



Programme Approval Policy

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Programme Approval Policy

1 Introduction

This Policy sets out the University's processes relating to the design, approval and major modification of all undergraduate and postgraduate taught programmes (as defined in [Senate Regulations 2 and 3](#)); and all research degree programmes (as defined in [Senate Regulation 5](#)) involving formal taught elements (e.g., professional doctorates).¹ The Policy is fully aligned with Chapter B1 of the [UK Quality Code for Higher Education](#): Programme design, development and approval, and the Standards and Guidelines for Quality Assurance in the [European Higher Education Area](#) (ESG), section 1.2. This policy is scheduled to be reviewed annually by the University Education Committee.

This policy provides detailed information/guidance on the:

- different types of programme development
- strategic approval process
- programme development process
- design review process
- final approval

Please note that there may be deviation from the processes defined in this Policy due to the nature of the initiative. Confirmation of the process for each programme development will be provided by Quality Assurance and/or the Strategic Approval Scrutiny Panel (SASP).

2 Principles of the Programme Approval Process

Programmes are designed, developed and evaluated against a range of reference points to ensure that:

- the academic standard is commensurate with the proposed award(s);
- the student experience will be of appropriate quality to support the achievement of the required standard;
- The requirements of the University's education strategy, College education plan, and the expectations of external bodies such as QAA (subject benchmark statements) and the Framework for Higher Education Qualifications (FHEQ) are met.

Successful Programme Attributes

The University identifies the following attributes as characteristic of successful programmes. These attributes are to be used by Programme Design Teams and Design Review Panels in guiding programme design decisions and in the evaluation of the programme design:

- Attractive
- Relevant
- Coherent
- Engaging
- Inspiring

¹ The development, scrutiny and approval of short courses (i.e., non award-bearing provision) are subject to a separate policy.

- Stimulating
- Challenging
- Motivating
- Supportive
- Flexible
- Efficient
- Inclusive

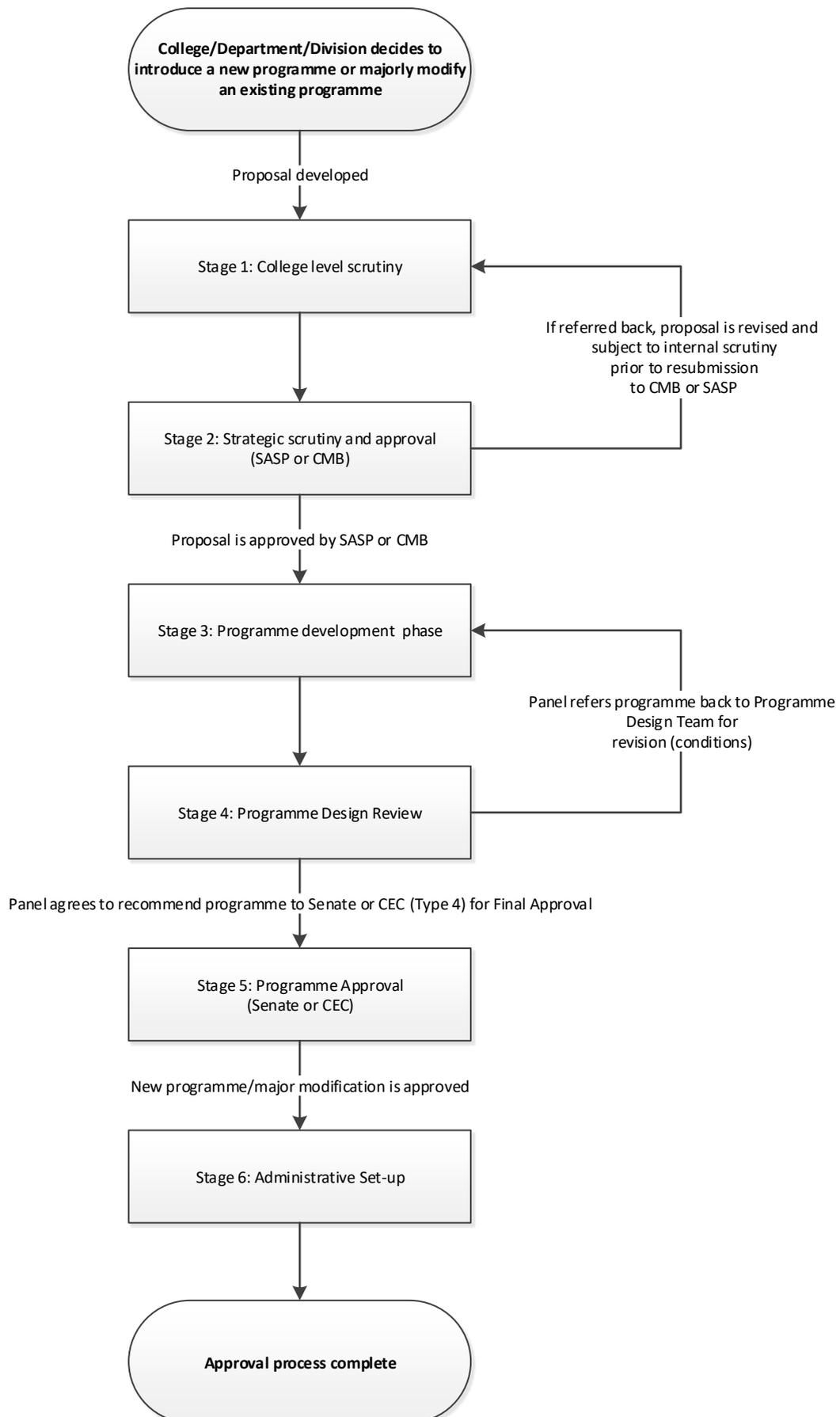
Recognised Programme Developers (RPD)

