**Guidance for completing the Design Narrative**

Design Narratives provide a commentary of the programme i.e. why and how the programme is as it is, plus additional necessary information for quality assurance.

You will note that there is reference to the OfS Conditions of Registration and the QAA Quality Code for HE Principles in most sections, where possible consider and refer to these within your answers. The OfS conditions of Registration can be found [here](https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/). The QAA Quality Code for HE Principles can be found [here](https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024-sector-agreed-principles.pdf?sfvrsn=6da5b881_11).

**Intended Award and programme title**

State the intended award and programme title.

**Opt-in YSJU Placement Year Opportunity**

This relates to the University-wide placement opportunity that students may opt into rather than integral placements that are reflected in the intended award title. Please note this is for full-time students only as part-time students undertaking a full-time placement year will be ineligible for funding.

**Brief Programme Overview**

Provide a brief description of the programme, the types of students it is intended for and what, if anything, makes the programme distinct to others of its kind.

Re-validation proposals should provide a reflection on how well the programme achieved its initial aims and whether there has been any issues and how these have been addressed in the proposal.

**Learning and teaching**

Provide information on the learning and teaching strategy for the programme, specifying how this supports the development and progression of students, and why the types of learning and teaching activities outlined in the programme specification support that. Has the use of digital technologies and AI been considered?

**Assessment Strategy and Plan**

Assessment Strategy: Provide information on the assessment strategy for the programme, specifying how this supports the development and progression of students and why particular forms of assessment have been chosen. Provide information on how formative assessment supports summative assessment. If summative group work assessments are employed, provide a rationale for this and a description of how they will be marked.

Assessment Plan: For each level, provide detailed information on the assessment description, assessment type, PLO mapping, a rationale for how the assessment enables the PLOs to be demonstrated, the assessment deadline week, and total WREL hours (where applicable).

**Work Related Experiential Learning**

Provide information on how WREL has been embedded within the programme and the activities involved, noting that WREL should

* be demonstrated across modules at each level of study.
* support authentic assessment that enables students to understand the work-focused aspects.
* increase in terms of rigor, intensity and proportion of learning hours as students’ progress through the programme.

**Inclusive HE, Liberation, Equality and Diversity**

Provide information on how the design of the programme has utilised the Inclusive HE Framework, e.g.

* how inclusive are the teaching and assessment strategies?
* Does the curriculum promote diversity?
* Do the teaching, resources (e.g. case studies) and reading lists reflect diversity?
* to what extent is the curriculum relatable for students?
* Has the programme been designed in a way that everyone can take part, and no-one is excluded?
* Does the design and delivery of the programme promote social justice?
* How will all students, regardless of background or belief, engage with the programme?

**What will your Graduates look like?**

Provide detail on how students will be able to meet the graduate outcomes, including examples of where this is achieved through the modules

**Positive Outcomes for all**

Provide information on the framework of support for, and active engagement with, students that will enable them to achieve their potential and demonstrate academic and professional skills and competencies.

**PLEASE COMPLETE WHEN SUBMITTING FINAL DOCUMENTATION FOR COMPLIANCE**

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| **Programme title/s:** |  |

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| **Is this a new programme or revalidation:** |  |
| **For revalidations, if the title has changed, has this been approved by SPC?** |  |

**SQP documentation approval**

Please confirm that the School Quality Panel (SQP) has reviewed the programme documentation and recommends that it proceeds to the compliance stage of validation.

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| SQP sign off (date of meeting or chair’s action) |  |

**SPC/DFSC - Were there any actions arising from SPC/DFSC discussion? If yes, how have these been resolved?**

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| Yes/no (if yes, specify the action) | what action was taken to resolve this? |
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**Programme Concept and Resources (PCR) - has any information changed since the PCR document was approved? E.g., Programme title (intended and/or exit awards), entry months**

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| Yes/no (if no, why) | Have changes been submitted to SPC for approval? |
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**Have any exceptions to the Academic Framework been approved by DFSC for new programmes / Academic Quality for re-validations?**

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| Yes/no  | If yes, what |
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**Confirmation that Timetable have been consulted during the development**

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| Yes/no (if no, why) | Name and role of those consulted |
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**Module Sharing – will modules be shared with other awards outside of those proposed for re/validation here, if so, please list the awards:**

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| Module code  | Award |
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 **Design Narrative for degree apprenticeship programmes**

