Faculty of Humanities – Guidance for programme proposers on completion of the New Programme Proposal (NPP) paperwork

1.   Introduction

The Faculty of Humanities welcomes initiatives to improve and widen the scope of the programmes it offers. Higher Education Institutions are required to be publicly accountable and we need to demonstrate how we assure the quality of our programmes and standards of our graduates. Designing high quality programmes and course units that describe the knowledge, skills and attributes students will have on graduating is one way of providing explicit evidence of quality and standards.

Programme design is likely to be one of the most creative tasks that you do as an academic making the learning process effective and stimulating for your students. Careful attention to how programmes, course units and curricula are designed can make a real difference to the student learning experience. To ensure the best experience for all students, it is important to uphold the University's standards of Equality, Diversity and Inclusivity (EDI), which should be embedded throughout the design process. Visit EDI in the Curriculum Design Process for support and information on this.

The following guidance is intended to provide prompts to ensure that you have covered all the bases and that the paperwork you will submit for approval properly reflects what you intend to do in your new programme.

2.   New Programme Approval Stage 1 (NPP1)

The headings below are taken from the new programme proposal form and the questions are the prompts for you to consider / address. *Please note, any links included in the document below are subject to external change so are for guidance only. Proposers should contact your Teaching and Learning Officer for any clarification*

Area of the Form	Questions
Confirmation of Stakeholder Meeting	Has a written record of the stakeholder meeting been included?
Formal title of the programme	Have the titles been included for all entries to the programme and any pathways? e.g. UG - BA (Hons)/ BSc (Hons) INSERT TITLE BA (Hons) Insert title (insert pathway) PGT – MA/MSc/Postgraduate Diploma/Postgraduate Certificate INSERT TITLE
Title description	Has a short title (max 30 characters) been included? This is required for the display name on Campus Solutions (the University's student record system).
Short Title Description	Has a short title description (max 10 characters) been included? This is displayed in Campus Solutions for internal use only.
Award (Entry)	Have all the awards to which the student can apply been included? e.g. UG - BA (Hons)/BSc (Hons) PGT - MA/MSc; Postgraduate Diploma; Postgraduate Certificate
Exit Award(s)	Have all exit awards and titles been included? For UG programmes: BA (Ord) INSERT TITLE Diploma of Higher Education in INSERT TITLE Certificate of Higher in INSERT TITLE For PGT programmes (depending on award entry): MSc/MA Exit awards:

	Postgraduate Diploma in INSERT TITLE Postgraduate Certificate in INSERT TITLE
Proposed entry term	Has the proposed date of the first entry been included? Does the proposed date of the first entry allow sufficient time for the development of the programme, as well as marketing and recruitment for the intended intake?
Student intake points	Have all the student intake points been included?
Home School, subject area and Faculty	Is this a collaborative programme? Has approval to proceed with the collaboration been granted and has this confirmation been included in the paperwork? If approved has the name of the partner institution been included?
Mode of Attendance	Has the relevant box(es) been ticked?
Type of delivery	Has the relevant box(es) been ticked?
Number of credits per year of study	Have the number of credits for each year of the programme been included? i.e. UG – 120 credits MSc/MA (full time) –180 credits, PG Dip (full-time) – 120 credits, PG Cert (full-time) – 60 credits MSc/MA (part-time) –60 credits (year 1), 120 credits (year 2), PG Dip (part-time) – 60 credits, PG Cert (part-time) – 30 credits
Duration	Has the duration for each of the entry awards been included? e.g. UG programmes – BA (Hons) TITLE 3 years, BA (Hons) TITLE with Professional Experience 4 years MSc/MA (full time) – 1 year, PG Dip (full-time) – 9 months, PG Cert (full-time) – 9 months MSc/MA (part-time) – 2 years, PG Dip (part-time) – 21 months, PG Cert (part-time) – 21 months
Placement/Work Year of study and Duration	Have details of any opportunities for placement periods, semester abroad opportunities or year-abroad/international study been included? Have placement opportunities been discussed with the Careers Service and email confirmation of their support submitted as part of the proposal documentation? Have the study abroad/international study opportunities been discussed with the International Programmes Office and email confirmation of their support submitted as part of the proposal documentation?
Name of Campus and/or geographic regions that the programme will run	If on-campus only has Manchester been stipulated? For UMW or collaborative provision have all the proposed geographic regions / centres / partners where the programme will be delivered been stipulated?
Academic entry requirements	Have the academic entry requirements been discussed with the Faculty's Admissions Officer? These should be clearly articulated on the NPP form.
English language entry requirements	Have the English language entry requirements been discussed with the Faculty's Admissions Officer? These should be clearly articulated on the NPP form.
Programme description	Is it clear what the applicant will study and what they should expect from the programme? Is the description clear, intelligible and unambiguous? Is information on the programme content, including types of teaching involved, student contact time and suggested methods of assessment included? NB: This information is key as it is published to applicants via Discover Uni

