students, affected students must be consulted and the changes clearly summarised. If material changes are being proposed, evidence of consent from 80% students must be submitted.</p>	
Indicate any impact of the proposed amendment on PSRB accreditation	

### Existing Modules

Module Code	Module Title Please indicate with asterisk which module is to be amended	Credits	Total Number of Students on Module	Teaching block module is delivered in

### New Modules to be approved

Module Code	Module Title	Credits	Proposed JACS and HECOS Code	First Academic Year	First Teaching Block	Total Number of Students on Module

### 3. STRATEGIC FIT – To be completed for minor and major amendments only

How does the programme continue to fit within TEDI-London's development plans?	
What are the specific risks associated with the continued operation of the programme and how are they being addressed? (e.g. resourcing/viability)	



#### 4. RESOURCE INFORMATION – To be completed for minor and major amendments only

<b>If there are proposed changes</b> to the programme, will these have any impact on accommodation required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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<b>If YES to the above</b> , please describe how accommodation issues are being addressed. If there are rooming issues, please confirm how these are being resolved with the Head of Facilities, Health and Safety.	
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<b>If any staffing resource issues</b> have emerged from student-staff liaison committee meetings or been otherwise identified, please describe how they are being addressed.	
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<b>Please describe consumables, equipment and other resource issues</b> arising from this programme and how they are being addressed.	
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<p><b>If any issues regarding IT and Library Resources</b> have emerged from student-staff liaison committee meetings or been otherwise identified, please describe how they are being addressed.</p> <p>Are all reading lists available via Reading Lists Online and up to date (reviewed within the last 12 months)</p> <p>Is all of the software up to date?</p>	
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<b>If any issues regarding technical support</b> have emerged from student-staff liaison committee meetings or been otherwise identified, or if the proposed changes have any significant impact on technical support required, please describe how they are being addressed?	
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<b>Are there any specialist resources</b> (both physical and/or staffing) required to be assessed at an external location in support of the delivery of the programme?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>If YES</b> , has formal agreement with the external organisation been reached to ensure appropriate access to the resources? Please attach confirmation as appropriate.		

#### 5. Registry Services

The following should be completed in collaboration with the Registry:

Will the revised programme have any significant additional impact on student services for	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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specialist support which is over and above the normal services provided?	
If Yes to the above, please describe how student services resource issues arising as a result of this programme are being addressed.	
<b>Has an Equality Impact Assessment been carried out for the revised programme?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

## 6. Supporting Documentation

Please indicate which of the following supporting documentation has been uploaded to the dedicate Programme Amendments Teams channel ?

Evidence of student consultation	<input type="checkbox"/>
Updated Programme Specification	<input type="checkbox"/>
Updated Module Specification	<input type="checkbox"/>
Evidence of approval by External Adviser (Major Amendments)	<input type="checkbox"/>
Evidence that changes do not impact PSRB accreditation	<input type="checkbox"/>
Evidence that changes do not impact PSRB accreditation	<input type="checkbox"/>

## 7. Authority

**The form must be signed by the Deputy Dean (to confirm the accuracy of the information contained therein and provision of resources) and be presented as part of the information for programme approval. The approval process cannot be completed without these signatures.**

<b>DEPUTY DEAN SIGNATURE:</b>		<b>DATE</b>	
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Once completed, the form should be forwarded to the Secretary of the Learning, Teaching and Quality Committee for noting (editorial amendments only) or approval (minor and major amendments).

OFFICE USE ONLY

SRS Updated?	Yes/No/NA*
External Body Advised?	Yes/No/NA*
Updated versions of module and programme specifications shared as required?	Yes/No/NA*

Delete as appropriate (\*)

## **APPENDIX 4 - PROGRAMME SPECIFICATIONS GUIDANCE NOTES**

### **Key guiding principles:**

- Programme Specifications are one of the key documents in the Programme Approval of new programmes and the on-going development of existing programmes.
- Each named award should have a completed and approved Programme Specification. The Programme Specification should reflect all stages within an award.
- Programme Specifications are part of a wider document set and should be viewed in that context. They inter-relate to UCAS profiles, prospectus, marketing materials, student handbooks, module descriptors and other promotional and technical information.
- The development of a Programme Specification should engage the Programme Team in a thinking process with the aim being to clearly articulate what the programme is seeking to achieve and how that achievement is supported and assessed.
- Programme Specifications are also written to inform an external audience.

