

**Validation Submission Document**

APPROVAL of A NEW taught programme

[Programme Title and Award]

[Panel Meeting Date]

Contents

[1. Overview 3](#_Toc188444577)

[1.1 Programme context 3](#_Toc188444578)

[1.2 Rationale for the programme 3](#_Toc188444579)

[1.3 Programme management and oversight 3](#_Toc188444580)

[2. Recruitment and admissions 3](#_Toc188444581)

[2.1 Projected applicant and student numbers 3](#_Toc188444582)

[2.2 Market for the programme 4](#_Toc188444583)

[2.3 Recruitment and marketing 4](#_Toc188444584)

[2.4 Admissions 4](#_Toc188444585)

[3. Content and delivery 5](#_Toc188444586)

[3.1 Learning and teaching 5](#_Toc188444587)

[3.2 Curriculum design and development 5](#_Toc188444588)

[3.3 Assessment and Feedback 6](#_Toc188444589)

[3.4 Student voice 6](#_Toc188444590)

[4. Student Experience 6](#_Toc188444591)

[4.1 Learning resources 7](#_Toc188444592)

[4.2 Student support 7](#_Toc188444593)

[5. Conclusion 7](#_Toc188444594)

[Programme Specification (Undergraduate) 11](#_Toc188444595)

[Programme Specification (Postgraduate) 15](#_Toc188444596)

[Module Specification: *[module title]* 19](#_Toc188444597)

# Overview

## Programme context

|  |  |
| --- | --- |
| A brief overview of the programme (max. 50 words) |  |
| How does the programme fit within the [Framework for Higher Education Qualifications (FHEQ)](https://www.qaa.ac.uk/quality-code/qualifications-frameworks) and the [OfS Sector-Recognised Standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf) |  |
| What is the market for the programme? |  |
| What other key considerations have informed programme development (e.g. academic portfolio, staff expertise, widening access)? |  |

## Rationale for the programme

|  |  |
| --- | --- |
| What evidence is there of student demand for the programme? |  |
| What are the employer requirements for this programme and how will it meet them? |  |
| How will the programme contribute to the sector? |  |
| How does the programme relate to the two Core Aims in TL’s Strategic Plan 2020-2028 (especially in relation to inclusivity and diversity)? |  |
| Are there any international/national initiatives in the sector that are relevant to the programme? |  |
| Will the programme provide opportunities to build external relationships or raise Trinity Laban’s profile? If so, how?  |  |

## Programme management and oversight

|  |  |
| --- | --- |
| Who will be the Programme Leader for the programme? If a new person is recruited, what is the recruitment timeline? |  |
| Who will be responsible for supporting the Programme Leader in managing the programme? |  |
| Who will be the Programmes Administrator for the programme? |  |
| Which Quality Committee will the programme report to? |  |
| What other support staff will be involved in managing the programme? |  |

# Recruitment and admissions

## Projected applicant and student numbers

|  |  |  |
| --- | --- | --- |
| **Year** | **Expected applications** | **Expected enrolments** |
| Home | Overseas/EU | Total | Home (state FT/PT) | Overseas/EU | Total |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |
| 20XX/XX |  |  |  |  |  |  |

## Market for the programme

|  |  |
| --- | --- |
| What is the rationale for the projected applicant and student numbers? |  |
| What graduate employment opportunities are there? |  |
| List the main competitor programmes and USPs of the new Trinity Laban programme in relation to these |  |
| Have consultation with prospective students taken place? What was the outcome of the consultation? |  |
| Has the programme title been approved by the Student Recruitment and Marketing and Brand and Comms teams?  |  |
| Has the Student Recruitment and International Relations team contributed to this section of the submission? |  |

## Recruitment and marketing

[GUIDANCE NOTE: The programme proposer must liaise with the Student Recruitment and International Relations team to complete this section.]

|  |  |
| --- | --- |
| What are the specific target markets for recruitment (including underrepresented groups)? |  |
| What are the proposed home and overseas recruitment activities? |  |
| What are the proposed online marketing strategies? |  |
| What are ethe strategies for meeting the targets of the Access and Participation Plan? |  |

## Admissions

[GUIDANCE NOTE: The programme proposer must liaise with the Admissions team to complete this section.]

|  |  |
| --- | --- |
| How will the student apply to the programme? |  |
| What are the audition, interview and/or applicant testing arrangements? |  |
| What are the academic entry requirements? |  |
| Are the non-standard and direct entry arrangements? |  |
| Are there arrangements for progression from other Trinity Laban programmes? |  |
| Are there potential barriers to accessibility and what are the proposed steps to mitigate this? |  |
| Are there any additional English Language requirements above the Trinity Laban minimum for the level of the programme? |  |