Programme design and approval at Brunel University London are underpinned by the role of the “Recognised Programme Developer” (RPD). An RPD is an academic member of staff trained in: programme design and development methods; use of successful programme attributes; sector expectations; University programme structure and assessment regulations; equality and diversity; and educational strategy. Additionally, in order to be recognised as an RPD, the staff member must have experience of programme development and review.

RPDs ensure appropriate expertise is brought to the programme design, scrutiny and review process. Their role is either as a Programme Design Team member or as a Panel member/Chair for a Design Review.

A register of Recognised Programme Developers is maintained by Quality Assurance, and RPD activities are reported to the University Education Committee annually.

3 Programme Approval Process (overview)



4 Types of Programme Development Initiatives

In order to ensure appropriate and sufficient scrutiny and approval of proposed programmes or major modifications to existing programmes, the following “Types” of programme development initiatives and processes are defined:

Type	Descriptor	Final Strategic Scrutiny and Approval Body	Approval Process	Final Approval Body ²
1	New Programme Development of a programme in a new discipline where no allied approved provision exists e.g., BSc Pharmacy, MA Architecture; and development of a Degree Apprenticeship programme ³	Strategic Approval Scrutiny Panel (SASP)	Full Design Review	College Education Committee then SENATE
2	New Allied Programme Development of a new programme in a discipline where allied approved provision already exists e.g. BSc Pharmacy when currently have MSc Pharmacy	Strategic Approval Scrutiny Panel (SASP)	Full Design Review	College Education Committee then SENATE
3	New Variant Programme or Pathway A variation of an existing programmes e.g. BSc Pharmacy (Science and Health) when currently have BSc Pharmacy.	Strategic Approval Scrutiny Panel (SASP)	Fast-Track Design Review	College Education Committee then SENATE (for Award + any SR Variations)
4	Major Modification Significant modification of an existing programme e.g. changes to titles, changes to learning outcomes, changes to learning and teaching or assessment strategy, changes to structure, addition of a new mode of study, addition of a new programme element or placement ⁴	College Management Board (CMB) Strategic Approval and Scrutiny Panel if title or award change involved.	Fast-Track Design Review	College Education Committee then SENATE (for Award + any SR Variations)

² Chairs of the relevant approval bodies may act on their behalf to grant approval, given that formal scrutiny by an appropriate body will have already taken place. Such Chair's actions will be reported to the next meeting of the approval body.

³ See Appendix F for detailed guidance on the development and approval of Degree Apprenticeship programmes

⁴ Where a College proposes to just introduce a placement element to an existing undergraduate or postgraduate taught programme, a different process will be followed (see section 6)

5 The Programme Approval Process

The programme approval process will vary depending on the Type of initiative. Generally, the programme approval process involves five distinct stages. This section outlines the process and more detailed guidance is provided in the Appendices.

