

Accreditation Proposal

[full programme title]

[Date of Accreditation Board meeting]

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Summary Description and Background to development of the Proposal

Insert text here, adopted from Section 1 of the AA form, incorporating any EC/AC recommendations and including the below table.

|  |  |
| --- | --- |
| Proposing Faculty/Faculties |  |
| Name(s) of principal programme proposer(s) |  |
| Proposed title of award |  |
| Proposed award title (as it will appear on the parchment) |  |
| Proposed designatory letters |  |
| NFQ level |  |
| Total Number of Credits Attaching to the Award |  |
| Part time / full time / continuous |  |
| Duration |  |
| Mode of delivery*e.g. on-campus*, *online, blended* |  |
| Proposed commencement date |  |

Entry, Progression and Exit Routes

Adopted from section 4 of the AA form, incorporating any EC/AC recommendations. Delete the below UG or PG table as appropriate.

|  |
| --- |
| **Entry requirements: undergraduate programmes** |
| Please confirm that minimum University entry requirements will apply Yes [ ]  No [ ]  *Give brief details in terms of Leaving Certificate and equivalent requirements that will apply to applicants presenting other qualifications* |
|  |
| Will programme-specific entry requirements apply?Yes [ ]  No [ ]   *If YES, state this in terms of Leaving Certificate and equivalent requirements that will apply to applicants presenting other qualifications* |
|  |
| Will FETAC entry requirements apply? Yes [ ]  No [ ]  *If YES, give details* |
|  |
| Will standard entry procedures apply for mature, access and international applicants and applicants with disabilities? Yes [ ]  No [ ]   *If NO, give details* |
|  |
| Will any Recognition of Prior Learning/transfer/exemption procedures apply? Yes [ ]  No [ ]  *If YES, give details; procedures must be in accordance with standard DCU policies* |
|  |
| **Progression and exit routes: undergraduate programmes** |
| Do arrangements exist for students to exit at Certificate and/or Diploma levels? Yes [ ]  No [ ]  *If YES, give details, including the number(s) of credits that must be obtained to allow such exit(s)? These must be in accordance with DCU Marks and Standards* |
|  |

|  |
| --- |
| **Entry requirements: taught postgraduate programmes** |
| What are the minimum entry requirements?*e.g. Level 8 qualification with, e.g. H2.2* |
|  |
| Are there disciplinary stipulations in terms of prior qualifications? *e.g. any discipline, a range of preferred disciplines, one of a number of specific disciplines* |
|  |
| Is the programme a post-experience programme? Yes [ ]  No [ ]  *If YES, please answer the following two questions:* |
| 1. What are the nature and duration of the required experience?
 |
|  |
|  |
| 1. To what extent will interviews, portfolios, written submissions or other procedures form part of the selection process?
 |
|  |
| Will any Recognition of Prior Learning/transfer/exemption procedures apply? Yes [ ]  No [ ]   *If YES, give details; procedures must be in accordance with standard DCU policies* |
|  |
| **Progression and exit routes: taught postgraduate programmes** |
| Do arrangements exist for students to exit at Graduate Certificate and/or Graduate Diploma levels? Yes [ ]  No [ ]   *If YES, give details, including the number(s) of credits that must be obtained to allow such exit(s)? These must be in accordance with DCU Marks and Standards* |
|  |

Purpose of the Programme

Adopted from section 5 of the validation proposal, incorporating any EC/AC recommendations:

**A student would register for this programme in order to:**

|  |
| --- |
| Pursue an interest in …*Give details* |
| Acquire the [prerequisite] [advanced] knowledge and skills to seek employment in …*Give details* |
| Acquire the knowledge and skills to pursue [further] postgraduate studies in …*Give details* |
| Be eligible to obtain the professional designation of … / obtain exemptions from professional examinations in …*Give details* |
| Other …*Give details* |

Where necessary and appropriate, further details may be given here about the underlying educational philosophy of the programme (500 words maximum)

Programme Learning Outcomes

Adopted from section 6 of the validation proposal, incorporating any EC/AC recommendations.

It is assumed that the information in the below table will be identical with that submitted to Course Builder (subject to such modifications as may be required on the basis of recommendations at validation and, in particular, accreditation).