*Intended Award and programme title(s)****[[1]](#footnote-1)***

|  |  |
| --- | --- |
| *School:* |  |
| *Entry in academic year:* | state year of entry applicable to this version |
| *Entry months* | state months of entry |
| *Awarding institution:* | York St John University |
| *Teaching institution:* |  |
| *Delivery location:* |  |
| *Programme/s accredited by:* |  |
| *Exit awards:* |  |
| *UCAS code / GTTR / other:* |  |
| *Joint Honours combinations:* |  |
| *QAA benchmark group(s):* |  |
| *Mode/s of study:* | full time for XX yearspart time for XX years  |
| *Language of study:* | English |
| *Study abroad opportunities:* | yes/no |
| *Opt-in YSJU Placement Year opportunity:* | yes/no |
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| Brief Programme Overview*Provide a brief overview of the programme, the types of students you hope to attract and the unique selling points**(This section links to the OfS condition of registration B2 and the QAA Quality Code Principle 9)[[2]](#footnote-2)* |
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| FOR REVALIDATIONSWhat are your general reflections on how the programme met the original aims on delivery?*It is useful to consider here whether you attracted the types of students you aimed to attract and how you linked learning and teaching to scholarship, research or professional practice for the students on the programme.* *How will the revalidation address any issues identified in the current programme?**(This section links to the OfS condition of registration B2 and the QAA Quality Code Principles 5, 7 and 9)* |
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**TEACHING LEARNING AND ASSESSMENT**

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| Teaching and Learning *Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching but should provide an explanation as to the approach you will take and why this is appropriate for this type of programme. How have you designed your strategies to consider the types of students you are trying to recruit?**You should also make explicit reference to:** *any disciplinary and/or practice-based approaches to learning and teaching that will underpin the educational experience of the programme and will support the types of students that you are expecting to attract.*

*(This section links to the OfS conditions of registration B1, B2 and B5, and the QAA Quality Code Principles 2, 3, 5, 7, 10 and 11)* |
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**Assessment Strategy and Plan**

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| **Guidance** *(Quality will delete guidance once sections a and b have been completed)**There must be a clearly defined and rigorous assessment strategy for the entire programme that clearly specifies the requirements for the students’ progression and achievement within the programme.*  |
| ***Assessment Strategy:****When developing your strategy, please consider the* [*University’s Principles of Assessment*](https://www.yorksj.ac.uk/media/content-assets/quality-gateway/documents/Principles-of-Assessment-%28Doc-37KB%29.docx) *and the QAA guiding principles (noting that these are intended as a framework and are not exhaustive).**In* ***Section a****, provide details of how you have considered and incorporated these guiding principles, or other approaches, within the programme and assessment design.* |
| ***QAA guiding principles:*** |
| *Assessment methods and criteria are aligned to learning outcomes and teaching activities.** *There is alignment between intended learning outcomes, teaching strategies, methods of assessment and assessment criteria.*
* *Learning outcomes, assessment criteria and learning and teaching activities are developed in accordance with the academic level of study, using appropriate descriptors and consistent language*
 | *Assessment design** *Effective design of assessment ensures that programme learning outcomes (which themselves fulfil the requirements of, where appropriate, the relevant qualification frameworks, credit framework, Subject Benchmark Statements, and guidance on qualifications’ characteristics) are addressed through the assessment of the modules.*
 |
| *Assessment design is approached holistically.** *Assessment design considers all modes of course delivery and environment.*
* *Variety in modes of assessment meets a need, based on academic judgement, and is not just for the sake of variety. Variety helps develop a range of skills and competencies and assesses a range of learning styles*
* *Assessment design needs to develop across stages as the student develops, as well as levels of study, as part of the overarching award design process and on an ongoing basis.*
 | *Assessment and feedback is purposeful and supports the learning process.** *Assessment is fit for purpose and methods are valid in measuring achievement against learning outcomes.*
* *Assessment enables students to benchmark their current level of knowledge or skills, identify areas for improvement and make judgements about the overall progress made.*
* *Feedback on assessment builds on dialogue and opportunities for students to reflect on their learning. The teaching and assessment strategy progressively enhances students’ assessment literacy to enable them to increasingly regulate their own learning and performance.*
 |
| *Assessment is timely.** *Assessment tasks and feedback are timed appropriately to promote student learning and facilitate improvement.*
* *A holistic view of assessment deadlines can help to ensure that they are timed appropriately, to avoid over-burdening students*
 | *Assessment is efficient and manageable.** *The spread, number and methods of assessment are considered with other, concurrent modules in mind to ensure that the burden of assessment is not excessive.*
 |
| *Students are supported and prepared for assessment.** *Students are given opportunities to develop assessment literacy, practise subject-related skills and knowledge, engage with content and develop the competencies required to meet learning outcomes.*
* ***Include formative assessment opportunities****.*
 | *Assessment encourages academic integrity.** *Wherever possible, a suitable variety of assessment methods should be used, to minimise the availability of opportunities for students to incorporate plagiarised work by another author, or previous work by the student, either within the level of study or across levels.*
 |
| *Inclusive assessment** *Assessment tasks provide every student with an equal opportunity to demonstrate their achievement of learning outcomes through inclusive design wherever feasible and through individual reasonable adjustments as required. In designing assessments, consideration is given to all students, including those with protected characteristics.*
 | *The role of the student:**Where possible students need to be involved as active participants, not just in the process but also in the research, design and evaluation of assessment.**Students as (co-)designers:** *Choice of task, design of the assessment brief, development of grading criteria, provision of alternative methods for accessibility and even choice of tools and technologies can all be usefully informed by dialogue between tutors and students.*