Stage 1 – College level Scrutiny and Approval

Proposals for all Types of programme development should be scrutinised and approved by the relevant Board of Studies (where an appropriate BoS already exists) and Department Management Board, and this should be recorded in the minutes of the meeting. BoS and DMBs should scrutinise and recommend that the relevant Strategic Approval Form be presented for final approval at CMB or SASP.

Stage 2 – Strategic Approval

Scrutiny and approval of the strategic case for the development of a new programme, or major modifications to existing programme, is undertaken at either University or College level, depending on the Type of development. Quality Assurance will indicate to Colleges which Type of programme approval they are proposing. For programme approvals that are not Type 4, confirmation of the specific Type will be the responsibility of the Strategic Approval Scrutiny Panel.

For guidance on the Strategic Approval Phase please see Appendix A.

Stage 3 – Programme Development

This stage involves the design or redesign of the programme by a Programme Design Team. This will involve meetings between academic staff, students, Quality Assurance and central service departments. Relevant external stakeholders such as industrial advisors and accrediting bodies, must also be involved in the development phase. The outcome of this phase is a formal set of documents for scrutiny by a Design Review Panel.

For guidance on the composition of Programme Design Teams please see Appendix B. For guidance on the document set required for Design Reviews please see Appendix C.

Stage 4 – Programme Design Review

This stage incorporates the formal meeting/s of the Design Review Panel with the Programme Design Team to scrutinise the programme design. Following the final meeting, Design Review Panels will either recommend the programme for final approval or will refer it back to the Programme Design Team for revision (conditions).

For guidance on the Programme Design Review process, please see appendix D. For guidance on the composition of the Design Review Panel, please see Appendix E.

Stage 5 – Programme Approval

Once a Design Review Panel agrees to recommend a programme for final approval, the scrutiny report from the Full Design Review and the programme specification will go to the College Education Committee (CEC) for note and comment, before onward transmission to Senate for full approval. Submission to Senate is via the College Education Committee Report. For Type 4 programme approvals, final approval is granted by the College Education Committee, unless there is a change in title where it will be the responsibility of Senate.

Stage 6 – Administrative Set-up

This stage involves: the setting up or amending of the current programme on SITS (including progression and awarding rules); finalisation of documentation (programme specification and block outlines); and setting up of web pages for marketing, and UCAS pages for recruitment.

Communication to all relevant central service departments regarding the final approval of a programme is the responsibility of Quality Assurance.

6 Programme Approval General Guidance

Accumulated Minor Modifications

A programme which has undergone a significant number of minor modifications since approval will be required to go through the Major Modification Process (Type 4). The accumulation of minor modifications to a programme will be monitored by Quality Assurance, which will make recommendations to the chair of UEC.

Timescales

The time taken between initial programme concept and final approval is almost always determined by the rate of programme design, rather than the time taken by the scrutiny and approval processes. Therefore, the expected timescale for a programme approval from start to finish will depend on the complexity of the task and the time constraints of the Programme Design Team members. Nevertheless, scrutiny and approval bodies should ensure that submissions for scrutiny/approval are considered in a reasonable time and without undue delay.

Marketing

For Type 1-3 programme developments, marketing can commence following College Education Committee consideration of the final programme specification. Please note that final approval by Senate for Type 1-3 programme development must be gained before the programme can be made open to applicants and students recruited. Therefore, following CEC approval, potential applicants may only register their interest.

Colleges and Departments will need to plan Type 1-3 programme developments well ahead of planned intake dates. In order that a new programme benefits from the full marketing cycle (see Appendix F), it should receive final approval by Senate no later than 18 months (undergraduate) or 17 months (postgraduate) prior to the first September intake. This means that all new programmes should have received final approval by the beginning of April, each academic year.

For Type 4 initiatives (Major Modification), if material information (as defined by the Competition and Markets Authority) is affected by the proposed changes then approval must be sought in good time such that final approval is obtained no less than 6 months prior to the implementation of the changes, so that offer holders can be informed.

Consultation with the Professional Development Centre

The Professional Development Centre (PDC) should be consulted prior to CMB or SASP approval for all proposals where it is intended that a placement will be offered. The PDC

should be consulted again as part of the design process, particularly to confirm whether additional resources need to be agreed for it to be able to support students in finding and undertaking placements, and to discuss any other placement-related issues.