### **Completing the Programme Specification template**

#### **1. Awarding Institution/Body**

This would normally be "TEDI-London" but in some cases may be an external awarding body.

#### **2. Title of Final Award**

The Title of the Final Award is the named target award which will appear on the certificates presented to students who are successful in meeting all the aims and learning outcomes, for example, BEng (Hons) Global Design Engineering.

#### **3. Title of Interim Awards**

This section should contain all the exit awards associated with this Programme.

#### **4. External Accreditation**

It is normal practice, where relevant, that external accreditation follows internal Programme Approval. However, it is important to identify how the programme relates to external accreditation once Programme Approval is successful and this section is used to identify both approved and proposed external accreditation. For

external accreditation which is already approved before approval of the Programme Specification, please indicate with (a) approved and where there are proposals to seek approval externally after Programme Approval indicate with (b) proposed after the name of the external body.

**5. Modes of Study and duration**

This should list the modes of study available on the programme and the length of time each mode will take. There may be an intention to offer several modes of attendance, in which case they should all be clearly identified.

**6. a) UCAS Code**

This section provides a unique identifier code which is valuable in tracking through document sets associated with marketing, management, and quality assurance of the programme(s).

**b) HECOS Code**

This section provides the HECOS (Higher Education Classification of Subjects) Code which classifies academic subjects and modules. The assignment of subject coding to programmes and modules has strategic importance in league tables, public information available to prospective students and other stakeholders, funding, and key performance indicators.

**The HECOS Code needs to be selected from**

<https://www.hesa.ac.uk/innovation/hecos>

**7. Relevant Subject Benchmarking Group(s)**

It is important that the name of the relevant Subject Benchmark is identified. Some proposals may draw on benchmarks from more than one subject and in this case all the named benchmarks contributing to the programme should be named. If there is no benchmark statement relevant to the award, this should be stated. The QAA Benchmarks can be found at:

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

**8. Other external influences**

This section enables the Programme Team to identify other external influences where, for example, subject benchmarks do not exist such as Degree

Apprenticeship standards. This is particularly important where the programme has been designed to satisfy an identified market need.

**9. Date of production/revision of this form**

This section is very important to complete as it enables different versions of the Programme Specification to be identified. Through the routine of regular review of programmes, changes are made in the light of experience and the changing external environment with the result that it is not uncommon for different year groups of a programme to be working with different Programme Specifications.

**10. Aims of the Programme**

The overall aims of the programme(s) should be stated as succinctly as possible. These aims will provide the exact wording for other documents such as the Student Handbook, although these related documents may provide more detail by indicating subsidiary aims as bullet points.

**11. Intended Learning Outcomes, Teaching and Learning and Assessment Methods**

**11a. Intended Learning Outcomes**

Each programme of study is defined by a set of programme aims and outcomes which are achieved through a range of more specific module aims and intended learning outcomes. Each programme is therefore a coherent whole, clearly identifying the standard that students are expected to achieve by the end of the programme.

A Learning Outcome is a statement of what a student is expected to know, understand and be able to do at the end of a period of learning and of how the learning is to be demonstrated. It is therefore concerned with the achievements of the learner and is a way of communicating clearly to all readers what we expect our learners to be able to achieve by the end of the programme and within each module.

Learning Outcomes are linked to the relevant level, and since they should be measurable through the assessment, they should be written in terms of the representation of the learning (demonstrable learning) and not just learning itself.

Where a Programme Specification indicates exit awards available these should be included in Section 13. The learning outcomes for each of these exit awards should be specified in Section 18. See further information in section 13 and section 18 below and see Programme Developer's Guide section 3 for further guidance.)

In the process of designing a programme of study, the Programme Team should map the module learning outcomes against the intended outcomes for the programme **as a whole** to ensure overall completeness and coherence.

#### **11b. Teaching and Learning Methods**

This section enables the Programme Team to demonstrate the strategies being employed in teaching, and learning. This provides a good check for the Programme Team to ensure that the programme(s) is (are) able to deliver what it states as the aims and learning outcomes.