# Content and delivery

## Learning and teaching

|  |  |
| --- | --- |
| What mechanisms will be in place to support teaching staff in keeping abreast of learning and teaching developments, in the subject matter and otherwise? |  |
| What will be included in the programme-specific student induction? |  |
| How has accessibility been considered in learning and teaching on the programme? |  |
| What will the programme’s impact on environmental sustainability be like? How will any negative impact be mitigated? |  |
| What will the teacher peer observation arrangements be on the programme? |  |
| How will teaching on the programme be informed by research and scholarship? |  |
| What will the tutorial support arrangements be on the programme? |  |
| What will the requirements be for teaching staff development on the programme and how will those be met? |  |
| Provide examples of innovative practice in the learning and teaching methods on the programme?  |  |

## Curriculum design and development

*The programme structure should be illustrated in section 6 below.*

|  |  |
| --- | --- |
| What is the rationale for including the proposed subjects and topics in the programme curriculum? (e.g. related to developments and demands within the discipline or profession) |  |
| What is the rationale for the proposed programme structure? (e.g. balance in depth and breadth of modules; sequencing of skills development and key concepts; linking of theory and practice; balance of teaching and learning methods etc.) |  |
| Which Subject Benchmark Statement has the programme been mapped to and what was the outcome of the mapping? |  |
| Have any recent curriculum changes in associated programmes had an impact on the curriculum design for this programme? |  |
| How does the programme develop students’ transferable skills (including entrepreneurial and digital skills)? |  |
| How does the programme prepare students for further study? |  |
| Are opportunities for study abroad or work-based learning relevant to the programme? |  |
| Describe the external reference points and consultations that have informed the programme structure and curriculum. |  |

## Assessment

3.3.1 Assessment table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module title** | **Assessment component(s)** | **Which module LO(s) does the component assess?** | **How will students be instructed to use (or not to use) AI for each assessment component and why?** | **Is the volume of assessment aligned to the** [**Trinity Laban Assessment Design and Guidance Checklist**](https://www.trinitylaban.ac.uk/about-us/learning-teaching-research/academic-quality/academic-quality-handbook/#assessment)**?** |
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|  |  |  |  |

[add/delete rows as necessary]

3.3.2 Assessment design

|  |  |
| --- | --- |
| What is the rationale for the choice of assessment methods on the programme? |  |
| How are the assessment methods on the programme inclusive? | *[GUIDANCE: Refer to* [*https://www.qaa.ac.uk/membership/benefits-of-qaa-membership/collaborative-enhancement-projects/assessment/developing-a-set-of-inclusive-assessment-design-attributes-for-use-across-the-he-sector*](https://www.qaa.ac.uk/membership/benefits-of-qaa-membership/collaborative-enhancement-projects/assessment/developing-a-set-of-inclusive-assessment-design-attributes-for-use-across-the-he-sector) *for a Set of Inclusive Assessment Design Attributes]* |
| How do the choices of assessment methods minimise opportunities for academic misconduct? |  |

##

## Student voice

|  |  |
| --- | --- |
| How were students or alumni involved in the development of the programme? |  |
| How will Programme Forums be arranged on the programme? |  |
| Will there be other mechanisms for embedding student voice in the programme (in addition to the institutional mechanisms such as module and programme surveys)? |  |

# Student Experience

## Learning resources

|  |  |
| --- | --- |
| What teaching and learning spaces will be required for the programme? Have the requirements been discussed with Scheduling? |  |
| What use will the programme make of library, IT and AV provisions? |  |
| Will performance spaces and production support be required for the programme? Have these requirements been discussed with the relevant teams? |  |
| How will Moodle be used to support programme delivery? |  |
| Please describe any additional resources that will be used to support programme delivery. |  |

## Student support

|  |  |
| --- | --- |
| How will pastoral support be offered to the students on the programme by the teaching team? |  |
| How will academic support be offered to the students on the programme by the teaching team? |  |
| How will careers advice be offered to the students on the programme by the teaching team? |  |
| What support will be provided for placements and other work-based learning where relevant? |  |
| Describe any other student support mechanisms that will be in place on the programme.  |  |

# Conclusion

* Closing comments including any points for action prior to the opening of the programme; and
* confirmation on whether each of the changes proposed above is aligned to the quality assurance and assessment practices in the Academic Quality Handbook and Academic Regulations.

|  |
| --- |
|  |

5.1 Curriculum map

Programme learning outcomes mapped to the modules or components in which they are assessed.