Addition of “With Placement Year/Professional Development” to Award Title⁵

Where a College or Department proposes to introduce a placement element to an existing undergraduate programme and, therefore, offer an award with “placement year/professional development”, strategic scrutiny and approval will be undertaken by the College Management Board (CMB), and design scrutiny of the proposal will be undertaken by a Panel consisting of, at minimum, two academic members of staff from outside of the College, one of whom must be an RPD. Colleges/Departments must provide the following documents to the Panel:

- Proposal (including: rationale for the introduction of the placement, evidence of discussion with the Professional Development Centre, and information on how the placement will be managed);
- Programme specification/s;
- Placement block outline/s.

Following scrutiny of the document set and, if required, consultation with the proposing College/Department, a report of the Panel’s scrutiny will be produced by Quality Assurance which will: identify any changes needed (conditions) before final approval can be recommended; or recommend Final Approval to CEC and then Senate.

For the addition of a placement to an existing postgraduate taught programme strategic scrutiny and approval of the strategic case for the provision will be undertaken by SASP and design scrutiny of the proposal will be undertaken by a panel consisting of, at minimum, two academic members of staff from outside of the College, one of whom must be an RPD.

Programme Approvals/Major Modifications Involving NEW collaborative provision

Where new collaborative provision is involved in the programme being developed, additional UEC or Academic Partnerships Office representation shall be incorporated into the Design Review Panel such that Stage 3 of the University’s Managing Partnerships Code of Practice is undertaken robustly in the approvals process. In such cases dual reporting/recommendations from the Design Review Panel to both UEC (concerning the collaboration) and the normal programme approving body (concerning the programme itself) may be made.

Programme Element Validation and Incorporation (e.g., Affiliate College provision)

Validation is defined as the approval by the University of educational provision not provided by the University itself. Affiliate College collaborative provision may be formally incorporated in the University’s programmes in the form of validated programme elements. Whilst the responsibility for the scrutiny and approval or re-approval of the University’s programmes incorporating such validated programme elements is as defined in this Policy, the final validation of such programme elements is subject to approval by UEC.

In addition, supplementary stages and/or additional members of design teams and review and scrutiny teams relevant to partnerships will be defined in the partnership agreement;

⁵ See [Placement Learning Policy](#) for additional guidance.

corresponding additional guidance will be provided in the relevant Collaborative Operations Manual.

Appendix A: Strategic Approval

As indicated in section 3, all proposals for new programmes or major modification to existing programmes are subject to strategic scrutiny and approval. This is to be granted at College or University Level.

Strategic Scrutiny and Approval at University Level (Types 1-3 and Type 4 where there is a proposal for a new award title/ variations to Senate Regulations)

Strategic approval for a Type 1 -3 (and Type 4 as above) programme approval is to be gained from the Strategic Approval Scrutiny Panel (SASP). Colleges are to propose the programme using the “Strategic Approval – New Programmes Form”. Where the programme includes the involvement of a new collaborative partner, Colleges are required to complete the “Strategic Approval – Partnerships Form”.⁶

The risks associated with different Types of programme development are considered as part of the strategic scrutiny and approval process. The perceived risk levels associated with each type of development initiative are as follows:

Perceived Risk Levels							
Type	Type of initiative	New award Title?	Within current academic scope?	Likely Resource impact?	Level of Strategic Approval required	Academic Quality and Standards Risk	Intensity / level of design scrutiny required?
1	New Programme	YES + Possibly New Qualification Type	NO	HIGH	HIGH	HIGH	HIGH / HIGH
2	New Allied Programme	YES + Possibly New Qualification Type	YES	MEDIUM	MEDIUM	HIGH-MEDIUM	HIGH / MEDIUM
3	New Variant Programme or Pathway	New Variant Award Title	YES	MEDIUM-LOW	MEDIUM-LOW	MEDIUM	MEDIUM / MEDIUM
4	Major Modification	Possible change to Award Title	YES	MEDIUM-LOW	LOW	MEDIUM	MEDIUM / MEDIUM

NB One of the outcomes of the SASP scrutiny will be the confirmation of the Type of programme development the proposal falls in to.