**On successful completion of this programme, the learner will be able to demonstrate:**

|  |  |  |
| --- | --- | --- |
| PO1 | Knowledge – breadth | *100 words maximum* |
| PO2 | Knowledge – kind | *100 words maximum*  |
| PO3 | Skill – range  | *100 words maximum* |
| PO4 | Skill – selectivity  | *100 words maximum* |
| PO5 | Competence – context  | *100 words maximum* |
| PO6 | Competence – role  | *100 words maximum* |
| PO7 | Competence – learning to learn | *100 words maximum* |
| PO8 | Competence – insight  | *100 words maximum* |

Aptitudes and Proficiencies

Adopted from section 7 of the validation proposal, incorporating any AC recommendations

It is assumed that the information will be identical with that submitted to Course Builder (subject to such modifications as may be required on the basis of recommendations at validation and, in particular, accreditation).

Postgraduate programmes: For proposed taught postgraduate programmes, this section should be left in the document (i.e. it should not be omitted). The following should be stated: ‘The University’s initiative with respect to graduate attributes applies in particular to undergraduate programmes at present’.

Outline structure of the Programme

Adopted from section 8 of the validation proposal, incorporating any AC recommendations

Online and blended delivery

Include this section were relevant.

Building upon section 9 of the validation proposal. Refer to the following documents:

Appendix D of the[*Programme Approval: Criteria, Approval Mechanisms and Procedures*](https://www.dcu.ie/sites/default/files/inline-files/Programme%20Approval_criteria_mechanisms_procedures_2022%20Final.pdf) document.

[DCU’s Principles for Quality Assurance of DEC E-Learning and Blended Provision](https://www.dcu.ie/sites/default/files/inline-files/Principles%20for%20Quality%20Assurance%20of%20DCU%20E-learning%20%26%20Blended%20Provision_final_0.pdfPlease%20refer%20to%20)

[Interim Blueprint for a Blended Undergraduate Student Experience](https://www.dcu.ie/sites/default/files/inline-files/Interim%20blueprint%20for%20blended%20delivery%20in%20undergraduate%20programmes_Education%20Committee_April%202022.pdf)

Marks and Standards and Programmes Specific Regulations

Include the following text:

This programme adheres to DCU Marks and Standards which can be viewed at: https://www.dcu.ie/ovpaa/policies-and-regulations

In certain cases, the possibility of requesting a derogation from Marks and Standards may need to be factored into discussions. As outlined in Marks and Standards (page 2): ‘only derogations required by professional bodies will be considered for approval’. Such derogations, where approved by the Faculty, should be outlined here but flagged as provisional pending approval by the University Standards Committee (which must consider all requests for derogations) and ultimate approval by Academic Council. In all cases the following statement must be included: ‘The derogation(s) is/are being requested within the parameters permitted by DCU Marks and Standards.’

Proposers should also Include the proposed programme-specific regulations (using the approved template, available at https://www.dcu.ie/sites/default/files/ovpa a/programme\_regulations\_template\_2019 -2020.docx

The following statement must be included here also: ‘These programme-specific regulations are in addition, and complementary, to DCU Marks and Standards. They are proposed for the initial years of implementation and will be reviewed annually to ensure ongoing fitness for purpose.’

Alignment Matrix

The alignment matrix should provide a clear demonstration that each programme learning outcome can be achieved and assessed by the discrete modules that make up the programme. It should indicate the extent and strength of the contribution of each module to each of the programme learning outcomes. This section should be copied and pasted from the section in Course Builder called ‘PO Delivery’ which indicates how each module on the programme contributes to the programme learning outcomes. Further examples of alignment matrices can be found on Course Builder.

Quality Assurance and Programme Evaluation

Reference must be made here to: use of external examiners in accordance with University procedures (with links to relevant parts of University website, especially: Programme Approval: Criteria, Approval Mechanisms and Procedures

https://www.dcu.ie/sites/default/files/ovpaa/regulations\_and\_guidelines\_for\_extern al\_examiners\_app\_ac\_12\_october\_2016. pdf use of programme review procedures use of student feedback procedures (with references to national and University procedures; the advice of the Associate Dean for Teaching and Learning/Education should be sought about this) periodic review by external professional bodies, where relevant any other quality assurance mechanism that may apply. In all cases, it should be stipulated that standard procedures will be adhered to. Where additional detail is necessary, e.g. with regard to reviews by external professional bodies, this should be provided.

Also to be included (may be submitted as a separate files):

Appendix A: Module descriptors

Appendix B: CVs of programme team