#### **11c. Assessment Methods**

This section enables the Programme Team to demonstrate the strategies being employed in assessment against the range of skills students will be expected to gain throughout the programme of the programme. This provides a good check for the Programme Team to ensure that the programme is able to deliver what it states as the aims and learning outcomes. Assessment methods should ensure that the stated learning outcomes are able to be achieved and should also be reflected at modular level.

#### **12. Programme Structure**

Section 12 provides the detail of the programme(s) by identifying which modules, by Module Code, Module Title and Credit Rating (i.e. 15 credits, 30 credits, etc.), are component parts of the programme(s).

#### **13. Awards and Credits**

For the named award and all the associated named exit awards, the number of credits required to be successful or for progression should be indicated along with the minimum number of credits at each level. Any other requirements should also be clearly identified, e.g. successful completion of certain modules. In the case of sandwich programmes that include work experience modules (normally 60 or 120 credits), these should be listed in Section 13 as notional credit – i.e. they do not contribute to the overall credit requirement for the programme but must

be successfully passed to gain the target award. Regarding the exit awards for Honours degree programmes, please note that an exit award of CertHE is normally unnamed; exit awards of DipHE and degree will normally take the title of the target award.

#### **14. Personal Development Planning**

Personal development planning is a core learning process for all levels of higher education, work-based learning and continuing professional development. TEDI-London is committed to PDP being a part of every students programme at all levels. This section should identify the opportunities for students to engage with their own personal development planning which are related to the programme(s). The Programme Team should consider how this particular programme supports students' to:

- develop skills of reflection on their academic, personal, and professional development (within clear and safe boundaries)
- increase their own self-awareness of their own skills, qualities, attitudes, and capabilities
- improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning
- identify their own strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring, and reviewing their own progress
- compile their own records of learning experiences and achievement, including progress reviews, personal reflections, and action plans
- plan realistically for their career progression and manage their own career development and lifelong learning.

#### **15. Admissions Criteria**

This section should provide the normal requirements for entry to the programme(s), including English Language criteria for overseas students as appropriate. Additional requirements over and above the standard admissions criteria should be included, e.g. interview or assessment. This information may be contained in other information sources related to the programme(s) and care must be taken therefore to ensure that there is no information conflict between these differing sources.

(After programme approval, the latest entry requirements will be kept up to date on the programme web pages.)

#### **16. Key sources of information about the programme(s)**

This section directs interested parties to further sources of information. Information sources may be external to TEDI-London, such as UCAS.

Internal sources may include the TEDI-London website, etc.

#### **17. Curriculum Skills Map**

The map provides a design aid to help identify where the programme learning outcomes are being developed and assessed within the programme. It also provides a checklist for quality assurance purposes and will be used in Programme Approval, accreditation and external examining processes, making the learning outcomes transparent. In this way it also helps students monitor their own learning, personal and professional development as the programme progresses. The map should show achievement and partial achievement of all programme learning outcomes against each module.

**NB: Please adjust the template to match the detail in the Programme Specification. For example, in relation to the number of modules at each level add or delete rows and for the number of levels within the programme(s).**

#### **18. Learning Outcomes for Exit awards**

For each exit award listed in section 13 please specify the learning outcomes relating to the knowledge and understanding, subject-specific practical skills, subject-specific cognitive and key transferable skills that a typical student might be expected to gain as a result of successfully completing each level of a programme of study.

If this means that a learning outcome is totally achieved the exact wording used in section 11 should be used. Where only a partial achievement of a learning outcome is achieved the learning outcome should be reworded to reflect this e.g. on full completion of a BEng award a student will be able to critically analyse the policy relating to sustainable engineering whereas at diploma level they may be able to apply the policy relating to sustainable engineering and at the certificate level could describe the policy relating to sustainable engineering.



For a standard BEng (Hons) award the exit award learning outcomes for BEng\* (Level 6), DipHE (Level 5) and CertHE (Level 4) should be included; for an MEng (Hons) this would normally be BEng (Hons), BEng\*, DipHE and CertHE. For a postgraduate Masters, this would normally be PGDip and PGCert.

\*For a pass degree, these might be a reduced or amended set of programme learning outcomes extracted from the full Honours level outcomes, or a specific set of learning outcomes.

(Refer to the QAA Framework for Higher Education Qualifications, to ensure these outcomes are in line with the qualification descriptors at the different levels.