Strategic Scrutiny at College Level (Type 4)

Strategic approval must be gained from the College Management Board (CMB) to ensure that any resourcing issues are addressed. Colleges are to propose the major modification of a programme using the “Strategic Approval – Major Modification Form”

Where a Type 4 programme development involves a change in award title, or a variation to Senate Regulations, strategic approval must be gained from SASP.

⁶ All forms are available on the [Quality Assurance Policies and Guidelines A-Z](#) and must be submitted to Quality Assurance and Enhancement.

Chair's Action

Chairs of SASP and CMBs may act on behalf of their respective panel/committee to grant strategic approval.

Appendix B: Programme Design Teams

Programme Design Teams

Every programme development initiative requires the formulation of a “Programme Design Team”, appointed by the relevant Head of Department and identified at the Strategic Approval Stage. The normal composition of the team will be:

- Programme Design Leader, who is also the Lead Academic (typically)
- An RPD normally from within the College
- At least two academic staff members from the Department/Division
- At least two students from the Department/Division
- Appropriate education administration staff from within the College
- Staff from Quality Assurance

Stakeholder Involvement in Programme Design

Programme Design Teams must seek views and feedback during the design process from stakeholders, including: current students; former students (where relevant); employers; PSRBs; and collaborative partner organisation (where relevant).

Appendix C: Documentation for Design Reviews

Programme Design Teams are required to submit the following documents for scrutiny by Design Review Panels. Those Documents in bold are required for an Initial Design Review (in draft format) as well as the Full Design Review.

- **Strategic Approval Request Form, Scrutiny Report, and any other reports produced for this stage**
- **QAA Subject Benchmark Statement (if extant)**
- **Where appropriate, accrediting body expectations**
- **Programme Design Summary (max 10 pages)**
- **The Programme Specification**
- All Modular/Assessment/Study Block Outlines
- HEAR description for the programme
- **Programme Design Endorsement Form (for collaborative cross-department or cross-college programmes)**

Programme Design Summary

Each document set submitted for a programme approval should include a Design Summary that provides a narrative to support the programme specification and block outlines. The document, to be devised by the Programme Design Team, should be no more than 10 pages and must cover, at minimum, the following areas:

1. Rationale for Development of the Programme (including alignment with the College and Brunel's education strategies);
2. Overview of programme design phase;
3. Overview of programme;
4. Programme Structure (typically in diagrammatic form);
5. Assessment strategy;
6. Teaching and learning strategy;
7. Resource requirements/impact;
8. Placement Support (including where students will typically undertake placements).

The Programme Design Summary is to be considered alongside the programme specification and thus there should not be any repetition in the information provided.

Appendix D: Design Review Meetings

Programme Approval is either through the Full Design Review or Fast-Track Design Review process.

Full Design Review: Initial Design Review

A Full Design Review requires two meetings:

1. Initial Design Review - scheduled no later than two months before the final design review meeting (typically), this is an opportunity for select members of the Design Review Panel to meet with the Programme Design Team to discuss the draft programme proposal. The outcome of an Initial Design Review will be recommendations relating to the design of the programme. These recommendations, and any actions relating to them, will be reviewed at the final design review meeting.
2. Final Design Review – this involves a meeting of the entire Design Review Panel with the Programme Design Team to discuss the final programme proposal. The Panel will meet in private initially before discussing the programme design with the Programme Design Team.

Fast-Track Design Review

A Fast-Track Design Review will include only one meeting, similar in format to that of a Final Design Review. The Panel for a Fast-Track Design Review will be reduced from that required for a Full Design Review (see Appendix E). A Fast-Track Design Review may, if appropriate, take place virtually, with panel members providing their comments in advance of a meeting between the Chair and members of the Programme Design Team.

Outcomes from Design Reviews

The outcome of a Final Design Review meeting or Fast-Track Design Review meeting is either:

1. that the programme should be referred back to the Programme Design Team for revision (conditions)
OR
2. that the programme can be recommended to Senate/College Education Committee for final approval;

Once the Programme Design Team has addressed the conditions (to be confirmed by the Design Review Panel Chair, and which may require an additional meeting between the Panel and Design Team), the programme will be recommended to College Education Committee or Senate for final approval.

The Design Review Panel may also provide the Programme Design Team with recommendations for the further improvement or enhancement of the programme. The Programme Design Team is not required to act on these recommendations but should consider them in the monitoring and future review of the programme.

