

**Approval Date & Version:** March 2019, Ver. 1.2  
**Approved by:** Academic Board (AB)  
**Next Review Date:** January 2020

**External Reference Points:**

External Source	Reference Points
UKQC- Core Practices	<ul style="list-style-type: none"> <li>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</li> <li>The provider designs and/or delivers high-quality courses.</li> <li>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them</li> </ul>
UKQC- Advice and Guidance	<ul style="list-style-type: none"> <li>Course Design and Development</li> </ul>
Awarding Body Reference	<ul style="list-style-type: none"> <li>Programme Specifications</li> <li>London Met Academic Regulations</li> <li>London Met Quality Manual</li> <li>Pearson BTEC Recognition of Prior Learning Policy</li> </ul>
Other reference Points	<ul style="list-style-type: none"> <li>NCL Quality Assurance Manuals</li> <li>Student Handbooks/ Course Handbooks</li> </ul>

**1. Aims of the Policy:**

- 1.1 The College ensures that it designs and delivers qualifications which meet the threshold standards that are consistent with the relevant national qualification frameworks.
- 1.2 The College designs and/or delivers high-quality programmes.
- 1.3 The College has in place effective arrangements with awarding organisations to ensure a high quality academic experience, irrespective of where or how the courses are delivered.

**2. Policy:**

- 2.1 The strategic oversight at Nelson College London ensures that course design, development and approval processes and outcomes remain consistent and transparent.
- 2.2 The College encourages constructive engagement from staff, students and other stakeholders to design and develop programmes
- 2.3 The College adopts a holistic approach and make use of internal guidance and external reference points to design, develop and approve programmes.
- 2.4 The College ensures that the programmes demonstrate a clear alignment between teaching, learning and assessment strategies.

- 2.5 The College ensures that Module or Course specifications include a rationale and where relevant are linked to national benchmark statements and the proposed assessment methods are linked to the intended learning outcomes
- 2.6 The College ensures that the programmes are designed in such a way that the volume of assessment is appropriate, but not burdensome for both staff and students.
- 2.7 The College ensures that the programmes are modular in nature subject to the regulations by the awarding body.
- 2.8 The College ensures that the proposals for new programmes of study include a rationale and/or a business case.
- 2.9 The proposals for new programmes or parts thereof will be considered in first instance by the Academic Planning Committee. No proposal will be permitted to proceed unless and until the Academic Planning Committee has made a recommendation to this effect to the Academic Board, with which the final decision (whether or not to approve the proposal) will rest.
- 2.10 In making its decision the Academic Board will wish to be assured that relevant College policies (for example relating to Progression) have been meticulously followed.
- 2.11 The College ensures that the design, development and approval processes are reviewed and enhanced regularly. In evaluating the processes the College ensures that it draws upon a wide range of evidence including feedback from academic staff, professional services, students and external stakeholders. There are also opportunities to identify and benchmark against sector best practice

### 3. Procedures and Process:

- 3.1. If a department decides to develop a new programme of study, the proposal should initially be discussed with the Principal's Executive Group, following which a formal proposal should be made to the Academic Planning Committee (APC)
- 3.2. Proposals for new programmes of study *must* include a rationale and/or a business case which should indicate (a) what market research has been conducted to reflect a need for the new programme; (b) a statement relating to learning resources (c) an indication of the envisaged enrolment over the first three full academic years of the programme; (d) the views of current students at the College gathered via the Student Representatives Committee. (e) The *curricula vitarum* of those proposed to teach on the programme.
- 3.3. The APC will evaluate the proposal and if thought fit, will send it to the Academic Board (AB) for preliminary approval. The Academic Board will then mandate the Head of Programme Delivery to search and contact potential providers and arrive at an institutional agreement.
- 3.4. After collaborative institutional approval, the Head of Programme Delivery will form a programme development team along with nominated Module Leaders, Tutors and Support Staff.

3.5. The development team will have the responsibility of taking the programme through formal stages of development and may include members of the awarding organisation if relevant. The team will consult employers, student representatives, relevant external advisors and the Head of Employability in the formal stages of development.

**Internal Pre-Validation Panel Meeting:**

3.6. A pre-validation meeting will be organised to review the documents which will be chaired by a member of the Principal's Executive Group and will include student representatives, external experts and a nominee from the partner institution.

3.7. The supporting documents (e.g. Proposal, programme specification, module specification, CVs of staff, resource plan etc.) should be sent to the panel at least three weeks prior to the meeting.

3.8. New programmes as well as the current ones are expected to meet the following essential requirements

- There should be a market demand for the programme
- Possible progression routes must be taken into account and the programme/course should be aligned to suit these. For example, a Level 5 Programme should qualify the student for a Level-6 in a similar subject.
- There must be a demand in the job sector for a graduate of the programme
- The programme must fall within the College's overall strategy and mission.
- The College has or will have the necessary resources to deliver the programme and to provide all the necessary support to the students

3.9. The Pre-Validation documents will be sent to the Academic Planning Committee for consent to take it to the Approval Stage.

**Approval**

3.10. The documents approved at the pre-validation meeting and Academic Planning Committee will be forwarded to the awarding body that will be responsible convening a full validation panel and producing a validation report.