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>

## TEDI-LONDON

### PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<b>1. Awarding Institution / Body</b>		
<b>2. Title of Final Award</b>		
<b>3. Title of Interim Awards</b>		
<b>4. External Accreditation</b>		
<b>5. Mode(s) of Study and duration</b>	Accelerated Full-time	
	Full-time	
	Part-time	
<b>6a) UCAS Code</b>		
<b>6b) HECOS Code</b>		
<b>7. Relevant Subject Benchmarking Statement(s)</b>		
<b>8. Other external influences</b>		
<b>9. Date of production/revision of this form</b>		

<b>10.Aims of the Programme</b>
•
•
•
•
•
•

<b>11. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. A2. A3.
<b>Teaching and Learning Methods</b>
<b>Assessment Methods</b>
<b>B. Subject-specific Practical Skills</b>
B1. B2. B3.
<b>Teaching and Learning Methods</b>
<b>Assessment Methods</b>
<b>C. Subject-specific Cognitive Skills</b>
C1. C2. C3.
<b>Teaching and Learning Methods</b>
<b>Assessment Methods</b>
<b>D. Key Transferable Skills</b>
D1. D2. D3. D4.
<b>Teaching and Learning Methods</b>
<b>Assessment Methods</b>

12. Programme Structure				13. Awards and Credits
Level	Module Code	Module Title	Credit value	
<b>14. Personal Development Planning</b>				
<b>15. Admissions Criteria *</b> (including agreed tariffs for entry with advanced standing) <i>*Correct as at date of approval. For latest information, please consult the website.</i>				
<b>16. Key sources of information about the programme</b>				
•				
•				
•				

## 17. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Programme Learning Outcomes															
			Knowledge and understanding				Subject-specific practical skills				Subject-specific practical skills				Key Transferable Skills			
			A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 7																		
LEVEL 6																		
LEVEL 5																		
LEVEL 4																		

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Module Handbooks.

## **18. Learning Outcomes for Exit Awards:**

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a programme of study.

For example a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BEng (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BEng (Level 6) should be included.

**Learning outcomes for the award of:** \_\_\_\_\_

**Learning outcomes for the award of:** \_\_\_\_\_

## **APPENDIX 5 - MODULE SPECIFICATIONS GUIDANCE NOTES**

### **MODULE CODE**

Registry will provide you with a Module Code. This will start with ENG followed by 4 numbers. The first number will represent the level of the module as follows:

Level	Module code prefix
Level 4	ENG1xxx
Level 5	ENG2xxx
Level 6	ENG3xxx
Level 7	ENG4xxx

### **HECOS CODE**

All modules should be allocated a HECOS code which is a way of classifying academic subjects and modules

The HECOS code needs to be selected from <https://www.hesa.ac.uk/innovation/hecos>

### **CREDIT VALUE**

A standard module is 20 credits and equals 200 notional learning hours (as defined by QAA).

Programme teams are encouraged to develop programmes collaboratively working together in professional learning communities rather than as individual module teams. Modules of varying multiples of 20-credits up to 120 credit modules are permitted.

### **DATE OF APPROVAL**

Include the approval date as month/year (if approved at programme approval or Periodic Review, this should be the event date). If changes to the module descriptor are approved through the module amendment process, the date of approval of the change will be inserted by Registry who will hold the definitive Module Specification.

### **RELATIONSHIP WITH OTHER MODULES**

Pre- and co-requisites should only be included where there is pre-requisite or co-requisite knowledge contained in an associated module which it is absolutely necessary for the student to study prior to or alongside the module. This signifies that the individual module is linked to another (others) and cannot stand alone or be used in isolation on any other programme.



## **MODULE CONTENT**

Summarise the range and depth of material to be covered. Include main topic areas. This does not need to be an exhaustive list of all topics to be covered in the module and should allow for some flexibility.

## **LEARNING OUTCOMES**

Typically, Module Learning Outcomes will contribute to one or more of the Programme Learning Outcomes under the headings of knowledge and understanding, subject-specific practical skills, subject-specific cognitive and key transferable skills. Learning outcomes are concerned with the achievements of the learner, a way of communicating clearly what we expect our learners to be able to achieve by the end of the programme and within each module. Precise wording is crucial i.e. "successful students will be able to....." and should be in language consistent with the requirement of different academic levels of study.

