**UNIVERSITY OF YORK**

**TEACHING COMMITTEE**

# Teaching Committee New Programme *Pro Forma*

|  |
| --- |
| This *pro forma* should be completed if you want to introduce a new taught programme of study **and have already received (or are in the process of obtaining) Planning Committee approval**. If the programme is a Foundation Degree and/or will be delivered primarily by distance learning, a supplementary *pro forma* should be completed: contact the Academic Support Office (ASO) for details. The completed *pro forma* and supporting documentation (see below) should be submitted to the Board of Studies (BoS) or Graduate School Board (GSB) for consideration. Once the new programme has been approved and recommended to University Teaching Committee (UTC) by the BoS or GSB this should be recorded on the *pro forma*. A copy of the completed *pro forma* and supporting documentation should be kept in the department for audit purposes. Note: GSBs may only directly recommend programmes to UTC if they have formal delegated power to do so from their parent BoS. Following BoS or GSB approval, a copy of the **completed *pro forma* and supporting documentation** (see below) should be forwarded **electronically** by the department to the ASO (aso@york.ac.uk), copying in your quality assurance contact within the ASO, for consideration by University Teaching Committee. Documents are normally required three weeks in advance of the next meeting of UTC - please check with the ASO if in any doubt. Dates of UTC meetings can be found at: <http://www.york.ac.uk/about/organisation/governance/sub-committees/teaching-committee/papers/> |

|  |
| --- |
| **Title of the new programme**For guidance on programme titles, see: <http://www.york.ac.uk/staff/teaching/programme-development/programmes/modify/programme-titles/> |
|  |

|  |
| --- |
| **Contact details**Main and secondary contact for any queries about the proposal (please provide a telephone extension and email address for each individual) |
|  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Supporting documentation checklist** (NB all supporting documents should have page numbering).

|  |  |
| --- | --- |
| **Documentation** | **Provided Y/N** |
| (i) the programme specification |  |
| (ii) comments from the external assessors on the programme as a whole, and a response from the department to any issues raised |  |
| (iii) module descriptions (see note at end of *pro forma*) |  |
| (iv) comments from the external assessors on the modules and a response from the department to any issues raised |  |

Please note that in **exceptional circumstances** UTC may consider a proposal for initial approval in order to allow a department to advertise a programme. Please contact your Quality Assurance team contact if you would like to discuss this further: <http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/quality-assurance> |

|  |
| --- |
| **Completing the pro forma**1. **Boxes will expand as you write**
2. You should include cross references to the programme specification and module descriptions where necessary. The link to the programme specification template and associated guidance can be found at <https://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-specifications/>. There is no need to reproduce here information that is already provided in the programme specification.
3. The responses should be self-contained but, where appropriate, you may include URLs that lead to further or supporting information contained in, for example, accessible departmental policies.
4. Please refer to the guidance on designing a new programme which can be found at: <https://www.york.ac.uk/staff/teaching/programme-development/programmes/approve/>.
5. If you have any questions about completing the *pro forma* please contact your Quality Assurance team contact (see link above for contact details).
 |