Programme Aims and Outcomes	Are details provided on what a student should expect to achieve in terms of [intended learning outcomes](#) on completion of the programme?
	Best Practice is to list programme ILOs within the headings expected to see on the Programme Specification, Aims of Programme, Knowledge and Understanding, Intellectual Skills, Transferable Skills
	Do the programme aims and learning outcomes align and meet the requirements of the Quality Assurance Agency subject benchmark statements (where available)?
	Do the programme aims and learning outcomes include an action verb that says clearly what you expect the students to be able to do at the end of the programme?
	Are the programme aims and outcomes written from the perspective of the learner?
	Are the programme aims and learning outcomes measurable or observable?
	Are the programme aims translated into clear, appropriate and achievable learning outcomes throughout the parts of the programme?
	Is it clear how the programme aims and learning outcomes will be achieved through the design and content of the curriculum?
	For undergraduate programmes - have the aims and learning outcomes been listed for each year of the programme as markers for student progression?
	Have outcomes for the programme as a whole been listed?
	Are clear specific aims and learning outcomes specified for named UG and PGT pathways (where applicable)?
	For Postgraduate taught programmes - have separate aims and learning outcomes been included for each entry award (if applicable) e.g. Postgraduate Certificate, Postgraduate Diploma?
	Are clear specific aims and learning outcomes specified for named pathways (where applicable)?
	Is the programme structure coherent and of appropriate breadth and scope?
	Does the programme conform to the qualification descriptors in the Quality Assurance Agency's Framework for Higher Education Qualifications (FHEQ)?
	Is the programme designed in such a way to support students in building upon previously attained knowledge and skills in order to develop a full and coherent experience of the subject?
	Does the curriculum provide students with sufficient opportunities to engage with current research in the discipline?
	Will the programme engender appropriate academic skills development (including employability skills and discipline-specific research skills)?
	Is the programme design coherent in terms of design, delivery and structure?

	Are the programme's modes of learning, teaching and assessment designed to enable students to achieve the intended learning outcomes, and allow measurement of student achievement against the intended learning outcomes?
Course unit summary	Has a list of all the mandatory course units, for each year of study, been provided?
	Has an indication of optional course units for all years of study also been provided?
Fee Information	Have the fees payable by the students for the programme been agreed?
	Has a Tuition Fee Approval Form been submitted?
Funding Source (Scholarships and Bursaries)	Have any subject or School specific bursary/scholarships as well as any University schemes been included (where applicable)?
	Have these been discussed with the Faculty Admissions Manager?
	Have any new proposed scholarships/bursaries been approved by the Faculty Leadership Team?
	Have any School specific scholarships/bursaries been included in the financial model?
Professional Body accreditation	Where applicable, have any Professional, Statutory and Regulatory Body (PSRB) requirements been taken into consideration?
Additional Costs	Have any costs above £100 been stipulated (examples may include field trips, equipment, materials, bench fees or studio hire)?
	Where additional costs are unknown has it been indicated how they will be calculated and whether they are optional or mandatory for passing the programme?
Student intake number	Have the projected intakes for the first three years been specified in terms of split by H/OS?
	If offering additional entry routes (e.g. PG Cert, PGDip) have the projected intakes for the first three years also been specified?
	Have plans / strategies been put in place to identify and address the needs of a diverse cohort?
Student Engagement	Undergraduate only – Has the central Peer Support Programme Team been contacted to discuss arrangements for peer support provision?
Name and summary of proposed cross-School or Faculty delivery and/or any external partners	Cross School delivery (within the same Faculty): • Has approval from the other School been received and included with the paperwork? • Are the income and costs to each school demonstrated in the financial modelling? Cross Faculty delivery: • Has a Faculty lead been identified? • Has approval in principle been obtained from all schools involved and evidence been included in the paperwork? NB. All faculty committees should consider the NPP1. For cross School / cross Faculty proposals have discussions taken place with the relevant stakeholders in relation to timetabling of activity?
Nomination of External Adviser	Has an external advisor been contacted and asked to act in this capacity? NB. They will be asked to provide feedback on the academic coherence of the proposed new programme during the drafting of the NPP2 submission. They should be a subject