3.11. The Head of the Programme Delivery will liaise with the representatives of the University to organise the institutional approval and the validation event.

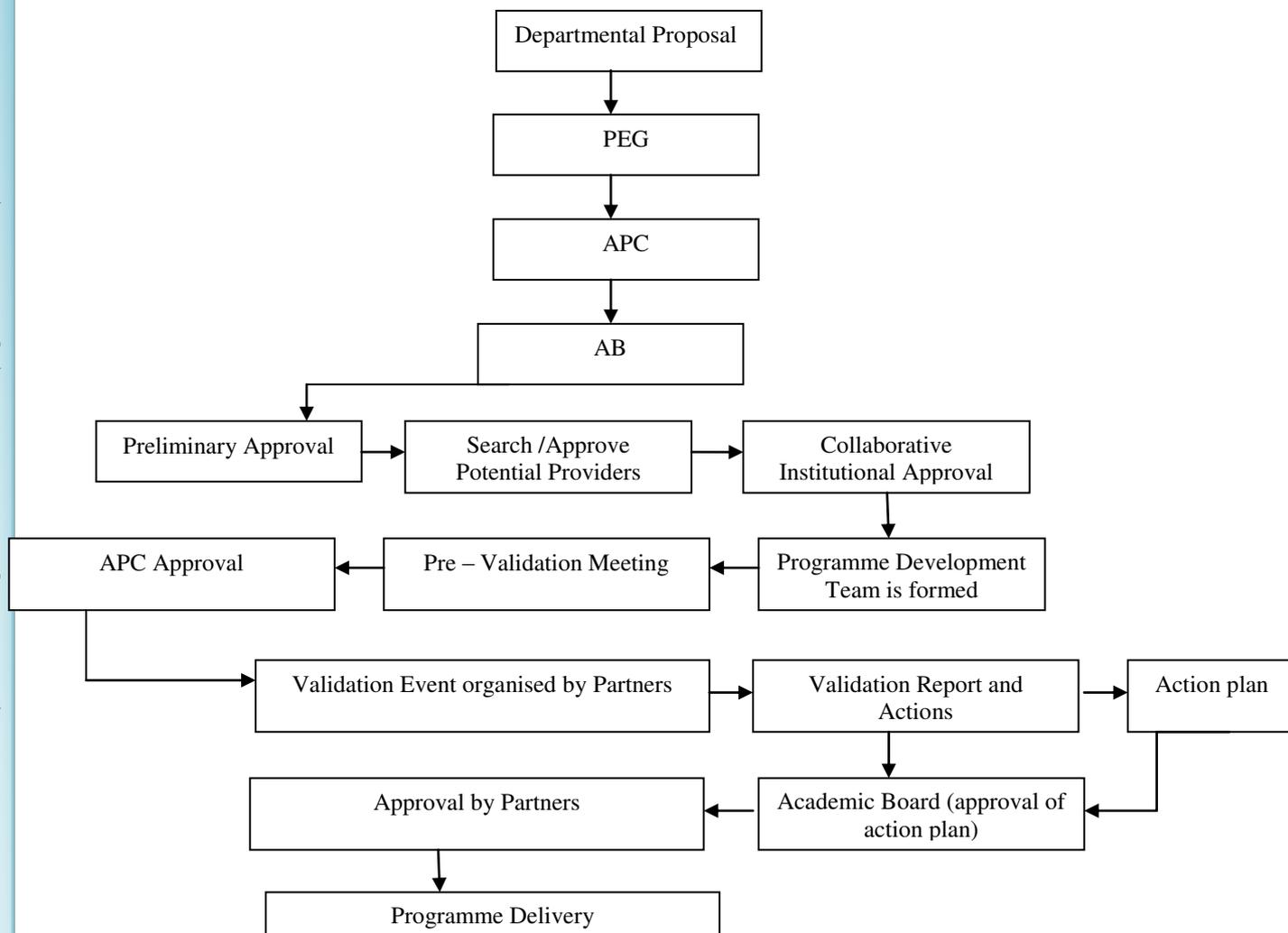
3.12. An Academic Planning Committee will be held as and when required to oversee the preparation for both events: pre-validation meeting and full validation panel

3.13. The Head of Programme Delivery will be responsible to meet the expectations of the validation event and members

3.14. The Head of the Programme Delivery will produce an action plan if needed which should be sent to the Academic Board for approval.

3.15. Sign-off from the Academic Board will be sought once all development stages have been completed and conditions have been met to the satisfaction of the panel. This should include evidence demonstrating how the programme has met the scrutiny criteria including the evidence of input from externals and students.

**Stages of Programme Design and Approval**



**4. Monitoring and Evaluation:**

- 4.1. The Programme Design and Approval Policy is approved by the Academic Board and is reviewed annually.
- 4.2. Quinquennial Review of programme every five year.
- 4.3. The internal and external feedback mechanisms at Nelson College London prove useful to monitor and analyse the extent to which course design and development processes meet the required benchmarks. These include (but are not limited to) reporting and data tracking in the following activities:
  - Student Feedback Surveys (e.g. NSS and NCL Student Survey)
  - Course Log / Programme Review and Enhancement Process Reports
  - Module Logs and Module Monitoring and Evaluation Reports