Appendix E: Design Review Panels

Composition of Panels

Design Review Panels are organised by Quality Assurance, and the membership is approved by the Chair of the University Education Committee, or nominee.

Full Design Review Panel Composition:

- Chair – normally an RPD from another College
- One academic from another College
- One academic from outside the Department
(at least one of the academic Panel members must be an RPD)
- At least two academic/professional members from outside the University (External Reviewers)
- One student from outside the Department/Division
- Representative from Quality Assurance
- When appropriate, representatives from relevant Academic Service Departments
- Where new collaborative provision is associated with the programme, additional UEC/Academic Partnerships Office representation

Fast-Track Design Review Panel Composition:

- Chair – an RPD from another College
- At least one academic from another College
- At least one academic/professional member from outside the University (External Reviewers)
- One student from outside the Department/Division
- Representative from Quality Assurance
- Where appropriate, a representative from a relevant Academic Service Department
- Where new collaborative provision is associated with the programme, additional UEC/Partnerships Office representation

External Reviewers

All Type 1 – 4 Programme Approval initiatives require scrutiny by External Reviewers. The profile and number of External Reviewers will be dependent on the programme initiative. Programme Design Teams may wish to engage the expertise of additional External Reviewers to that required by this policy.

Programme Design Teams must nominate External Reviewers using the “External Reviewer Nomination Form”. When nominating External Reviewers, Programme Development Teams should consider both the nominee’s academic/professional expertise in relation to the programme being developed AND in the case of an academic, their experience of programme design/approval. All nominations for External Reviewers are approved by the Chair of the University Education Committee, or nominee.

For further guidance on identifying and nominating External Reviewers, please contact Quality Assurance.

Initial Design Reviews

The composition of the Initial Design Review Panel will include select members from the Full Design Review Panel, typically the Chair, one academic, one External Reviewer, the student member, and representative from Quality Assurance.

Student Panel Members

Opportunities for student involvement in Design Review Panels will be advertised via the University's Intranet. Quality Assurance will provide a briefing to students on the programme approval process, and the role of the student panel member.

Role and Responsibilities of Design Review Panels

Through its scrutiny of documentation, and meeting/s with Programme Design Teams, Design Review Panels are required to consider all aspects of the programme design in the context of the following:

- The University's defined Successful Programme Attributes
- The FHEQ and relevant Benchmark Statements
- Intended intake cohorts
- Intended destinations
- Resource constraints
- Appropriateness of academic standards at each Level
- Consistency with all University regulations and policies, including equality and diversity
- Programme management and student support

Appendix F: Degree Apprenticeship Programmes

Approval Policy and Process for Degree Apprenticeships

(Please note that this policy does not cover the contractual/funding elements of the degree apprenticeship)

This appendix sets out the University's processes relating to the design and approval of Degree Apprenticeship programmes being offered by the University (the training provider).

Purpose

In addition to the principles defined in section 2 of this policy, the approval process and the design review of a degree apprenticeship programme should result in:

1. A Brunel-delivered and awarded degree programme, as part of the apprenticeship, which: is at the appropriate academic standard; provides a good quality student experience to support the achievement of the required standard; meets the requirements of the University's Education Strategy, any relevant College plans; and the expectations of any external bodies and the FHEQ.
2. Confidence in the structure and delivery of the entire degree apprenticeship, including provision delivered through a subcontracting arrangement.
3. Confidence that the resources needed for the delivery of the apprenticeship are either in place or will be an appropriate time prior to when the programme commences
4. Confidence that appropriate consultation and collaboration with the employer(s) has taken place.
5. Confidence that the contractual arrangements are complete, or well-developed pending final approval.

Where the University seeks to develop a degree apprenticeship programme, the following processes should be followed.

Stage 1 – College level Scrutiny

Proposals for a degree apprenticeship programme should be scrutinised and endorsed by the relevant Board of Studies (where an appropriate BoS already exists), the Department Management Board and the College Management Board, and this should be recorded in the minutes of the meetings. Documentation required will be as for all strategic approvals but must also include an initial mapping of the proposal to the published, or draft, apprenticeship standard.