	specialist but should not be a current External Examiner (and cannot be the first external examiner nominated for the programme).
HECOS Code(s) and %	The Higher Education Classification of Subjects (HECoS) is the subject coding system. At least one HECoS code should be stipulated from the list of HECoS vocabulary and codes. If more than one code is stipulated the percentage to be applied to each code should be confirmed (up to a maximum of 5 codes). If you are unsure of what HECoS codes to use, please contact your School Teaching and Learning Officer (Programmes and Curriculum)
UCAS Search Terms	Keywords that can be attached to the programme in relevant website search functionality. If you are unsure of what UCAS terms to use, please contact your School Admissions Contact
ATAS requirements	This is not normally a requirement for the majority of our Humanities programmes. If it does not apply 'N/A' should be stated.
Regulation	Has the correct box been ticked (usually this would be OfS)?
Contact Details	Have all sections been completed?
Rationale	Does the rationale for the development of the programme: Set the programme in its School, Faculty, University (Our Future: Vision and Strategic Plan) and wider context to enable the academic and strategic merit of the proposal to be considered by the School and Faculty? For Undergraduate programmes, demonstrate how the development of graduate attributes, outlined in the 'The Purposes of a Manchester Undergraduate Education' (The Manchester Matrix)' will be supported? Demonstrate that the programme proposers have considered the potential impact of the new programme development on existing activities, including those of other schools and discipline areas (programme proposers are required to consult with other affected parties and to obtain their comments on the proposal)?
Statement to support the academic case for this programme	Does the statement demonstrate the academic case for the proposed programme? Does the proposed programme directly compete with other programmes of study operating in the Faculty or elsewhere in UoM? Has there been consultation with colleagues where there is a potential for this? Is it clear how are we differentiating ourselves from similar programmes in the sector? What is the Unique Selling Point? Have outputs from direct market research (e.g. Open days, liaison with VI Form Colleges, current students' opinions, employer groups, sponsors) been included to demonstrate interest?
Demand for the programme	Is there evidence for the demand of the programme? Market Insight reports to be attached with the submission Has this been demonstrated? Has reference to similar/comparable offerings from other institutions/competitors been included?
Resources required to deliver the programme	Are staffing levels and specialisms consistent with the programme content and workloads? Are additional resources required to support the proposed programme? Has the Head of School agreed to any additional resource requirements, for size and shape programmes have these been confirmed within the resourcing plan already in place? Have the resource requirements been reflected in the financial model for the proposal?

	Have all the relevant signatures been obtained (or email confirmation included)?
	If there is proposed additional academic or PS resource has a case been submitted and approved by the Faculty Vacancy Review Group, or the Size and Shape Resources Committee?
Financial Model and Tuition Fee Approval	Has the financial model been included and approved by the Head of School Finance?
	Have the relevant signatures been obtained (or email confirmation included)?
Ready to Publish and Recruit	Have the relevant signatures been obtained (or email confirmation included)? NB: there should be confirmation from the Faculty Admissions Manager and from Central admissions (via coursechanges@manchester.ac.uk).
Faculty and School Endorsement	Has the relevant School signature been obtained (or email confirmation included)?

3. New Programme Approval Stage 2 (NPP2)

Area of the Form	Questions
Have there been any changes to Sections A-F?	Has the relevant box been ticked?
	If there have been changes has a summary and the reasons for the changes been adequately articulated?
	If there are changes, has a revised NPP1 form (with tracked changes) been submitted?
Programme content, design and delivery	See EDI guidance in curriculum design and Inclusive Curriculum checklist for guidance on building EDI into the programme and course units.
	To meet OfS condition B1
	Is the programme appropriately informed and up-to-date in terms of both subject matter / content and pedagogy i.e. representative of current thinking and practices in the subject matter, including being appropriately informed by recent subject matter developments; research, industrial and professional developments; and developments in teaching and learning, including learning resources?
	Is the programme coherent? Is there an appropriate balance between breadth and depth of content? Are students able to study optional subjects beyond any mandatory course units? Do course unit choices allow students to construct a coherent path through the programme? Are subjects and skills taught in an appropriate order and, where necessary, build on each other throughout the course i.e. students learn the key, foundation concepts before moving on to more difficult topics; and Are key concepts / skills introduced at the appropriate point in the course content?
	Does the programme provide educational challenge appropriate to subject matter and the level of the programme i.e. does it provide sufficient rigour and difficulty?
	Will the programme be effectively delivered in terms of the manner in which it is taught, supervised and assessed?: Is there an appropriate balance between delivery methods, for example lectures, seminars, group work or practical study, as relevant to the content of the course; and

is there an appropriate balance between directed and independent study or research, as relevant to the level of the programme?

