**LINES OF ENQUIRY – PRE-PANEL MEETING**

**Please refer to Programme Approval Checklists and the documentary evidence on the PDR and submit your completed form to the Chair of the Panel who will combine findings and report back to the Proposing team.**

***Lines of Enquiry:*** *Lines of Enquiry relate to those areas where you unable to confirm that the documentation provided fully evidences the approval criteria. These can be queries, requests for further evidence and or recommendations for changes.*

|  |  |
| --- | --- |
| **Name** |  |
| **Role on Panel** |  |
| **Programmes for Approval** |  |
| **Date of Completion** |  |
| **Date of Panel** |  |

**PART 1 Lines of Enquiry: Specifications**

|  |  |
| --- | --- |
| **Approval Area** | **Line(s) of Enquiry and Amendments Required** |
| **Programme Specifications -**  **Complete Checklist in Part 3.1** |  |

|  |  |
| --- | --- |
| **Approval Area** | **Line(s) of Enquiry and Amendments Required** |
| **Module Specifications -**  **Complete check lists for each module in Part 3.2** |  |

**PART 2 Other Lines of Enquiry**

|  |  |
| --- | --- |
| **Approval Area** | **Line(s) of Enquiry** |
| **Programme Rationale and Distinctiveness** |  |
| **Employability and Career Development Prospects** |  |
| **Cohesion Map and Programme Structure** |  |
| **Assessment Table**  Assessment diversity, authenticity and weightings |  |
| **Assessment Journey Map**  Distribution of workload |  |
| **Module Specifications**  Include Module Code |  |
| **Programme Learning Outcomes Map –** All LOs developed and assessed |  |
| **Programme Guide**  6 Cs, Delivery Schedule, Assessment Schedule  Staffing: Programme Leader, Module Tutors, Personal Academic Tutors, Work-based trainers |  |
| **Staff CVs**  Sufficiency of staffing resources |  |
| **Resources list**  Sufficiency of learning resources |  |

**Apprenticeship Programmes only** – Delete if not applicable

|  |  |
| --- | --- |
| **KSB mapping** |  |
| **EPA delivery plan – Integrated apprenticeships** |  |
| **EPA Organisation – Non-integrated apprenticeships** |  |
| **Sign-off by Apprenticeships Management Team** |  |

**Online programmes only** – Delete if not applicable

|  |  |
| --- | --- |
| **Programme Landing Page** |  |
| **One fully populated Module Moodle class** |  |
| **Sample of Modules Guides** |  |
| **Technical requirements for applicants** |  |
| **Remote social learning opportunities and support mechanisms** |  |

**Off Campus programmes only** – Delete if not applicable

|  |  |
| --- | --- |
| **Confirmation of UoB oversight resourcing incl. Link Tutor** |  |
| **Operations Manual including -** - Student Support and Engagement mechanisms  - Resources  - Roles of Partner and OfCD**-** Process equivalency |  |
| **Public Information** |  |
| **Student Protection Plan if applicable** |  |

**PART 3 SPECIFICATION CHECK LISTS**

**PART 3.1 PROGRAMME SPECIFICATION**

|  |  |  |
| --- | --- | --- |
|  | **Yes/No** | **Comments** |
| **1:** Do the Award Title and Exit Awards match the module diet? |  |  |
| **2:** Are the reference points up to date and relevant? |  |  |
| **3:** Are the Admissions Requirements satisfactory? |  |  |
| **4:** Are the Aims clear and relevant? |  |  |
| **5:** Are the Distinctive Features distinctive and relevant? |  |  |
| **6:** Are the K&U Learning Outcomes covered by the modules listed (check titles and LO Map)? |  |  |
| **7:** Do the other programme LOS match the Sector Recognised Standards? |  |  |
| **8:** Is the Programme Structure clearly laid out? |  |  |
| **9:** Are all modules listed and correctly identified as core and optional? |  |  |
| **10:** Are the L&T Strategy and Assessment Strategy expressed generically? |  |  |
| **11:** Is KIS information correct? |  |  |
| **12:** Is the Learning Outcomes Map accurate and are all LOs TDA? |  |  |

**PART 3.1 MODULE SPECIFICATION CHECK LISTS**

Add a table for each module specification

|  |  |  |
| --- | --- | --- |
| **Module Code and Name:** | | |
|  | **Yes/No** | **Comments** |
| **1:** Does the Module Title match the module scope and contents? |  |  |
| **2:** Does the overview match the rest of the specification? Does it include GAME/GAME+? |  |  |
| **3**: Are the contents clear and inclusive? |  |  |
| **4:** Are the learning outcomes clear and at the right academic level? |  |  |
| **5:** Are the assessments clear and relevant? Do they cover the LOs? |  |  |
| **6:** Are the &T Strategy and Formative Assessment Strategy expressed generically and/or flexibly? |  |  |
| **7:** Are learning resources up-to-date, available in the library/online and referenced correctly? |  |  |

|  |  |  |
| --- | --- | --- |
| **Module Code and Name:** | | |
|  | **Yes/No** | **Comments** |
| **1:** Does the Module Title match the module scope and contents? |  |  |
| **2:** Does the overview match the rest of the specification? Does it include GAME/GAME+? |  |  |
| **3**: Are the contents clear and inclusive? |  |  |
| **4:** Are the learning outcomes clear and at the right academic level? |  |  |
| **5:** Are the assessments clear and relevant? Do they cover the LOs? |  |  |
| **6:** Are the &T Strategy and Formative Assessment Strategy expressed generically and/or flexibly? |  |  |
| **7:** Are learning resources up-to-date, available in the library/online and referenced correctly? |  |  |

|  |  |  |
| --- | --- | --- |
| **Module Code and Name:** | | |
|  | **Yes/No** | **Comments** |
| **1:** Does the Module Title match the module scope and contents? |  |  |
| **2:** Does the overview match the rest of the specification? Does it include GAME/GAME+? |  |  |
| **3**: Are the contents clear and inclusive? |  |  |
| **4:** Are the learning outcomes clear and at the right academic level? |  |  |
| **5:** Are the assessments clear and relevant? Do they cover the LOs? |  |  |
| **6:** Are the &T Strategy and Formative Assessment Strategy expressed generically and/or flexibly? |  |  |
| **7:** Are learning resources up-to-date, available in the library/online and referenced correctly? |  |  |

**Add more tables for further modules**