First Words on Teaching and Learning, by David Baume, previously of Oxford Centre for Staff and Learning Development (e-book free to download):

[http://shop.brookes.ac.uk/browse/extra\\_info.asp?compid=1&modid=1&deptid=47&catid=227&prodid=948](http://shop.brookes.ac.uk/browse/extra_info.asp?compid=1&modid=1&deptid=47&catid=227&prodid=948)

Learning outcomes should be restricted to a maximum of 4 learning outcomes for a 15-credit module. and focus on learning processes, rather than content., This gives programme teams flexibility to update content and make enhancements arising from the programme team's reflections and reviews and feedback from stakeholders including students, professional bodies and employers.

Learning outcomes should provide clear information about expectations and competence standards. When writing learning outcomes, it is essential that they are achievable by all students and do not disadvantage or discriminate against any equality groupings or dimensions of diversity. Learning outcomes should be written using inclusive language that is free of cultural, or gender biased assumptions, and reflects diversity wherever possible.

## **ASSESSMENT METHODS**

Only summative assessment should be included. Module teams should ensure they work with the programme team to design an appropriate range of assessments at each. Time spent on formative assessment and the learning within the broader assessment for learning strategy should be included within the calculation of learning and teaching activities. The maximum number of assessment components should not be more than two per 15-credit module. All modules should embed assessment for learning within the

activities and include as part of the teaching and learning strategy formative assessment tasks that enable the provision of timely, actionable feedback for improvement. This section should also include any assessment which a student must pass (e.g. a skills test) but does not attract a mark (e.g. Satisfactory/Unsatisfactory).

The method of assessment for the module must test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

### **Inclusive Assessment**

Programme teams should make sure that a variety of summative assessment methods are used to ensure that all students are given a range of opportunities to demonstrate that they have met the module learning outcomes. The need for compensatory or alternative assessments for specific students can be reduced if the methods used to assess all students are inclusive in their design. A flexible assessment strategy that includes an element of choice for students is best practice for inclusivity and should be considered wherever possible. Inclusive assessments also provide clear marking criteria that are shared openly with students, using language that is free of jargon.

### **Category of Assessment**

The table below gives examples shows how each of these methods should be categorised for the purpose of the Key Information Set (KIS) (written exam; practical assessment; coursework). Select which assessment category is most appropriate for each assessment. Where elements of assessment fall into more than one category of assessment, these must be split accordingly, e.g. if students must complete a project and present the outcomes and the grade reflects both the written project and the presentation, the assessment must be split across practical (presentation) and coursework (project) to reflect the weightings given to these 2 elements.

<b>Activity type</b>	<b>KIS assessment category</b>
<p>Written exam</p> <p><i>A question or set of questions relating to a particular area of study:</i></p> <p><i>Written exams usually occur at the end of a period of learning and assess whether students have achieved the intended learning outcomes. They may be 'seen', where the student is aware in advance of the question(s) they are expected to answer, or 'unseen' where the questions are only revealed 'on the day'. In an open-book exam a student is allowed to use a selection of reference materials during the assessment. The questions asked as part of a written exam may be essay, short answer, problem or multiple choice. Written exams usually (but not always) take place under timed conditions.</i></p> <p><i>(Exams that are taken home should be counted as coursework as the associated conventions of examinations such as timed constraints and authenticity of students' work do not apply.)</i></p>	Written exam
<p>Written assignment, including essay</p> <p><i>An exercise completed in writing.</i></p> <p><i>Written exercises that typically have deadlines attached but which are not carried out under timed conditions. A well-known example is the essay, where students are required to write about a particular topic or answer a question in depth. Other examples include written briefings on particular topics.</i></p>	Coursework
<p>Report</p> <p><i>A description, summary or other account of an experience or activity.</i></p> <p><i>There are many kinds of report - often students are required to produce a report after participating in a practical activity such as fieldwork, laboratory work, work experience or placement. Reports typically have a prescribed format.</i></p>	Coursework