|  |
| --- |
| **1 Date approved by Planning Committee** |
|  |
| 1. **Department(s)**
2. Please specify the lead department or centre.
3. If the programme involves more than one department/centre, please give details.
4. If the programme involves more than one department/centre, please specify which BoS (or GSB) will take lead responsibility for the programme (including assessment and progression decisions). NB This may either be the existing BoS (or GSB) of one of the contributing departments/centres, or a formally constituted combined BoS (comprising all members of the teaching staff for the programme).
 |
|  |
| **3 Date approved and minute of the Board(s) of Studies (or the Graduate School Board(s) if it/they has/have delegated powers)** NB If the programme involves more than one department/centre, all the relevant BoS (or GSBs) must give their formal approval to the proposal. For ease of reference, please include the salient section of the relevant minutes below.  |
|  |
| **4 Proposed start date for the new programme** |
|  |
| **5 Overview and rationale of the programme**Please provide a summary outlining the academic rationale for introducing the programme and any key features. This need be no longer than a page. |
|  |
| **6 Programme structure, content and delivery**The programme structure, content and delivery should be clearly set out in the programme specification. If you believe that the proposal will be better understood by staff and students by the provision of any additional information (i.e. that is not covered elsewhere in the programme specification or other supporting documentation) it can be detailed below.  |
|  |
| **7 New or substantially revised modules**Please specify which modules within the programme are: (i) completely new, or (ii) substantially revised versions of existing modules. It will be assumed that all other modules are existing modules with no, or very minor, amendments. |
|  |
| **8 External reference points (1): QAA**1. The programme’s learning outcomes should be informed by the QAA’s [Framework for Higher Education Qualifications](http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf) (FHEQ) and the University’s generic level descriptors (as articulated in the [frameworks for programme design](https://www.york.ac.uk/staff/teaching/programme-development/programmes/programme-design/), which are mapped to the FHEQ) – please confirm that this is the case and note any issues.
2. Where appropriate (i.e. all undergraduate degrees and some masters programmes), has the programme been informed by the relevant subject benchmark statement(s)? If the programme takes a different approach from, or has a different emphasis to, the relevant subject benchmark statement(s) please explain the rationale for this decision.

  [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements) |
|  |
| **9 External reference points (2): professional, statutory and/or regulatory bodies (PSRBs) and research councils**1. If PSRB approval or recognition is being sought, please specify which one, and state how the programme meets the PSRB’s requirements. Will a PSRB accreditation/recognition event be required and, if so, what part should/can UTC and/or the ASO play in the process?
2. If research council recognition is being sought for a taught postgraduate programme, please specify which one, and state how the programme meets the research council’s requirements. When will the recognition paperwork be submitted to the research council?
 |
|  |
| **10 Research-led Teaching** 1. How and at what levels does the programme include research-led teaching? (For instance, is the curriculum informed by current research and scholarship? How are students exposed to the research interests of the academic staff involved in the programme?)
2. How and at what levels does the programme build up students’ own research skills and abilities as independent learners? (For instance, via the development of inquiry skills and inclusion of research-based activities).
 |
|  |
| **11 Innovative teaching**1. Has the programme been informed by any recent developments in teaching and learning? If yes, please provide brief details.
2. Does the programme involve any non-standard or innovative teaching techniques? If yes, please provide a brief description of the technique(s) concerned, the rationale for using the technique(s) and the anticipated impact on the student experience.
3. Does the programme involve distance learning? If so, please provide brief details and cross-reference to the programme specification and module proformas as appropriate.
 |
|  |
| **12 Internationalisation** 1. How does the curriculum promote internationalisation (e.g. have global perspectives been incorporated; does the programme promote awareness of international issues, contexts and / or cultures (as appropriate) in all students)? If yes, please provide brief details. If no, please explain why.
2. Will the curriculum encourage students to develop cross-cultural capabilities (e.g. the skills of cross-cultural communication) and, if so, how?
 |
|  |
| 1. **Technology Enhanced Learning**
2. How will the programme make use of the University's technology enhanced learning tools to support / underpin teaching and learning (e.g. through use of VLE / lecture recording & video / Google Apps for Education)? See http://elearningyork.files.wordpress.com/2014/03/eldt-brochure.pdf for further details
3. How does the programme’s use of technology enhanced learning (e.g. the VLE) fit with the department’s e-learning / technology enhanced learning strategy?
 |
|  |
| **14 Assessment**The assessment arrangements for the programme should be designed to measure the achievement of the intended learning outcomes. The assessment arrangements should support students’ learning and comply with University policies and practices as laid out in the Guide to Assessment, Standards, Marking and Feedback [<http://www.york.ac.uk/admin/eto/exams/Guide.htm>] and be consistent with departmental policies and practices as laid out in the department’s written statement on assessment.Please summarise (cross referencing to supporting documentation) the structure of assessment on the programme and the rationale behind it. Please specifically address:1. the range of assessment types used, and why these have been chosen;
2. the approach to formative and summative assessment;
3. the ways in which assessment progresses / fits together as a whole across the programme to support the effective learning of key concepts, knowledge and skills as reflected in the programme learning outcomes.
 |
|  |
| **15 Feedback to students**1. When and how will students be provided with feedback on their work?
2. When and how will students be kept informed of their general academic progress?
3. How will students who are performing poorly be identified and supported?
 |
|  |
| **16 Academic skills**1. How will the programme embed the development of students’ academic skills (i.e. skills needed for study e.g. academic reading, constructing arguments and referencing)
2. How will students who need additional support for academic skills (which might include those from non-traditional backgrounds and those for whom English is not a native language) be identified and provided for?
3. How will you work with your Academic Liaison Librarian to embed student acquisition of information literacy outcomes in the programme (as recommended by UTC)?
 |
|  |
| **17 Employability and Generic / Transferable Skills**The programme’s employability objectives should be informed by the University’s Employability Strategy (<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>) Once you have completed this section you should contact Careers (Liz Smith, liz.smith@york.ac.uk or ext 2686) to discuss and incorporate their unedited comments below.1. What are the programme’s objectives in terms of providing a route for employment and/or further training/study?
2. If the programme is aimed at a particular job market or further training/study route, how are the appropriate skills and knowledge developed?
3. How will the programme develop students’ generic/transferable skills (e.g. written and oral communication; problem-solving; numeracy; teamwork)?
 |
|  |
| **18 Engagement with employers/stakeholders**1. Has the department consulted with employers/further training/study providers to ensure that the programme provides an appropriate foundation for the job market/further training/study and to ascertain the demand for students who have successfully completed the programme?
2. How will the department ensure that the programme continues to meet the needs of employers/further training/study providers?