Stage 2 – Strategic Approval

Scrutiny and approval of the strategic case for the development of a degree apprenticeship programme is undertaken at University level by the Strategic Approval Scrutiny Panel. Colleges should propose the degree apprenticeship using the 'Strategic Approval – New Programmes' form. Documentation required will be as for all strategic approvals but must also include an initial mapping of the proposal to the published, or draft, apprenticeship standard.

Stage 3 – Programme Development

The development phase will follow the process as defined in section 5 of this policy. However, additional requirements are as follows

- The programme design team (as defined in Appendix B) will collaborate with the relevant employer and any other party as necessary to ensure that the apprenticeship standard is used to inform the development of the programme.
- The programme design team must include appropriate education administrative staff from within the College.
- Involvement of students in the design phase will usually be confined to the design of the University provision element of the apprenticeship – i.e. a Foundation Degree. However, the design team and employer may wish to consult current or previous apprentices as part of the development phase.

Stage 4 – Programme Design Review

All degree apprenticeship programmes will be subject to a full design review. This is a two-stage process that involves:

1. Initial Design Review - this is an opportunity for select members of the Design Review Panel to meet with the Programme Design Team to discuss the draft programme proposal. The outcome of an Initial Design Review will be recommendations relating to the design of the programme. These recommendations, and any actions relating to them, will be reviewed at the final design review meeting.
2. Final Design Review – this involves a meeting of the entire Design Review Panel with the Programme Design Team to discuss the final programme proposal. The Panel will meet in private initially before discussing the programme design with the Programme Design Team.

Following the final design review meeting, the Design Review Panel will either recommend the programme for final approval by Senate or will refer it back to the Programme Design Team for revision (conditions).

To recommend the programme for approval by Senate, the Design Review Panel needs to be confident that:

1. the degree element is academically rigorous and aligned to all appropriate benchmarks/frameworks;
2. that the degree apprenticeship programme maps to the degree apprenticeship standard (all elements are covered);
3. that the degree apprenticeship programme adequately prepares apprentices for the end-point assessment (EPA);
4. and that the entire degree apprenticeship is clearly defined and documented.

Panel membership, programme team attendance and documentation for the approval of a degree apprenticeship programme will be as follows:

Panel Membership

- Chair – an RPD from another College
- One academic from another College
- One academic from outside the Department
- (at least one of the academic Panel members must be an RPD)
- One external academic from another higher education provider who has experience of degree apprenticeship provision;

- One external academic from a relevant discipline;
- Quality Assurance Manager for the College
- Student panel member and, where possible, a former apprentice
- Representative(s) from relevant University Service Department(s) (e.g. BEEC, Academic Services, Student Services)

Programme Team

In addition to the programme development team, a senior member of the College Administration Team (Education Manager or nominee) as well as an employer representative who worked with Brunel on the development of the degree apprenticeship programme should attend the design reviews.

Documentation Required

The following documentation is essential for the approval of degree apprenticeship programme.

1. A Design Portfolio which must include:

- Strategic Approval Request Form, Scrutiny Report, and any other reports produced for this stage
- Programme Specification
- Modular/Study/Assessment block outlines
- The Apprenticeship Standard Document and associated Apprenticeship Standard Assessment Plan
- The Training Plan to be provided to the employer
- Relevant benchmark statements or degree characteristic statement
- Job Description for the Apprentice
- Mapping document showing how each element of the apprenticeship standard is mapped to the components of the entire degree apprenticeship programme
- Documentation regarding the other 'training' elements of the apprenticeship, which should include details of the End Point Assessment and details of provision offered by any third party through a sub-contracting arrangement. It should be noted that this documentation will have been through its own approval process defined by the third party, but the University approval process will require documentary evidence of this.
- A statement from the University that the contractual arrangements for the apprenticeship are sound and have either been completed or are due to be completed pending the approval of the Apprenticeship.