|  |  |
| --- | --- |
| **Programme Learning Outcomes** | **Module(s)/Component(s) in which assessed** |
| ***Knowledge and understanding*** |  |
| [insert] |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Skills*** |  |
| [insert] |  |
|  |  |
|  |  |
|  |  |
|  |  |
| ***Values and attitudes*** |  |
| [insert] |  |
|  |  |
|  |  |

1. Programme structure

|  |  |  |  |
| --- | --- | --- | --- |
| **Year**   | **Term 1**  | **Term 2**  | **Term 3**  |
| **Year 1****(Level 4 or Level 7)**  | Module 1 (Core) X credits  | Module 2 (Core) X credits  |
| Module 3 (Core) X credits  | Module 4 (Option) X credits  | Module 5 (Option) X credits  |
| Module 6 (Core) X credits  |
| **Year 2****(Level 5 or Level 7)**  | Module 1 (Option) X credits  | Module 2 (Core) X credits  |
| Module 3 (Core) X credits  | Module 4 (Option) X credits  | Module 5 (Core) X credits  |
| Module 6 (Core) X credits  |
| **Year 3****(Level 6)** *UG programmes only* | Module 1 (Core) X credits  | Module 2 (Option) X credits  |
| Module 3 (Core) X credits  | Module 4 (Option) X credits  | Module 3 (Core) X credits  |
| Module 6 (Core) X credits  |



# Programme Specification (Undergraduate)

|  |  |
| --- | --- |
| **Programme**  | [title]  |
| **Awarding Institution**  | Trinity Laban Conservatoire   |
| **Location of study**  | [King Charles Court/Laban Building/Laurie Grove/Online]  |
| **Mode and duration**  | [full-time and part-time]  |
| **UK Credits**  | [add]  |
| **ECTS**  | [add – half of the UK credits]  |

**Summary Description**

[Max 200 words. Overview information on programme (to be used consistently in programme handbooks, web and prospectus etc.) – content, outcomes, overall structure etc];

[programme aims]

**Learning Outcomes**

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 6]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable, max 6]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 6]

**Curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

**Part-time structure (if applicable]**

[Include information on which modules will be taken in which years on the part-time mode]

**Learning and Teaching**

**Total contact hours** [xxxx hours]

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours** [xxxx hours]

**Total learning hours** [[10 x number of credits on the programme] hours]

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc., max 100 words]

**Placements and Exchanges (if applicable)**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

**Assessment**

[summary of assessment strategies/methods used within programme, including types of formative assessment, max 100 words]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module in each Part. You must pass each module with an overall mark of 40 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification.

Certain modules may be compensated at the discretion of the assessment board. Compensation is the award of credit for a failed module on the basis of good performance in other modules. Rules applying to compensation can be found in the Academic Regulations for Taught Programmes.]

**Awards**

[Amend as necessary]

This programme can lead to one of three awards: on successful completion of all level 4 modules, the Certificate of Higher Education (CertHE); on successful completion of all level 4 and 5 module the Diploma of Higher Education (DipHE); and on successful completion of 360 credits at levels 4, 5 and 6, the BA (Hons) degree.

The CertHE is awarded without classification.

Dip(HE) The minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

|  |  |
| --- | --- |
| With Distinction | Minimum 70% |
| With Merit | Minimum 60% |
| Without classification | Minimum 40% |

[BA (Hons)] The minimum percentage in the overall aggregate for recommendation for [insert award] shall normally be [amend below in line with Academic Regulations for the relevant award]:

|  |  |
| --- | --- |
| Class 1 (I) | Minimum 70% |
| Class 2 Upper Division (II:i) | Minimum 60% |
| Class 2 Lower Division (II:ii) | Minimum 50% |
| Class 3 (III) | Minimum 40% |

Level 5 will constitute 20% of the overall aggregate;

Level 6 will constitute 80% of the overall aggregate.

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

**Admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]



# Programme Specification (Postgraduate)

|  |  |
| --- | --- |
| **Programme**  | [title]  |
| **Awarding Institution**  | Trinity Laban Conservatoire   |
| **Location of study**  | [King Charles Court/Laban Building/Laurie Grove/Online]  |
| **Mode and duration**  | [full-time and part-time]  |
| **UK Credits**  | [add]  |
| **ECTS**  | [add – half of the UK credits]  |

Summary Description

[Max 200 words. Overview information on programme (to be used consistently in programme handbooks, web and prospectus etc.) – content, outcomes, overall structure etc];

[programme aims]

Learning Outcomes

On successful completion of this programme, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 6]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/ intellectual; subject specific; transferable, max 6]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 6]

**Curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Key Progression Points (if applicable)**

[Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.]