*Students as assessors:** *Active engagement with grading criteria and processes can equip students with the skills to “monitor, manage and evaluate” their own learning.*

*Students as researchers:** *As well as being subjects of research in the evaluation of assessment practice, students can also be active researchers. This could be for academic credit (as a third year or Masters level project, for example) or as an extra-curricular activity.*
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| 1. **Assessment Strategy** *(Please use as much space as required)*

The assessment strategy must cover the entirety of the programme, but in addition to this please provide specific information regarding the plan for the EPA. *Is the EPA integrated or non-integrated? What form of assessment will used for EPA? Providers must ensure that apprentices have had adequate access and practice to the forms of assessment that constitute the EPA throughout their programme and prior to the Gateway; how and where have you built this into the programme? What remedial processes are in place should a student fail to meet the eligibility criteria to enter the EPA within the specified timeframe?**This section must refer to the EPA plan as set out by the Institute for Apprenticeships.****Integrated EPAs:*** *Please provide specific details of the plan for the End Point Assessment, including which modules the EPA is assessed in and how development of the professional portfolio and the KSBs are monitored/assessed throughout the programme. You must outline how you will align the assessment with the plan from the Institute for Apprenticeships.* ***Non-integrated EPAs:*** *Please provide specific details of the plan for the End Point Assessment, including compliance with the EPA plan from the Institute for Apprenticeships, how development of the professional portfolio and the KSBs are monitored/assessed throughout the programme, and how you plan to integrate preparation for EPA throughout the programme**(This section links to the OfS condition of registration B4, and the QAA Quality Code Principles 1, 4, 5, 7 and 11)* |
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| **Plan for EPA**  |
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| **Gateway Requirements***How will you ensure students have met the Gateway requirements to enable them to progress to the End Point Assessment? Are the requirements embedded within the modules? If not, how will this be managed?* *Apprentices must have achieved level 2 English and maths prior to undertaking EPA, how will you ensure this?* |
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**b. Assessment Plan**

**Level 3/4/7/8** *(Delete as applicable)*

*Add additional rows where necessary*

*If you are proposing a suite of programmes: all modules for the suite can be included in the table for each level (Quality can provide additional guidance on how to compete the table if required)*

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| **Module /credits** | **Compulsory/****Optional** | **Assessment Description** | **Assessment type** | **PLOs** | **Rationale for assessment choice and how it enables the PLOs to be assessed** | **Assessment submitted - Semester and Week** |
| ***Example:******GEO4005M****Political Ecology / 30*  | ***O*** | *Critical Evaluation (2,000 words)*  | *Written work*  | *4.1**4.2**4.3* | *Students are expected to summarise and critically evaluate selected theoretical approaches to political ecology discussed on the module and the means in which these can be applied in specific contexts / to the understanding of particular environmental issues (4.1, 4.2, 4.3).*  | *S1, WK6* |
| *Literature Review (3,000 words)*  | *Written work*  | *4.1**4.2**4.3* | *A systematic review of relevant academic research literature with a focus on a specified environmental issue of the student’s choosing (4.1, 4.3) with an awareness of key debates and challenges as relevant when researching / responding to this issue (4.2).*  | *S1, WK10* |
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| Exit Award: e.g. Certificate of Higher Education XXXXXX |