Are assessment activities scheduled to consolidate students' learning?
Are assessments mapped across each year of the programme to ensure appropriate timing, diversity, deadlines and feedback opportunities?
Is the feedback sufficient and timely to support the students' learning?

Are the relevant skills i.e. knowledge and understanding relevant to the subject area and other skills relevant to the subject matter and level e.g. cognitive, practical and transferable skills and professional competencies designed in?

To meet OfS condition B2
Are the resources (staff, physical and digital hardware / software resources), and academic (including avoiding academic misconduct, support for essay planning and accurate referencing etc.) and careers support (including information, advice and guidance students need to identify their capabilities and to articulate these), sufficient for ensuring a high quality academic experience and that the students can succeed in and beyond higher education?

To meet OfS condition B3

Is the programme designed to maximise/ensure student continuation and completion? This includes the ILOs of the programme as well as the assessment.
Will the degree outcomes include differential outcomes for students with different characteristics such as progression into graduate employment and, in particular, progression to professional jobs or/and postgraduate study?

Has the programme specification been included?

Have the intended learning outcomes been made explicit in terms of knowledge, understanding, skills and other attributes. .

Have the assessment methods that enable the outcomes to be demonstrated been included?

Has the relationship of the programme and its study elements to the qualifications framework and to any subsequent professional qualification and career path been clearly articulated?

Where applicable, have details of accreditation by a professional/statutory body been included?

Undergraduate - has the name of the QAA subject benchmark statement(s) to which the programme is linked been provided?

Has a link to the QAA website where further information on subject benchmark statements can be found been included?

Has the level of the programme within the Framework for Higher Education Qualifications (FHEQ) been provided?

	Has the link to the QAA website where further information on the FHEQ can be found been provided?
	
	Have the aims of the programme been clearly articulated to include the programme's overall purpose and what makes it distinctive?
	
	Are the aims of the programme clearly demonstrated through a combination of learning outcomes?
	
	Is it clear:
	   • how a student will progress through the programme?;
	   • how they can expect to develop from year to year?
	   • what knowledge, understanding and skills they can expect to have acquired by the time they graduate?
	
	For undergraduate programmes have the intended learning outcomes been listed for each year of the programme as markers for student progression? Have outcomes for the programme as a whole should also be provided.
	
	For postgraduate taught programmes have aims and intended learning outcomes been provided for the complete programme (separate outcomes for exit awards at postgraduate level are not required)?
	
	Has the programme specification been written with current students as the target audience?
	
	How has EDI been embedded within the content, design and delivery of the programme?

Course units	<u>To meet OfS condition B4</u> Are the students assessed effectively i.e. in a challenging and appropriately comprehensive way providing stretch and rigour consistent with the level of the course? Are the relevant skills tested? Is each assessment valid and reliable (i.e. requires students to demonstrate knowledge and skills in a manner which is consistent between the students and over time)? Is each assessment designed in a way that minimises the opportunity for academic misconduct? Have complete course unit specifications for all mandatory course units and any new optional course units that contribute to the programme been provided? See also the Faculty of Humanities Checklist for the approval of new or amended course units. Have existing units which contribute to the programme been scrutinised to ensure that they remain current and fit for purpose?
Teaching and Learning	Has the choice of the teaching methods that will be employed on the programme been explained? Has how the variety and balance of methods that have been chosen and how they relate to each other been explained? See EDI guidance in curriculum design and Inclusive Curriculum checklist for guidance on building EDI into assessment and feedback. For Distance / Blended Learning programmes – has the choice of materials, mode of delivery and support mechanisms been explained?