It is strongly recommended that departments that do not already have good links with employers and other stakeholders should contact Careers for help and advice. Reference should be made to the input provided by the department’s External Advisory Board. |
|  |
| **19 Vocational standards**If the programme is aimed at a vocational market:1. are there any vocational standards (e.g. National Occupational Standards) which the programme aims to address?
2. has the department consulted with the relevant Sector Skills Council? (See <http://fisss.org/>)
 |
|  |
| **20 Work-based learning**If the programme includes an element of work-based learning (e.g. simulation, live briefs, a work placement, year in industry, work-based learning modules, work-based learning embedded within modules) please:1. briefly detail the nature of the work-based learning (or refer to the relevant section of the programme specification);
2. Is the work-based learning a compulsory or optional element of the programme?
3. What is the purpose of the work-based learning and how is it integrated with academic study?
 |
|  |
| **21 Provision of work-based learning opportunities** NB Sections 21 and 22 are to be completed only if the programme involves work-based learning that takes place within the workplace. Instead of answering these sections, the department could provide a draft student/staff handbook for this aspect of the programme.1. What will be the criteria for the selection of locations for work-based learning?
2. How will the department ensure a sufficient number of work-based learning opportunities?
3. How will the department make work-based learning providers aware of their responsibilities?
4. How will the department make students aware of their rights and responsibilities?
5. Will learning agreements (between the student, University and the work-based learning provider) be signed and what will the agreement cover?
 |
|  |
| **22 Support for students on work-based learning**1. How will students be briefed prior to, and de-briefed after, work-based learning?
2. Who in the department will be responsible for overseeing students whilst they are undertaking work-based learning?
3. By what means (e.g. work-based mentors, VLE, ongoing communication with the department) will students be supported when undertaking work-based learning?
4. How will any work-based mentors be trained and utilised?
5. How will work-based learning be assessed?
6. If mentors/employers are to be involved in assessment how will they trained, supported and monitored?
7. How will work-based learning be monitored and reviewed?

