



**Procedure 2.7 Programme Design and Approval**

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- ❖ This procedure is shared with our students and/or can be obtained:
  - o on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - o on the desktops of all computers in the library on the top floor,
  - o by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk) in the case of remote learning.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

**1. Programme Approval**

The Academic and Advisory Committee scrutinises all new programme or course proposals and make recommendations to the Board of Governance about their approval. No programme or course can be offered at the Academy until it has been approved by the awarding body. For programmes with distinct vocational objectives, the views of prospective industry partners should also be sought.

**2. Programme Specifications**

The programme specifications are included in the related Programme Specification and Student Handbooks. The specification should provide a 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.

**3. Requirements for Programme Design**

In designing programmes, and prior to the completion of the briefing document, consideration should be given to the following factors:

- the educational aims of the programme, including its intended learning outcomes and how these will be communicated to students, staff and external audiences.



- the viability of offering the proposed programme based on projected student numbers and the resources available, taking into account the extent to which comparable provision in the subject area already exists and the anticipated student demand. In addition, consideration should be given to how the proposed programme complements the departmental and Academy goals and mission.
- the curriculum structure and the proposed length of the programme, as applicable to both full and part-time students, and the modes and criteria of assessment for each component of the programme and how these fit with Academy regulations.
- the overall coherence and integrity of the programme [in terms of how the components link together to meet its purpose and objectives].
- as applicable, the entrance requirements, including both acceptable and unacceptable qualifications and experience.
- the draft regulations for the programme, including whether any courses have pre-requisites, which courses must be passed, assessment rules and Scheme of Award.
- the means by which the programme will be reviewed.
- the programme's position in relation to external reference points, including any relevant subject benchmark statements, qualifications frameworks, and, where appropriate, the requirements of professional and statutory bodies and employers.

#### **4. Statement of Aims and Learning Outcomes**

- 4.1 The aims of a programme of study can be defined most simply and directly as the rationale which motivated the original design of the programme. Learning outcomes can be defined as a statement of the range of knowledge and abilities which a student may be expected to have acquired by the time of completing the programme. Learning outcomes should be clear and explicit and defined, where possible, in terms of key skills.
- 4.2 In defining a programme's aims and learning outcomes, consideration should be given to the level and the title of the final award. As appropriate, the learning outcomes should also be defined in terms of external reference points (i.e., subject benchmark statements and the appropriate qualifications framework)

#### **5. Definition of Entrance Requirements at Undergraduate Level**

- 5.1 The entrance requirements for a programme should be defined in terms of its aims and learning outcomes. They should be drawn up on the basis of what qualifications and/or experience a student needs to achieve well on a programme without undue difficulty.
- 5.2 For each taught undergraduate level programme, the entrance requirements should be framed in terms both of acceptable entrance qualifications (including acceptable professional experience/qualifications) and of unacceptable entrance qualifications. The Academy must make clear what type and level of experience is acceptable, and the minimum length of acceptable experience. For further details, please refer to *DAL Procedure 4.1 Student Enrolment and Selection*.

#### **6. Definition of Programme Component**

- 6.1 Each component should have a clearly defined syllabus and assessment methodology. All components should normally present an equal workload to the student, and the value of a component should be related to the proposed workload. The notional teaching time allocated to each element of the component should also be defined (number of lectures, number of field course hours, etc.)



- 6.2** Where the aims and learning objectives for the programme require a greater proportion of components in common with undergraduate level programmes, the justification for the requirement must be clearly stated at the time that the programme proposal is submitted.
- 6.3** For each programme it should be made clear which components are regarded as the mandatory core, the pathways that are permissible through the optional courses on offer, and what pathways are prohibited in order to maintain the overall coherence of the programme. The progression requirements, and consequences of failure in any component, should also be considered.

## **7. Assessment**

- 7.1** Detail should be provided on the briefing document of the weighting and form of assessment for each programme component and when the assessment will take place in the structure of the programme.
- 7.2** Programme components should include a component of continuous assessment either as homework, essays, associated practical or fieldwork, and this should be included as part of the final assessment of performance in the unit. In general, a course unit should not be assessed only on the results of unseen examinations.
- 7.3** Discussion sessions, problem-solving classes, oral presentation of work, teamwork, source material searches, etc., are all examples of active learning strategies, which should be included in programme design where appropriate.
- 7.4** Any strategy which involves students furthering their own education by discovery of new facts, methods or skills, thereby developing independent learning skills, should be included as an integral part of the programme where possible.

## **8. Regular Review (Internal and External)**

Undergraduate level programmes are reviewed annually within the Department as per the DAL Procedure 2.6 Self-Assessment and Annual Programme Monitoring. Also, Pearson as the awarding body and BAC and British Council as the accreditation bodies regularly hold audits throughout each academic year.

## **9. Regulations and Information**

- 10.1** The design and structure of programmes and programme components fall under the general regulations of the relevant awarding bodies.
- 10.2** Pedagogic matters concerning the design and structure of programmes and programme components should be referred to the Academic Head, Academic and Advisory Committee and Quality Committee.

## **11. Related Documents**

### **11.1 Policies**

- 2 Academic Management
- 5 Student Support, Engagement and Learning Resources
- 7 Information

### **11.2 Procedures**

- 1.3 Boards and Committees ToR
- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and



- Procedures
- 2.2 Academic Regulations
  - 2.6 Self-Assessment and Annual Programme Monitoring
  - 2.7 Program Design and Approval
  - 2.10 Special Circumstances Affecting Study
  - 2.11 Pearson Registration
  - 3.6 Internal Verification
  - 3.7 External Examiners
  - 4.1 Student Enrolment and Selection
  - 5.2 Welfare Services and Pastoral Care
  - 5.3 Equality, Diversity and Special Needs
  - 5.7 Reviewing Learning Resources
  - 6.3 Equality and Diversity
  - 7.1 Review and Sign off PI
  - 7.4 HE Public Information

### 11.3 External Reference Points

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- British Accreditation Council (BAC) Accreditation Handbook at <http://www.the-bac.org/wp-content/uploads/2022/10/Accreditation-Handbook-2022-web-compressed.pdf>
- UK Quality Code for Higher Education at <https://www.qaa.ac.uk/quality-code>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>