**Level 5** *(Delete this section if not required)*

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| **Module /credits** | **Compulsory/****Optional** | **Assessment Description** | **Assessment type** | **PLOs** | **Rationale for assessment choice and how it enables the PLOs to be assessed** | **Assessment submitted - Semester and Week** |
| ***Example:****GEO5006M**Sustainability in Practice / 30*  | ***C*** | Sustainability initiative proposal (5,000 words)  | *Written work* | *5.2**5.5**5.6* | *Through their proposal students will demonstrate application of core sustainability concepts to a specific issue in a particular context (5.2, 5.3). The proposal will develop and communicate an initiative to address this issue with an understanding of the need to engage both academic and non-academic audiences (5.6).*  | *S1, WK13* |
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| Exit Award: Diploma of Higher Education XXXXXX |

**Level 6** *(Delete this section if not required)*

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| **Module /credits** | **Compulsory/****Optional** | **Assessment Description** | **Assessment type** | **PLOs** | **Rationale for assessment choice and how it enables the PLOs to be assessed** | **Assessment submitted - Semester and Week** |
| ***Example:***GEO6004MEnvironmental Policy / 40 | ***C*** | *Policy Evaluation (2,000 words) – Group Assessment* | *Written work*  | *6.1**6.2**6.5**6.6* | *A document to be produced as a group, submitted with an accompanying summary document that identifies how work was delegated within the group. The submission will be awarded a single mark, received by all students, to support the development of teamworking and project management skills, as well as communication, creativity and self-direction (6.5).**The policy evaluation will require application of concepts and theoretical frameworks to evaluate a policy and its implications for specific contexts (6.1, 6.2). The final document will be expected to be produced to professional industry standards (6.6).*  | *S1, WK13* |
| *Policy Proposal (3,000 words)*  | *Presentation* | *6.2**6.5**6.6* | *In designing / proposing a new or improved environmental policy response to an identified issue, students will be required to apply their knowledge and understanding from the module to the solving of real-world problems (6.2).* *In addition, students will be expected to either: a) consult with and incorporate the responses of an identified stakeholder(s) into their policy proposal to identify potential challenges/opportunities arising from its implementation; or b) identify a range of stakeholders of relevance and set out a clear process for consulting with each, recording, and responding to their views. Engaging and communicating with stakeholders is necessary for the development of a new or improvement environmental policy (6.5, 6.6).*  | *S2, WK15* |
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| **Exit award**: Ordinary Degree XXXXXX |
| **Final award:** XXXXXXX |

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| Work related experiential learning: *Please outline how you have embedded the work-related experiential learning (WREL) design principles (as described in the* [*WREL Framework*](https://staffroom.yorksj.ac.uk/Content/File/Index/c80cbefb-87ce-4f85-9974-f2622401c78d#/view)*) within the curriculum, include:** *The specific activities that will take place in the relevant modules.*
* *Why the activities are authentic to the subject discipline.*
* *How the activities enable progression through the students’ WREL journey.*
* *How the activities will utilise external organisations and partnerships.*
* *Please outline the approach taken by the programme to prepare students for future employment.*

*(This section links to the OfS conditions of registration B1, B2 and B3, and the QAA Quality Code Principles 2, 3, 5, 7, 10 and 11)* |
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| Inclusive Higher Education, Liberation, Equality and Diversity*Please outline how you have used the* [*Inclusive Higher Education Framework*](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.inclusiveeducationframework.info%2F&data=05%7C01%7Ca.baker%40yorksj.ac.uk%7Cffe2b61286e54231824c08dbad462738%7C5c8ae38ef85b4309b7ec862815a37aee%7C0%7C0%7C638294289031866271%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WGnoCT5pJciOB5tJ4GX5lEKABQtr%2F9ml80op6GH%2F%2Fqc%3D&reserved=0) *as a tool for helping you to design a programme that removes barriers to access, attainment and progression.**Such considerations might include:** *How will all students, regardless of background or belief, engage with your programme? Will they all be able to relate to what you are teaching and their learning?*
* *How did you ensure your learning outcomes are equitable, so as not to introduce any unnecessary or unintended barriers?*
* *Does your curriculum promote diversity?  Have you sought advice on decolonising your curriculum?*

*Further information can be found* [*in the ‘Liberation, Equality and Diversity prompts for validation documents’*](https://www.yorksj.ac.uk/quality-gateway/programme-design-amendment-and-approval/tool-kit-guidance-forms-and-templates/#validation-and-re-validation:-process-and-guidance) *(This section links to the OfS conditions of registration B1, B2, B3 and B4, and the QAA Quality Code Principles 2, 3, 5, 7, 9, 10 and 11)* |
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**Degree apprenticeship programme delivery**

