

Aide Memoire for an Approval Panel Agenda

This aide memoire is intended to provide a starting point for considering a proposal for a new award.

1. Programme Rationale

- What evidence is there which demonstrates demand for the programme? (eg outcomes of surveys/focus groups; analysis of trends in the sector/local demand)
- How has employer feedback influenced programme design and content?
- How has the student voice influenced the distinctive features of the programme?
- What type of students is it proposed to attract? ie. A Level/mature.

If this programme will recruit International Students, please ensure the following UKVI Compliance Tier 4 sections are considered:

Attendance / Engagement Monitoring	Are the relevant staff members aware of this requirement and familiar with using S3, GradBook etc.? Who will be responsible for ensuring this is carried out?
Teaching Sites, Partnerships, study locations	Will any teaching be conducted off main campus? If yes, you must check with the UKVI Compliance team if the site is already on our Tier 4 licence, or if it can be added – this will take time and requires legal documentation. Is the programme delivered in collaboration with a partner? They may also have to be added to UoP's Tier 4 sponsor licence
Work Placement, Clinical Experience, Work Based Learning	Will the programme contain any of these? If yes, do they meet UKVI requirements, which state they must be: a) integral to the course b) assessed and c) make up no more than 50% of the total course duration. Can these requirements be evidenced?
Gaps in study, full time study,	Does the programme have any gaps in study, aside from official vacation periods, where academic

<p>blended or distance learning</p>	<p>engagement could not be recorded? How long are these gaps, if any?</p> <p>UoP only offers full time programmes to Tier 4 students</p> <p>Blended or distance learning programmes cannot be offered to International students who will require a Tier 4 visa to study in the UK.</p>
<p>Academic progression</p>	<p>Is this programme likely to meet UKVI requirements for academic progression? For example, a postgraduate taught programme mapped at RQF (NQF) 6 rather than 7 will cause difficulties, as most student's prior study level will be RQF 6 (undergraduate), and this will not be regarded as academic progression by UKVI</p>
<p>ATAS</p>	<p>Is an ATAS certificate required? (please check with Student Records if unsure)</p>
<p>English Language</p>	<p>Please see https://www.plymouth.ac.uk/international/how-to-apply/international-students-entry-requirements for standard UoP English Language requirements</p> <p>If a different qualification / level of English will be required, please refer it through the ELRIS group for approval (email ukvi-reporting@plymouth.ac.uk)</p>
<p>NQF level and leading to qualification</p>	<p>Will the programme be mapped on the NQF (RQF) framework and lead to a recognised award? If the programme leads to a professional qualification only, it may not be suitable for Tier 4 students. Please check with the UKVI Compliance Team.</p>
<p>Performances</p>	<p>Will the programme involve any performances? i.e. acting, musical, etc. If yes, please refer to the UKVI Compliance team.</p> <p>Please send any queries to UKVI-reporting@plymouth.ac.uk</p>

2. Academic Standards

- Are the Panel confident that the requirements of the FHEQ have been appropriately considered and taken into account?
- Do the Programme Learning Outcomes align with the relevant qualification descriptors?
- Does the programme satisfactorily take into account the appropriate QAA qualification characteristics and subject benchmarks?
- Does the programme meet the University's requirements in relation to academic frameworks and regulations for the award of credit?
- Will students who successfully achieve the learning outcomes of the programme meet University academic and UK threshold standards?

3. Admissions

- What is the expected intake number?
- Are the admissions requirements clear/appropriate? How will APEL/APCL claims be considered?
- Does the Admissions Tutor have a clear understanding of the process for admitting students who have declared a disability?
- Are any transitional arrangements required for students on existing programmes? If so, what are these and how will they be managed?
- Will any of the modules within the programme be offered as stand-alone professional development modules?

4. Curriculum

- Is the curriculum content up to date and relevant to the subject area and the level of qualifications being considered?
- Are the programme aims and learning outcomes clear, reasonable and appropriate? Does the curriculum support these?
- If the proposal has a very specific target group, how will any particular curricular requirements of the group be addressed?
- Does the curriculum provide appropriate opportunities for embedding the University's Teaching, Learning and Student Experience Strategy, including employability, digital literacy, internationalisation and

sustainability?

- Does the curriculum demonstrate inclusive practice?

5. Teaching and Learning Methods

- Are the planned teaching/learning methods inclusive and appropriate?
- Is there evidence of a consideration of a range of appropriate techniques?
- Are any opportunities for Work-based learning (WBL)/Work-related learning (WRL) inclusive and equitable for students?

6. Assessment

- Is the range and types of assessment appropriate to the programme aims, intended learning outcomes, and relevant module level?
- How will feedback be provided to students and reflective use of feedback encouraged?
- Are the planned assessment methods inclusive?
- Are assessment policies, regulations and processes transparent?
- Are assessments that are linked to WBL/WRL appropriate?

7. Progression

- What kinds of careers, further study etc might students be expected to progress on to at the end of the programme?
- How are links with Alumni maintained and how will this group influence the development of the programme?

8. Student Experience

- How is student engagement with the programme encouraged?
- How does the student voice influence programme development?

9. Programme Management

- How will the programme be managed on a day-to-day basis?

- What is the role of the Programme Leader? Who will be responsible for admissions, examinations, placement supervision etc?

10. Staff Scholarly and Professional Development Activity

- Is this of an appropriate level to underpin the ongoing development of the programme?
- Is staff development appropriate to the needs of the programme and is there a planned staff development programme?