# Academic Approval ReportBath Spa University

The purpose of this report is to outline the key development steps during the design of the new programme; this should include key considerations and risks that have emerged during the programme design, and a reflection on the input of external advisors, students and stakeholders. This report is also the tool to demonstrate how the programme aligns with the Education Strategy.

The Proposer is responsible for completing this form whilst the Definitive Programme Document (DPD) is being designed. This will be presented to the Curriculum Approval Panel (with a cover paper from the Head of School) for scrutiny during the programme approval process.

Stakeholders within Bath Spa University will provide feedback in the form of comments directly on the DPD. There is also space on this report for stakeholders to summarise their feedback, including highlighting any risks. The Proposer is responsible for ensuring that feedback is addressed.

If your programme requires an exemption from the academic frameworks and policies of the University, you will need to submit a separate Exemption Request - your Academic Quality Advisor can support you with this. Please also see the Guidance on Exemption Requests

## Section One: Programme, Partner and Timeline Details

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| **Programme Details (all programmes)** | |
| **School:** |  |
| **Name of Programme:** |  |
| **Expected Start Date:** |  |
| ***Partner Details (collaborative programmes only)*** | |
| ***Collaborative Partner:*** |  |
| ***Franchised/Validated:*** |  |
| **Programme Design Team Details** | |
| Proposer:  External Advisor(s):  Student Co-Creator:  Other members: |  |
| **BSU Stakeholder Details** | |
| **Academic Quality Advisor:**  School Employability Partner:  Academic Development contact:  Registry contact: |  |
| **Timescales and deadlines:** | |
| Detailed timeline | See link to separate file |
| Date of Curriculum Approval Panel (for receipt or approval): |  |

## Section Two: Academic Briefing Meeting

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| **Outcomes of Academic Approval Briefing Meeting:**  *This section records any agreements, actions or notes from the Academic Briefing Meeting* |
| Approval via Curriculum Approval Panel or Approval Event:  Note if any desk-based review will be carried out:  If approval is by an Approval Event, please include membership of the panel:  PSRB requirements (including the requirements and timings for external accreditations and validations):  Academic External Advisor involvement:  Industry External Advisor involvement:  Student co-creator involvement:  Notable features of the programme to consider during programme design stage:  Any further support for programme development:  (E.g. Liaise with Academic Developers, liaise with Library, liaise with Careers and Employability) |

## Section Three: Academic Development

Please complete the sections below throughout the programme design process, particularly with reference to identified risks and how these were resolved.

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| **Summary of Proposal**  *A short introduction to the new programme, including a rationale for the programme introduction or re-design, as well as the relationship to other programmes in the School.* |
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| **Key Features and Alignment with Education Strategy**  *Please include any key features or innovative practice that the programme incorporates (for example, around employability or assessment design). Include how the programme aligns to the objectives within the Bath Spa University Education Strategy: (https://www.bathspa.ac.uk/media/1188b-Education-Strategy-final.pdf).* |
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| **Academic Quality and Standards**  *This section should confirm how the programme aligns to internal and external requirements on academic standards and quality - confirming which reference points the programme is mapped against (the FHEQ, Subject Benchmark Statements, Characteristics Statements) any PSRB accreditation requirements and how these have been met, and any other internal or external guidance or toolkits used during the design of the programme design. If the programme incorporates the accreditation of prior learning (e.g. for direct entry), outline the processes for curriculum mapping.* |
| *Summary of Feedback from Academic Quality Advisor (Completed by AQA):*  *Response from Proposer:* |
| **Employability**  *This section should outline how the programme embeds employability skills for students, and how you have ensured these are relevant and aligned with industry needs including any key activities within the programme that support employability (e.g., personal development planning, work placements, field trips)* |
| *Summary of Feedback from School Employability Partner (Completed by School Employability Partner)*  *Response from Proposer:* |
| **Outcomes of Stakeholder Feedback**  *This space should summarise the feedback from Student and Registry Services and the Library and Learning Services. ADD MORE HERE?*  *Space is provided for you to address these comments and any key issues or risks that remain or have not been resolved.* |
| *Summary of Student and Registry Services Feedback (Completed by SRS Stakeholder)*  *Response from Proposer:*  *Summary of Library and Learning Services Feedback (Completed by LLS Stakeholder):*  *Response from Proposer:* |
| **Outcomes of External Advisor Involvement**  *Use this space to summarise the key discussions and exchanges you have had with your external advisors –*  *Academic: what contribution have they made to the setting of academic standards, the design of assessment and delivery models, the content of curriculum and drafting of intended learning outcomes, and the enhancement of the student learning experience and the quality of provision.*  *Industry: what contribution have they made towards the sustainability of the programme and employability of students.*  *Note if there were any recommendations from the external advisors that were not incorporated.* |
| *Academic External Advisor:*  *Industry External Advisor:* |
| **Outcomes of Student Co-Creator Involvement**  *Use this space to summarise the key discussions and exchanges you have had with your student co-creator - what contribution have they made to the design of the programme and input into the enhancement of the student learning experience and the quality of provision. Note if there were any recommendations from the student that were not incorporated.* |
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| **Summary of Engagement with Accrediting Bodies (if applicable)**  *If your programme is accredited by an external body, or is subject to industry requirements, outline here the engagement you have had with these bodies. This may include the timelines and processes for initial validation/accreditation, ongoing monitoring and re-accreditation and reviews and nomination of the key BSU contact for accreditation.*  *You should also Include a summary of any notable features of accreditation that pose risk or need careful monitoring and awareness across the wider institution (for example, progression and assessment regulations; admissions requirements or staffing and resource levels); or that require notification to applicants on DPDs, and course pages.*  *If accreditation has not been given before Academic Approval is sought, confirm that the wording for the PSRB section of the DPD has been approved by Academic Governance and Quality.* |
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## Section Four: Desk-Based Review

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| **Desk Based Review Report (if applicable - AGQ use only)**  *This section is for the Academic Governance and Quality team to report the outcomes of any desk-based review that has been carried out for the delivery of the programme.* | |
| Activities carried out for the Desk Based Review (documentation reviewed and sought, meetings held, information requested/clarified) |  |
| Findings of the Desk Based Review |  |