**Options/Electives (if applicable)**

[Provide an indicative list of electives and clarify whether or not all options will be available in each year e.g. If we have insufficient numbers of students interested in an elective, this may not be offered. There may also be timetabling consideration that limit your choices. If an elective will not run, you will be advised as soon as possible and given help to choose an alternative.]

**Pre and Co-requisites (if applicable)**

[any information on the possibility of pre or co-requisite modules e.g. “there may be restrictions on opportunity to study (some modules – can be more specific e.g. some elective modules or naming the specific modules) depending on whether other modules have or will be studied. More information can be found in the module specifications”]

**Part-time structure (if applicable]**

[Include information on which modules will be taken in which years on the part-time mode]

**Learning and Teaching**

**Total contact hours** [xxxx hours]

[where possible break contact hours down by type e.g. one-to-one, lectures, seminars, tutorials]

**Total self-directed study hours** [xxxx hours]

**Total learning hours** [[10 x number of credits on the programme] hours]

**Learning and teaching methods**

[Brief summary of the learning and teaching methods/strategies used within the programme e.g. one-to-one tuition, small/large group teaching, online leaning, work-based learning etc., max 100 words]

**Placements and Exchanges (if applicable)**

[exchange/study abroad opportunities, rules governing them/where to go for further information]

[summary of placement opportunities, rules governing them/where to go for further information]

**Assessment**

[summary of assessment strategies/methods used within programme, including types of formative assessment, max 100 words]

**What do I have to do to pass?**

[e.g. In order to pass the programme you must achieve the credit for each module. You must pass each module with an overall mark of 50 (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification. Rules applying to compensation can be found in the Academic Regulations for Taught Programmes.]

**Awards**

[Amend as necessary]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Award** | **HE Level** | **Credits** |  | **Classification** | **% required** |
| Master of Arts | 7 | 180 |  | With Distinction | 70 |
| Postgraduate Diploma | 7 | 120 |  | With Merit  | 60 |
| Postgraduate Certificate | 7 | 60 |  | With Pass | 50 |

[List any additional requirements for interim awards]

**Accreditation and additional qualifications**

[Details of accreditation by PSRBs or opportunities to acquire additional external qualifications through the programme e.g. TCL diplomas]

**Admissions criteria**

[Criteria for entry to the programme including, qualifications, experience, audition requirements, English language level, DBS checks, direct entry requirements]



# Module Specification: *[module title]*

|  |  |
| --- | --- |
| Module:  | [title]  |
| Module Code:   | [module code]   |
| Delivery location:  | [location/s where module will be delivered]  |
| UK Credits:   | [insert]   |
| ECTS:   | [insert, half of the above]  |
| Level:   | [insert] |

Summary Description

[outline content to be covered within module and how that relates to programme]; [overarching aims of module which must relate to learning outcomes]

[if applicable, state any pre or co-requisite modules for all or any specific programmes of which the module is a part e.g. “for X programme, this module can only be chosen if X module has already been studied/will also be studied”]

[Max 150 words]

Learning Outcomes

On successful completion of this module, a student will be expected to be able to demonstrate:

**Knowledge and understanding**

[numbered list of knowledge and understanding learning outcomes, max 4 for 20 credits etc]

**Skills**

[numbered list of skills learning outcomes – amalgamating cognitive/intellectual; subject specific; transferable, max 4 for 20 credits etc]

**Values and attitudes**

[numbered list of values and attitudes learning outcomes, max 4 for 20 credits etc]

Learning and Teaching

**Module teaching pattern**

|  |  |  |  |
| --- | --- | --- | --- |
| Teaching method[seminars, one-to-one tutorials, group tutorials, lectures, classes, lab work etc.] | Contact Hours | Self-directed Study Hours | Total Student Learning Hours |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Totals |  |  | [10 x module credits] |

**Assessment and feedback**

**Overview**

[A brief overview of assessment on the module, max. 50 words]

**Formative assessment**

[description of formative assessment on the module, max. 50 words]

**Module Assessment (Summative)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Component | Assessment Type | Word count/length/equivalent | Weighting | Pass Mark | Pass/Fail |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Pass requirements**

[if relevant, lower qualifying pass marks for components (see the [Academic Regulations](https://www.trinitylaban.ac.uk/about-us/learning-teaching-research/academic-quality/assessment-procedures-and-regulations/) or information on attendance requirements that are not assessment components. For most modules this sections will not be required.]

Indicative READING LIST

[Indicative reading list]

[this will be moved to the library catalogue after revalidation, and removed from here]