Activity type	KIS assessment category
<p>Dissertation</p> <p><i>An extended piece of written work, often the write-up of a final-year project.</i></p> <p><i>A dissertation is a substantial piece of writing deriving from research that a student has undertaken.</i></p> <p><i>Dissertations are the result of a student’s independent work, carried out under the guidance of a supervisor.</i></p> <p><i>Different subject areas may follow different conventions in relation to the production of dissertations. (Note that other outputs from projects are listed separately.)</i></p>	Coursework
<p>Portfolio</p> <p><i>A collection of work that relates to a given topic or theme, which has been produced over a period but is only <b>summatively assessed once</b>. Therefore, a portfolio cannot be a collection of different marks it must be by default 1 mark as it has only been marked once.</i></p> <p><i>Typically, a portfolio contains several pieces of work, usually connected by a topic or theme. Students are usually required to organise the collection of examples and the portfolio often includes some reflective accounts (diaries/logs).</i></p>	Coursework
<p>Project output (other than dissertation)</p> <p><i>Output from project work, often of a practical nature, other than a dissertation or written report.</i></p> <p><i>Students are assessed on the output of a period of project work (other than in the form of a dissertation or written report). Examples are diverse and include a piece of artwork, a new product or poster.</i></p>	Coursework
<p>Oral assessment and presentation</p> <p><i>A conversation or oral presentation on a given topic, including an individual contribution to a seminar.</i></p> <p><i>Examples of oral assessments and presentations might include conversations, discussions, debates, presentations, and individual contributions to seminars.</i></p>	Practical assessment

<b>Activity type</b>	<b>KIS assessment category</b>
<p>Practical skills assessment</p> <p><i>Assessment of a student's practical skills or competence.</i></p> <p><i>Practical skills assessment focuses on whether, and/or how well, a student performs a specific practical skills or technique (or competency). Examples include laboratory techniques, surveying skills, and so on.</i></p>	Practical assessment
<p>Set exercises</p> <p><i>Questions or tasks designed to assess the application of knowledge, analytical, problem-solving, or evaluative skills.</i></p> <p><i>Examples might include data interpretation and data analysis exercises and problem-based or problem-solving exercises. The categorisation of set exercises will depend on the nature of the exercise being set. Typically, set exercises will not be conducted under exam conditions and will therefore normally be coursework. Where the set exercise is performed under exam conditions and does not involve the use of practical skills it should be treated as a written exam. Otherwise it should be a practical exam.</i></p>	Varies

Peer assessment is not categorised as a separate assessment method and should be included within the assessment type that peers are assessing, e.g. if peer assessment is of a presentation, then this should be treated as a practical assessment (see table).

Further information on the categories of learning and teaching methods can be found at: [https://www.hesa.ac.uk/collection/c16061/calculations\\_methods](https://www.hesa.ac.uk/collection/c16061/calculations_methods).

## **MODULE PASS REQUIREMENTS**

This section should indicate the specific pass requirements for the module as defined in the template

## **FURTHER GUIDANCE**

**Sources of additional guidance include** "First Words – a Guide to Teaching and Learning" by David Baume, Oxford Brookes University.

## **MODULE DELIVERY PLAN**

### **MODULE TUTOR(S)**

Name of person(s) responsible for the delivery of the module.

If more than one person is delivering, identify in bold the Module Leader (person with overall responsibility for the module).

### **LEARNING, TEACHING AND ASSESSMENT STRATEGY**

Explain the rationale for the way in which the learning, teaching and assessment will deliver the module aims. Explain what the student will do during the module.

Explain how the module will be delivered. Will the module be delivered through the learning tree, tutorials, project work?

Explain what steps have been taken to ensure inclusive learning and teaching.

### **SCHEDULED LEARNING ACTIVITY**

All modules should include details of the total student learning hours based upon 150 hours per 15-credit module.

For the purposes of the KIS, this includes lectures, tutorials, seminars, project supervision, demonstrations, practical classes and workshops, supervised time in studio/workshop, fieldwork, external visits. Definitions of these can be found on the HESA website.

Time spent on formative assessment should be included within the calculations. The categories in which formative assessments are included within the learning activities will depend on their exact nature. For example, a class test may contribute to both scheduled learning hours (for the time spent taking the test) and guided independent study hours (for the time spent revising/preparing for the test).

Time spent on summative assessment (e.g. examination) should **NOT** be included. "Office hours" where staff are available to students, but where this time is not individually scheduled cannot be included in scheduled learning hours.