	Are the proposed teaching, learning and assessment methods capable of being adapted to meet the needs of students with additional support needs? Where relevant, have details of how field trips will be accessible to students with disabilities been provided? See EDI guidance in curriculum design and Inclusive Curriculum checklist for guidance on building EDI into fieldtrips. Has an explanation been provided on why the methods of assessment are appropriate to the measurement of the achievement of the intended learning outcomes of the programme? Required to meet OfS Condition B3 and B4 Has an explanation been provided as to why these methods of assessment have been chosen and how the different methods of assessment measure the different types and levels of achievement? Have the methods that will be employed to ensure the security and integrity of the assessment procedures been included, (in particular, how the integrity of assessments not undertaken in invigilated examinations is ensured and how plagiarism and impersonation will be avoided)? Have details on how feedback for both formative and summative assessment will be given, in accordance with the University Feedback Policy been included? Where applicable, if the programme includes teaching delivered by members outside the University, has it been explained how their expertise is used to enhance the student learning experience and how this experience is managed? Have details of any teaching methodology or assessment that will be employed on the programme that could be highlighted as innovative or an example of good practice been included? Have details been provided of Personal Development Planning, support for online learning and dissertation/project supervision as appropriate? Undergraduate programmes – have details of how this programme will address the principles outlines in the Policy on Personalised Learning (The Manchester Experience), with reference to the role of the Academic Advisor, small group work and interaction with peers and academic staff been included? Have details of how eLearning will be utilised in the programme design been included?
Placement Learning/Study Abroad	Where applicable, do placement learning / study abroad outcomes contribute to the overall coherence and integrity of the programme? Where applicable, has it been explained how this aspect of the student experience will be safeguarded by the programme team/School? Where offering a placement / study abroad has information about the School practice been included? This should cover information such as how/when students apply for a placement/study abroad, how students are selected, any academic requirements students need to meet to progress onto placement/study abroad. Have the IPO been consulted regarding availability of international placements/study abroad places and given agreement to support?

Summary of actions taken in response to the Internal and External Advisers	Have the comments from both the internal and external advisors been submitted and minutes from the School meeting been included? Has all the feedback from the External Advisor been responded to? Has the response from the School, where appropriate, been included? Is it clear that the feedback has been considered as part of this process?
Exam Board/Committee Management	Has it been clearly explained how the programme committee or equivalent fits into the School structure, and, if appropriate, into the structures of any partners? Has the name of Examination Board with responsibility for this Programme been stipulated?
Name of Subject and/or Programme External Examiner(s) responsible for this Programme	Has this section been completed? Has the nomination form for any new appointments been submitted as part of the paperwork? Or confirmation that this will be completed prior to the first intake date been provided?
HEAR programme statement for undergraduate programmes	Has the Higher Education Achievement Report (HEAR) statement been included? Does the HEAR statement include the knowledge and understanding a student can be expected to have gained by the end of the programme and the skills they will have acquired? Is the HEAR statement written in plain English to communicate to a wide/non-HE audience.
Dispensation	Is dispensation required from University regulations? If dispensation is required has the form been completed and submitted with the paperwork?
Signature	Has the copy to be sent to the Faculty QSDE been signed by the relevant parties?

4. Useful publications

Internal Documents
Annotated New Programme Proposal form
Assessment Framework
Assessment Procedure and Practice (assessment for learning)
Assessment resources to support staff in the design and delivery of assessment
Course Unit Specification Templates and Guidance
Creating accessible teaching and learning content
Degree Regulations
EDI in the Curriculum Design Process
Fieldwork and field courses
Framework for Minimum Contact Hours (PGT campus-based)
Framework for Minimum Contact Hours (PGT distance/blended learning)
Framework for Minimum Contact Hours (UG)
Framework for the Design and Use of Grade Descriptors
Maximum Summative Assessment
Our Future: Vision and Strategic Plan
Policy on Feedback to UG & PGT Students
Policy on the use of level 6 units at level 7
Programme Specification Guidance and Templates
The Manchester Matrix – The purposes of a Manchester undergraduate education

External Documents
The Framework for Higher Education Qualifications (FHEQ)
Higher Education Credit Framework for England
Office for Students (OfS) quality and standards
QAA Master's Degree characteristics statement
Subject Benchmark Statements (qaa.ac.uk)
UK Quality Code, advice and guidance: course design and development
UK Quality Code, advice and guidance: assessment
UK Quality Code, advice and guidance: learning and teaching
UK Quality Code, advice and guidance: enabling student achievement

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Amendment history:		
Version	Date	Reason for change
V2.1	03/01/2024	Addition to guidance honorary chairs being nominated as an External Advisor. Update to links and some documents in internal documents list (section 4).