**APPROVAL FORM FOR PROPOSALS FOR SUBMISSION TO FACULTY AND EDUCATION COMMITTEE**

**FOR NEW UNDERGRADUATE OR TAUGHT POSTGRADUATE AWARD**

*(For use in respect of proposed new taught awards that do not involve working with a proposed partner institution or institutions)*

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| APPROVAL PROCESS: All new undergraduate or taught postgraduate awards are subject to approval (validation and accreditation). This form is for use as part of the validation process. Following Faculty approval, new taught programmes are referred to Education Committee (EC) to ascertain both their relationship to strategy and their likely viability. |

**SECTION 1: GENERAL INFORMATION**

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| **Brief description and background to the proposal** *(500 words maximum)* | |
|  | |
| **Proposing Faculty/Faculties** |  |
| **Name(s) of principal programme proposer(s)** |  |
| **Proposed title of award**  *e.g. BA in …, MSc in …*  *The title should comply with the list of titles/ designations set out in Marks and Standards version 2017.1, Award Titles, paragraph 1.2.* |  |
| **Proposed designatory letters**  *e.g. BA, BEd, MEng* |  |
| **NFQ level** |  |
| **Total Number of Credits Attaching to the Award** |  |
| **Part time / full time / continuous** |  |
| **Duration** |  |
| **Mode of delivery[[1]](#footnote-1)**  *e.g. on-campus*, *online, blended* |  |
| **Proposed commencement date** |  |
| **Approval history** | |
| **Approved by Faculty 1** | *Insert name of Faculty* |
| **Date** | *Insert date of final approval* |
| **Approved by Faculty 2** | *Insert name of Faculty* |
| **Date** | *Insert date of final approval* |
| **Insert additional Faculty/Faculties as appropriate** | *Insert name of Faculty* |
| **Insert additional approval date(s) as appropriate** | *Insert date of final approval* |
| **Submitted for EC approval** | *Insert date of EC meeting* |

**SECTION 2: STRATEGIC FIT**

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| **Situate the award in the Irish HE and International context** |
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| **What is the relationship with the School, Faculty and University strategic plans?** |
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| **What is the relationship with existing cognate awards made by the university?** |
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**SECTION 3: LIKELY DEMAND AND PROPOSED INTAKE**

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| **What market research was conducted and/or on what other basis has demand for the programme been determined?**  *Where, for example, a proposed programme has been commissioned by an external agency provide relevant details of same here* |
|  |
| **What are the outcomes, both quantitative and qualitative, of the market research?** |
|  |
| **What are the projected student numbers?**  *These should be consistent with those in the financial template – see Section 8.1 below* |
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| **Is the programme expected to run over a limited period of years or on an open-ended basis?** |

**SECTION 4: ENTRY REQUIREMENTS, AND PROGRESSION AND EXIT ROUTES**

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| **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 both of the following questions:* |
| **What are the nature and duration of the required experience?** |
| **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* |

**SECTION 5: PURPOSE OF THE PROGRAMME**

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

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| 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 should be given here about the underlying educational philosophy of the programme *(500 words maximum)*** |
|  |

**SECTION 6: PROGRAMME LEARNING OUTCOMES**

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

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| --- | --- | --- |
| **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* |

It is assumed that the information in the above 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).

**SECTION 7: APTITUDES AND PROFICIENCIES**

Undergraduate programmes

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

Taught postgraduate programmes

For proposed taught postgraduate programmes, this section should be left in the document (i.e. it should not be omitted, nor should the subsequent sections be renumbered). The following should be stated: ‘The University’s initiative with respect to graduate attributes applies in particular to undergraduate programmes at present’.

**SECTION 8: OUTLINE STRUCTURE OF PROGRAMME**

*The standard Programme Academic Structure, Registration Schedule and Assessment Schedule should be completed and inserted here.*

**SECTION 9: ONLINE AND BLENDED DELIVERY**

*(to be completed where the intended delivery mode is online or strongly blended)[[2]](#footnote-2)*

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| --- |
| **Provide a rationale** **as to why this is the most appropriate mode of delivery for this programme** *(500 words maximum).* |
|  |
| **Provide an overview of the proposed approach to delivery including, as relevant, the breakdown between face-to-face, synchronous and asynchronous delivery and the planned technologies to support this approach** *(500 words maximum).* |
|  |
| **How will teaching, learning and assessment strategies be aligned with** [**DCU’s Principles for Quality Assurance of DCU 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.pdf)*(500 words maximum).[[3]](#footnote-3)* |
|  |