### **GUIDED INDEPENDENT STUDY**

It is expected that the proportion of time spent in guided independent study will typically be derived as the number of hours remaining after considering hours spent in placements and scheduled learning and teaching activities.

Guided independent study might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, revision, etc. The relative amounts of time that students are expected to spend engaged in scheduled activities and guided independent study varies between programmes.

Webinars should be categorised as independent study when a student can access them on demand. If a webinar is only available at a specific time, it should be included as a scheduled learning activity.

In all cases, students are expected to be responsible for their own learning, with appropriate support being provided.

Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc.

**PLACEMENT** - Learning away from the institution that is neither a year abroad nor work based learning.

The term covers any learning, other than years abroad and work-based learning, that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely be involved and may be carried out either by a member of staff or a mentor within the host organisation. Students might undertake placements individually or in groups, depending on the nature of the workplace and the learning involved.

Where the total number of hours on placement exceeds 10 hours per credit, the total number of hours should be capped at 10 hours per credit. Where external requirements dictate that students should spend significantly more than 10 hours per credit in placements, then when reporting for the KIS, these extra hours will be added to the numerator and denominator in the same way as other non-credit bearing compulsory activities.

Where a placement contains a significant proportion of scheduled activity, the placement element can be further broken down to reflect this. (e.g. if as part of a 30 credit placement module students will spend 50 hours in scheduled activities such as tutorials, the module would be split with 250 hours classified as "placement" and the remaining 50 as "scheduled").

**YEAR ABROAD** - Any study that occurs overseas.

This should include any study that occurs overseas whether for all or part of a year. Where only part of the year is studied abroad it should be weighted accordingly in determining the learning and teaching methods for the year.

**WORK-BASED LEARNING** - Structured learning that takes place in the workplace.

Work-based learning is a core feature of foundation degrees and may also occur in other programmes. Work-based learning is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the institution, staff of the employer, or both.

Unlike work experience, which is one element of a programme such as a sandwich placement (whether for the whole or part of a year), work-based learning is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

- the imparting of relevant knowledge and skills to students
- opportunities for students to discuss knowledge and skills with their tutors
- assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

Work-based Learning should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of work-based learning should, therefore, not extend the normal duration of a programme.

Learning in the workplace or other placements that do not meet the definition of work-based learning given above should be treated as placements for the purposes of the KIS.



## **BIBLIOGRAPHY**

Insert link to the module on-line reading list.

The bibliography should be specified using the standard academic conventions governing the subject discipline such as the Harvard citation method. It is helpful for core or essential reading to be identified as well as other supporting material such as videos, software packages, journals, resource packs and whether further information will be provided on appropriate websites, although web addresses need not be included. Essential reading must be reasonably available to students in hard or electronic copy, via open access or uploaded to Blackboard by tutors and optional reading resources should not be overly lengthy. Essential materials should be available to students without incurring extra costs.

## **MODULE LEVEL DESCRIPTORS**

The higher education levels operated in TEDI-London are drawn from Framework for Higher Education Qualification. Reference should be made to the Engineering subject benchmark statement and PSRB requirements in determining level.

The following level descriptors provide a broad outline of general learning outcomes. At a specific level student should be able to demonstrate that they can:

### **Level 4 (HE) (Year 1 undergraduate)**

Develop a rigorous approach to the acquisition of a broad knowledge base and a range of subject specific, cognitive and transferable skills; understand key concepts and theories; evaluate the appropriateness of different approaches to solving problems and communicate the outcomes clearly using structured arguments.

### **Level 5 (HE) (Year 2 undergraduate)**

Apply and critically evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject specific cognitive and transferable skills and problem-solving strategies to well defined problems in the field of study and in the generation of ideas; effectively communicate information and arguments in a variety of forms.

### **Level 6 (HE) (Honours degree)**

Critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate new concepts and evidence from a range of sources; transfer and apply subject specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms.

### **Level 7 (HE) (Masters)**

Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes.

### **Supporting Documents:**

- Framework for Higher Education Qualifications, which includes level descriptors for HE qualifications, available from the QAA website.

<https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

- Subject benchmark statement for Engineering, available from the QAA website.