It is strongly recommended that departments that do not already have an established work-based learning programme should contact Careers for help and advice. |
|  |
| **23 Study abroad** 1. Does the programme include the opportunity to undertake study abroad? If yes, please provide brief details.
2. Can the department confirm that the programme will comply with the University’s Policy Statement on Placement Learning and Study Abroad? [<http://www.york.ac.uk/admin/aso/teach/policies/placements.pdf>]
3. How will students taking Placement Learning and/or Study Abroad be assessed?
4. How will the department manage the risks associated with offering Placement Learning and Study Abroad?
 |
|  |
| **24 External examiners**1. Will any additional external examiners need to be appointed for the programme?
2. Does the department envisage any difficulty in obtaining appropriate external examiners?
3. Will any external examiners be drawn from outside academia?
 |
|  |
| **25 Postgraduates who teach (PGWT)**1. What use, if any, will be made of postgraduates who teach (PGWT)? Please distinguish between the contribution that PGWT make to the first stage (year) of an undergraduate programme and their contribution (if any) to stages (years) two and three of an undergraduate programme and/or at masters level. Please also include details of any involvement they will have in assessment and feedback.
2. How will PGWTs be involved in the monitoring and review of programmes (e.g., how will they give feedback on the module/programme and how will students provide feedback about PGWTs)?
3. Please confirm that the programme will comply with the [University Policy on Postgraduates Who Teach](http://www.york.ac.uk/admin/hr/resources/policy/postgraduates-who-teach.htm).
 |
|  |
| **26 Casual teaching staff and staff external to the University**1. What use, if any, will be made of casual teaching staff and staff who are external to the University (e.g. visiting lecturers (i.e. those employed, or formerly employed, by other HEIs) or honorary lecturers (those not employed in HEIs)) and to what extent?
2. How will the department ensure that such individuals are adequately supported and monitored (for example, how will they be peer observed)?

Departments are reminded that a distinction should be drawn between those staff for whom the University can accept responsibility as internal examiners (i.e. continuing employees) and those for whom it cannot (i.e. casual teaching staff, persons not employed by the University). Those in the latter category may be involved in assessing and in advising an internal examiner on the mark to be awarded; in every such case, however, the internal examiners will be required to ‘second mark' the work concerned and be formally responsible for the marks awarded (Guide to Assessment, Standards, Marking and Feedback section 17).  |
|  |
| **27 Monitoring and review**Please provide a brief outline of the department’s arrangements for monitoring and reviewing the programme (including how feedback from students will be obtained and utilised; how students will be made aware of actions taken in response to their feedback; arrangements for student representation; arrangements for peer support for teaching). |
|  |
| **28 Continuing Professional Development (CPD) provision**Does the department wish to offer any of the programme’s modules on a free-standing basis? If yes, please provide details. |
|  |
| **29 Student Recruitment**The standard admissions criteria should be detailed in the programme specification. 1. How does the programme’s admissions policies and procedures take account of the University’s widening participation agenda?
2. Is it likely that students will use accreditation of prior (experiential) learning (AP(E)L) to enter the programme with advanced standing on a regular basis?
 |
|  |
| **30 Equality and diversity**The University “*is committed* *to meeting the needs of a diverse and changing student body*” and “*recognises the importance of encouraging diversity to be reflected in the content of courses, teaching methods and forms of assessment*” (Equality and Diversity Policy for Students) [<http://www.york.ac.uk/admin/eo/policies/index.htm>]. The programme must comply with the Equality Act 2010 (which covers disability, race and nationality, gender and other protected characteristics.) Please provide details of actions undertaken to ensure that the programme (the curriculum, assessment etc.) is inclusive for all students and how it will account for additional needs of students with protected characteristics (for example, race and nationality and disability). |
|  |
| **31 Ethical considerations**Does the programme give rise to any ethical issues, which might warrant wider consideration within the University? E.g. will the programme receive sponsorship from a firm that is involved in activities that might give rise to ethical concerns (e.g. tobacco/arms)? Will students need to conduct experiments on humans or animals)? If yes, please provide brief details to be referred onto the appropriate body within the University.  |
|  |

|  |
| --- |
| **Module descriptions**For full approval, departments should provide descriptions for **all modules**. If this is not possible, descriptions should be provided for all core modules and a representative selection of optional modules from all stages. New modules not approved at this juncture should be dealt with according to UTC procedures for modifications to existing programmes of study. If a new programme is a variant of an extant programme, e.g. a named pathway through an existing programme, it may not be necessary to provide all the module descriptions (an outline of the existing modules and full details of any new modules may suffice).A module description template is available at: https://www.york.ac.uk/staff/teaching/programme-development/modules/ |