Make sure that you reference the relevant apprenticeship standard in your answers

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| Employer Engagement*How have you worked with employers in the development of the programme?* *Have you worked with employers to define delivery, particularly for collaborative delivery?**How have you ensured that the programme you will deliver addresses the needs of both the employer and the apprentice?**How will you ensure that employers have opportunities to provide feedback on the programme?* *How have you worked with employers to ensure that the working environment within which apprentices are operating is appropriate to enable them to develop the required duties and KSBs for the Apprenticeship Standard. This should also include matters of pastoral support, safeguarding, prevent duty, equality and diversity and health and safety.* |
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| Off-the-job training: delivery and flexibility*How have you decided the best method for training the technical or theoretical elements of the apprenticeship?* *How will you make the training methods you use flexible to react to changes in employer or apprentice circumstances?*  |
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| Integration of on and off- the-job learning, including work based learning*The integration of on and off-the-job learning, and training is fundamental for delivery of a high-quality apprenticeship. This integration, and the focus on delivering occupational competence, are what differentiate an apprenticeship from part-time learning while at work. How have you ensured that academic and workplace learning is integrated?**How have you aligned delivery with the apprentice job role?* *How have you ensured sufficient embedding of the relevant skills, knowledge and behaviours?* |
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| Work Based Learning support*What are the workplace mentoring arrangements?* *How will workplace mentors be inducted and supported in undertaking the role by both employers and the University?* *How will the interaction between workplace mentor, apprentice and the University academic tutor be structured?**What arrangements are there to ensure that the apprentice will be supported in the workplace to develop the duties and KSBs specified within the apprenticeship standard?**How will you ensure that the apprentice's progression through their apprenticeship is tracked, across all forms and locations of delivery?* |
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| Off-the-job training: calculation of hours*Provide a proposal for planned off the job hours and how these will be delivered, which will be outlined in the Training Plan. All apprenticeships must deliver an average of at least 6 hours per week throughout their programme in line with the ESFA’s funding rules.*  |
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| What will your graduates look like?*How will you support student employability, digital literacy and engagement with enhancement or extra curricula opportunities?* *(This section links to the OfS conditions of registration B1, B2, B3 and B5, and the QAA Quality Code Principles 2, 3, 7, 9, 10 and 11)* |
|  |
| *Please include how the programme will help students to meet the University graduate attributes:* |

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| ***Graduate attribute*** | ***How this programme helps students to achieve this*** |
| Confident* Persuasive, able to negotiate constructively and influence others
* Communicate, in a range of formats and for different audiences
* Confident in your skills and aspirational in setting goals for the future
 |  |
| Authentic* Making considerate and ethical decisions with integrity
* Community minded, aware of global perspectives and embracing of difference
* Engaged with relevant technology and using it in a socially responsible way
 |  |
| Resilient* Self-aware, collaborative and emotionally intelligent
* Able to identify opportunities for support and growth in response to new challenges
* Able to adapt to technological change and agile in approach to learning
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| Enterprising* Aware of resources and able to utilise these to support personal and professional development
* Creative in applying solutions to complex problems
* A collaborative team member and leader
 |  |
| Professional* Commercially aware
* Able to manage time and competing priorities
* Knowledgeable, evidence led and intellectually curious
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| Study Abroad*If students have the opportunity to study abroad for a Semester or full year, please confirm you have considered the implications of the proposed programme structure i.e.** *If there are year-long modules, has an alternative structure for study abroad been provided that can only be taken in a specified Semester at YSJU? Will the student only be permitted to study abroad for the full year?*
* *The implications of study abroad and non-compensable modules have been considered i.e. students may take comparable modules at the partner institution but they must be passed*
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| Student experience*Please indicate how you intend to create a community of learners, and how you will make sure the curriculum is inclusive. If the programme will have shared modules, please indicate how you will ensure a consistent student experience. How will students be supported to meet the learning outcomes? Have you considered how to personalise each student’s learning journey?**(This section links to the OfS conditions of registration B1, B2, and B3, and the QAA Quality Code Principles 2, 3, 5, 7, 10 and 11)* |
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| Positive outcomes for all*How will you support all students to be successful? How will you ensure that all students have positive experiences?**(This section links to the OfS conditions of registration B1, B2, B3 and B4, and the QAA Quality Code Principles 2, 3, 4, 5, 7, 10 and 11)* |
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| Students as partners*Please refer to the* [*Student Partnership Plus Policy*](https://www.yorksj.ac.uk/media/content-assets/document-directory/documents/Student-Partnership-Plus-Policy-2025.pdf) *when considering your response to this section.**How have you involved students in the curriculum development process?* *How will you engage them in monitoring and evaluating the programme and its effectiveness?* *For revalidations:**How well did the programme create a cohesive community of learners, and was the curriculum inclusive as designed?* *What feedback did you receive from students, and how has that feedback informed the operation of the programme and the revalidation process?* *How have you involved students in the curriculum development process?* *How will you continue to engage them in the monitoring and evaluation of the programme going forward?**(This section links to the OfS conditions of registration B1, B2, and B4, and the QAA Quality Code Principles 2, 3, 4, 5, 7, 10 and 11)* |
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**CONSIDERATION OF REGULATORY RISKS**