**SECTION 10: RESOURCES REQUIRED**

**10.1 Financial resources**

*A template for outlining the resources required to run a programme is available from the Finance Office. This template* ***must*** *be used for validation. Advice on completing it is available from Faculty Offices. Only the overview page is required by the Education Committee and/or its Standing Committee, though the more detailed pages which provide the background information to this overview page may be required for School and Faculty approval and may also be requested at the discretion of the EC/ECSC. These should not, however, be submitted to the EC/ECSC as a matter of course. Please insert the completed overview page here.*

*Note: where the intended delivery is online or largely blended, please include details of provision for the additional costs associated with online delivery (i.e. learning developer/technology costs etc.).*

**10.2 Physical space requirements (space/timetabling)**

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| --- |
| **Are additional resources required within the existing timetable? Yes ❑ No ❑**  *If YES, give details* |
| **Are specialist spaces required, e.g. science laboratory, computer laboratory, specialist classroom?**  **Yes ❑ No ❑**  *If YES, give details* |

**SECTION 11: IMPLEMENTATION PLANS**

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| **What liaison has been undertaken with the CAO (via the Registry), if relevant?**  *Give details, including timescales* |
| **What are the advertising and marketing plans?**  *Give details, including timescales* |

**SECTION 12: MEMBERSHIP OF THE PROPOSED DEVELOPMENT TEAM**

***It should be ensured, in advance, that all concerned have indicated their consent to being included.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Programme Proposer (1)** | **Title** | **First name** | **Surname** | **School** |
| **Programme Proposer (2)[[4]](#footnote-4)** |  |  |  |  |
| **Member** |  |  |  |  |
| **Member** |  |  |  |  |
| **Member** |  |  |  |  |
| **Member** |  |  |  |  |

*Insert additional lines if/as needed*

**SECTION 13: MEMBERSHIP OF THE PROPOSED ACCREDITATION BOARD**

***Summary list of all nominees***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **First Name** | **Surname** | **Institutional affiliation** | **Position in institution** |
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#### Outline curriculum vitae for proposed members of the Accreditation Board

*To be completed by the principal programme proposer in respect of each nominee to the Accreditation Board*

|  |  |  |
| --- | --- | --- |
| **Title** | |  |
| **First name** | |  |
| **Surname** | |  |
| **Current position in home institution** | |  |
| **Contact details** | | |
| **Home institution** | |  |
| **Contact address** | | *Please provide complete postal address for correspondence purposes.* |
| **Telephone number(s)** | |  |
| **E-mail address** | |  |
| **Web page** | |  |
| **Academic and/or professional qualifications** | |  |
| **Principal research and/or professional interests** | |  |
| **Five publications of particular relevance to the proposed programme**  *(Full citation required) If nominee is a practitioner as distinct from an academic and does not have publications, please indicate as such.* | | |
| **1.** |  | |
| **2.** |  | |
| **3.** |  | |
| **4.** |  | |
| **5.** |  | |

**SECTION 14: ENDORSER SIGN-OFF**

I/we the undersigned approve the proposal(s) outlined above as well as the context of the appendices. I/we am/are satisfied that the proposal(s) has/have been approved through all appropriate and necessary Faculty mechanisms and that adequate resources exist to implement the proposal(s).

|  |  |
| --- | --- |
| **Role** | **Name** |
| Executive Dean of Faculty |  |
| **Signature** | **Date** |
|  |  |

*Insert additional lines if/as relevant*

1. Consistent with ENQA (2018) definitions, at DCU, the term ‘blended delivery’ refers to programmes intentionally designed to combine both online and face-to-face teaching in any combination. While students have greater flexibility through some provision of learning online, teaching also takes place on campus.

   Consistent with ENQA (2018) definitions, at DCU, the term ‘online delivery’ refers to a study mode where students can predominately complete a programme without the need for any on-campus classes. The programme is usually delivered through a combination of synchronous and asynchronous instruction with all learning conducted at a distance. [↑](#footnote-ref-1)
2. Where the proposal is for online or blended delivery, it is expected that the programme team will have initiated engagement with DCU Studio and the Teaching Enhancement Unit prior to validation. ‘Strongly blended’ is where > 1/6th of the programme is delivered remotely. [↑](#footnote-ref-2)
3. While an overview is sufficient for the purposes of validation, it is expected that plans in this regard will be more fully developed at the point of accreditation. [↑](#footnote-ref-3)
4. If applicable, i.e., if the role of principal programme proposer and related leadership is shared. [↑](#footnote-ref-4)