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

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

**Compliance 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) |  |

**Business Case – has any information changed since the Business Case 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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**Confirmation that the School’s Portfolio Risk Profile has been considered during the development**

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| Yes/no (if no, why; if yes, please outline factors considered) |
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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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**Confirmation that Finance (Management Accountants) have reviewed the programme documentation and completed the financial modelling necessary for the ESFA**

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| Yes/no (if no, why) | Name and role of those consulted |
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**Module Sharing – are any of the discontinued modules (i.e., those on the current programme) shared with other awards outside of those proposed for revalidation here, if so, please list the awards:**

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| Module code | Award |
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**Module Sharing – will new modules be shared with other awards outside of those proposed for validation here, if so, please list the awards:**

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| Module code | Award |
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**Design Narrative for revalidation of 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* | s*tate 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 years  part 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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| What are your general reflections on how the programme met your 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.* |
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| How well did the programme help students to meet the University graduate attributes? |
|  |
| What will your graduates look like?  *Please include how the revalidated 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 |  |
| 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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| 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:*   * *Have you considered how inclusive your teaching and assessment strategies are?* * *Does your curriculum promote diversity?* * *How have you addressed any marginalisation and bias in your programme?* * *Have you designed the programme 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 did you ensure your learning outcomes are equitable, so as not to introduce any unnecessary or unintended barriers?* * *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 might you pre-empt any future structural oppression?*   *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) |
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| Teaching, Learning and Assessment *This section should be a reflection on the ‘current’ programmes and how this has helped to inform the revalidated programme/s. What was your approach, and how well did this work for students on the programme? Did you change anything about this approach when the programme was in operation? Will anything be different in the revalidated programme? Did your assessment strategy guide students to achieve their best outcomes? If not, why not (the assessment strategy for the revalidated programme is detailed in the next section)?*  *You should also make explicit reference to:*   * *any disciplinary and/or practice-based approaches to learning and teaching that did/will underpin the educational experience of the programme and did/will support the types of students that you expect to attract.* * *how formative activities were used to support students in summative assessments.* |
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**Assessment Strategy and Plan**

The Assessment Strategy and Plan should be reflective of the proposed programme for revalidation

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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-(Doc-37KB).docx) *and the QAA guiding principles (noting that these are intended as a framework and are not exhaustive).*  *You should also make explicit reference to:*   * *how formative activities will be used to support students in summative assessments.*   *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.* |
| ***Assessment Plan:***  *The assessment plan (****Section b****) is intended to provide a summary of the types of assessment used for each module, the PLOs linked to each module and a brief description of the rationale for the choice of assessment and how it will enable assessment of the PLOs (information can be drawn from the module descriptors).*  *Allocate each assessment component its own row, add or delete rows as necessary.* | |

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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* |
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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:***  GEO6004M  Environmental 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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| Student experience and feedback – feeding into revalidation  *Please refer to the* [*Student Partnership Plus Policy*](https://www.yorksj.ac.uk/media/content-assets/document-directory/documents/student_partnership_plus_policy.pdf) *when considering your response to this section.*  *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?* |
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| What changes did you make to the programme after validation, and why?  *Include any changes not already outlined above* |
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| Will these changes remain in the revalidation of the programme? |
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| Further changes you are proposing in this re-validation, and why |
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| Student achievement and outcomes  *Please give details of past student progression on the programme, and what you anticipate future student progression to be from the revalidated programme.* |
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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?* |
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| Issues and risks to student and programme continuity  *Please consider any risks to the running of the programme which may involve the University implementing the* [*Student Protection Plan*](https://www.yorksj.ac.uk/media/content-assets/admissions/documents/Student-Protection-Plan-2018-19.pdf)*. What could be put in place (if anything) to mitigate these risks? (For example is the programme dependent on one member of staff for significant teaching or assessment load)?* |
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**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): |
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| 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*

**Degree apprenticeship programmes revalidation 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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**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)