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| For revalidated programmes only:With reference to your Portfolio Performance Dashboard data, outline how you have ensured the risks detailed below have been considered within the design of the revalidated programme.* Regulatory Risk (B3 condition of registration)
	+ Continuation (continuing in their studies), Completion (completing their studies) and Progression (progressing into managerial or professional employment, or further study)
* Sustainability Risk (internal student retention target of 92% annually)
	+ Retention
* Quality and Student Satisfaction Risk (student survey data)
	+ Academic Support, Assessment and Feedback, Learning Resources, Student Voice, Teaching on my course

What risks (if any) were identified within the Portfolio Risk Profiles (and Programme Review Reports) for the current programme and how have you specifically sought to address these within the re-design of the programme?Were areas of good practice identified and have these been continued within the revalidated programme?*When considering the answer to this section review your School’s Portfolio Risk Profiles, the Portfolio Performance Dashboard, Programme Review Reports and the School Portfolio Action Plan.**If you have addressed these answers in other sections of the Design Narrative, please just specify the section where you have covered it, do not repeat it here.**(This section links to the OfS conditions of registration B1, B2, B3, B4 and B5, and the QAA Quality Code Principles 2, 3, 4, 5, 7, 9, 10 and 11)* |
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| For new programmes only:Outline how have you ensured the risks detailed below have been considered within the design of the programme?* Regulatory Risk (B3 condition of registration)
	+ Continuation (continuing in their studies), Completion (completing their studies) and Progression (progressing into managerial or professional employment, or further study)
* Sustainability Risk (internal student retention target of 92% annually)
	+ Retention
* Quality and Student Satisfaction Risk
	+ Academic Support, Assessment and Feedback, Learning Resources, Student Voice, Teaching on my course

*If you have addressed these answers in other sections of the Design Narrative, please just specify the section where you have covered it, do not repeat it here.**(This section links to the OfS conditions of registration B1, B2, B3, B4 and B5, and the QAA Quality Code Principles 2, 3, 4, 5, 7, 9, 10 and 11)* |
|  |

**Anonymous Marking – please list any modules that are exempt from anonymous marking and provide a rationale for that exemption:**

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| Module code(s): | Rationale |
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**Programme structures for non-standard entry points and part-time routes**

*For part time routes*

* *Semesters should be 1, 2.*
* *Year should be 1, 2, 3, 4, 5, 6*

*Delete the year column if it is not applicable*

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| Code | Level | Semester | Year | Title | Credits | O/C | NC or X |
| *\* SPO4010M* | *4* | *1* | *1* | *Anatomy and Physiology for Sport and Exercise* | *20* | *C* | *NC* |
| *\* SPO4012M* | *4* | *2* | *2* | *Kinesiology and the Biomechanical Principles of Human Movement* | *20* | *O* | *X* |
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*\*Delete example rows*

**KSB Mapping - evidence how the award maps against the knowledge, skills and behaviour standards for the Degree Apprenticeship**

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|  | **On the job** | **Taught** | **PLO** | **Module** |
| **Knowledge:** |  |  |  |  |
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| **Skills:** |  |  |  |  |
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| **Behaviours:** |  |  |  |  |
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1. The design narrative can cover a suite of programmes; list all the award titles that are included in the suite. [↑](#footnote-ref-1)
2. The OfS conditions of Registration can be found [here](https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/). The QAA Quality Code for HE Principles can be found [here](https://www.qaa.ac.uk/docs/qaa/quality-code/uk-quality-code-for-higher-education-2024-sector-agreed-principles.pdf?sfvrsn=6da5b881_11). [↑](#footnote-ref-2)