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

## TEDI-LONDON

### MODULE SPECIFICATION TEMPLATE

<b>MODULE TITLE</b>							
<b>MODULE CODE</b>		<b>LEVEL</b>	Choose an item.	<b>HECOS CODE</b>		<b>CREDIT VALUE</b>	20
<b>DELIVERY MODE</b>	Choose an item.						
<b>DATE OF APPROVAL</b>					<b>VERSION NUMBER</b>		

#### RELATIONSHIP WITH OTHER MODULES

<b>Co-requisites</b>		<b>Pre-requisites</b>		<b>Excluded Combinations</b>	
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#### MODULE AIMS

*Description of intent, intellectual challenge and skills development and relationship to other modules to build upon or complement previous knowledge.*

#### MODULE CONTENT

*Range and depth of material to be covered*

## MODULE LEARNING OUTCOMES

Typically Learning Outcomes will contribute to one or more of the Programme Learning Outcomes under the headings of Knowledge and Understanding, Subject-specific Practical Skills, Subject-specific Cognitive Skills and Key Transferable Skills. Please number Learning Outcomes and delete any rows not applicable.

The number of learning outcomes specified for a 15 credit module should normally be no more than 4.

**On successful completion of this module a student will be able to:**

1.	
2.	
3.	
4.	
5.	

## ASSESSMENT METHODS

The number of summative assessment elements in each 15-credit module should not be more than 3.

Where elements of assessment fall into more than one category of assessment, these must be split accordingly.

<b>Number of Assessments</b> <i>(total number of assessments of this type)</i>	<b>Form of Assessment</b>	<b>% weighting</b>	<b>Size of Assessment/ Duration/ Word count</b> <i>(indicative only – see Workload Table for guidance)</i>	<b>Category of assessment</b> <i>(select 1 of written exam/practical assessment/coursework –see guidance notes)</i>	<b>Learning Outcomes being assessed</b>
1	<i>E.g. Examination</i>	50%	1.5 hours	Choose an item.	
1	<i>E.g., Essay</i>	25	2,000 words	Choose an item.	
1	<i>E.g., Essay</i>	25%	2,000 words	Choose an item.	

## MODULE PASS REQUIREMENTS

This section should indicate the specific pass requirements for the module and should be one of the two options below:

*If only one assessment defined above:*

To pass this module a student must achieve a mark of 40% or above.

*If multiple assessments defined above:*

To pass this module students must achieve a weighted average of 40% or above across all pieces of summative assessment, and a mark of 30% or above in each individual assessment.

**PLEASE NOTE:** *Wording in italics are for the Module developer's guidance only and should be removed once complete*

<b>MODULE TUTOR(S)</b>	Name of person(s) responsible for the delivery of the module. (See guidance notes)
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All modules should include details of the average learning time based upon 200 hours per 20 credits.

<b>LEARNING, TEACHING AND ASSESSMENT STRATEGY</b> Rationale for the way in which the learning, teaching and assessment will deliver the module aims. Explain what the student will do during the module. Explain how the module will be delivered. Will the module be delivered by e-learning, by blended learning?	
<b>SCHEDULED LEARNING AND TEACHING ACTIVITY</b> Defined as any activity that a student has to attend or undertake. (See guidance notes for examples)  Indicate types of activity and how these activities allow for graduate skills acquisition and contribute towards future employability.	
<b>TOTAL SCHEDULED LEARNING HOURS</b>	
<b>GUIDED INDEPENDENT STUDY</b> Typically the number of hours remaining after taking into account hours spent in scheduled learning and teaching activities (or in placements).(See guidance notes for examples.) Indicate how these should be used (add more rows if required) and how these activities allow for graduate skills acquisition and contribute towards future employability.	
<b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b>	
<b>PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING</b> (see guidance notes) Indicate how these activities allow for graduate skills acquisition and contribute towards future employability.	
<b>TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS</b>	
<b>TOTAL STUDENT LEARNING HOURS</b> (e.g. 150 hours per 15 credits)	

### **BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**

The bibliography should be specified using the standard academic conventions governing the subject discipline such as the Harvard citation method. It is helpful for core or essential reading to be identified as well as other supporting material such as videos, software packages, journals, resource packs and whether further information will be provided on appropriate websites, although web addresses need not be included.

Essential reading must be reasonably available to students in electronic copy, via open access or uploaded to Teams by tutors and optional reading resources should not be overly lengthy. Please ensure that essential reading materials will be available to students without incurring extra costs.