2. A Design Summary which must include:

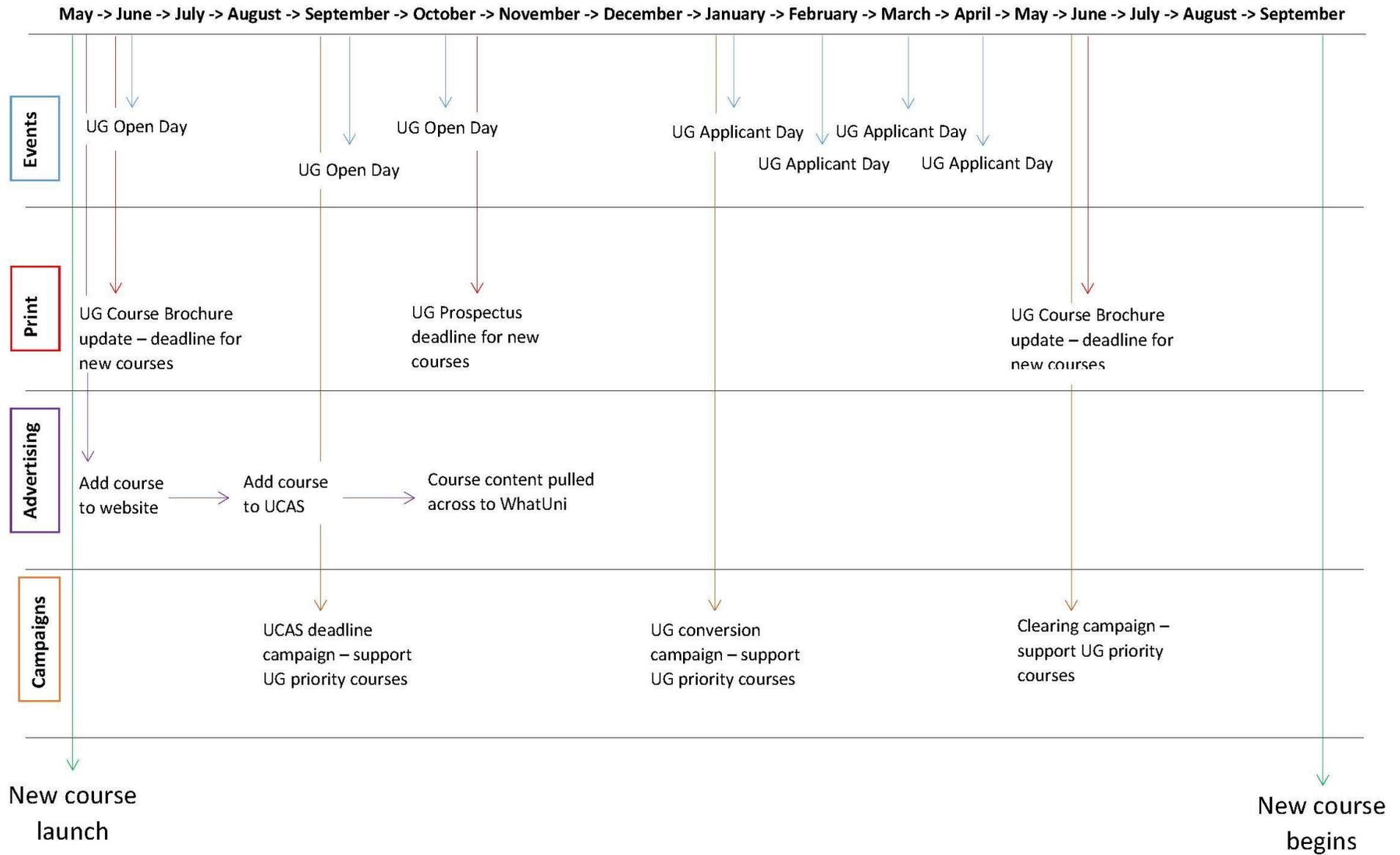
- Rationale for Development of the Programme (including alignment with the College and Brunel's education strategies);
- Overview of programme design phase;
- A detailed overview of how the degree apprenticeship is structured, including delivery and assessment timescales (which may vary from the standard University academic year); arrangements for: initial needs assessments; attendance recording and monitoring; workplace visits/assessment; and tripartite reviews.
- Details of compliance with the requirement that 20% of the training will be 'off-the-job'.
- Teaching and learning strategy;

- Assessment strategy;
- A detailed summary of the resources required and confirmation that the resources are available. This summary should include timetabling; staffing; any required staff training/development/professional qualifications; and physical resources
- A detailed summary of the arrangements for support for apprentices, including pastoral care and personal tutoring.

The completion of the approval will follow the standard process defined in this policy.

Appendix G: Marketing Cycles

New UG Course Development - Marketing



New PG Course Development - Marketing

