

Guidance for completing a Part 2 Programme Proposal Form (P2PF)

Process

Following Part 1 endorsement and subsequent programme development, the Proposer should complete a Part 2 Programme Proposal form for the proposal of a new programme. The purpose of the Part 2 Programme Proposal Form is to articulate the proposed new programme development, an overview of the programme and module design, delivery and management, and compliance with Queen Mary's external regulatory and internal strategic obligations. Part 2 proposals should be submitted to DGLS with the documentation listed below, who will arrange for the consideration of the proposal at Taught Programmes Board:

- Programme Specification(s)
- External Adviser Feedback Form(s) and a response to those comments from the School/Institute programme team
- Module proposal form(s) for any new modules, with School/Institute approval (Head of School/Director of Institute or Director of Education) plus;
 - Module amendment forms if updates to existing modules are being proposed.
 - Module specification(s) for any existing modules.
- Draft Memorandum of Agreement (for any programme proposals involving a collaborative partner)
- Knowledge, Skills and Behaviours (KSB) mapping (for any programme proposals involving apprenticeship provision)

Once a programme has passed Part 2 approval offers can be made to applicants. For programmes that are offered in partnership with an external organisation, offers cannot be made until the Memorandum of Agreement has been signed. This will be arranged by DGLS.

Information, forms and guidance can be found on the [DGLS website](#).

Section 1 – Summary information

Proposed programme title

Please specify the proposed programme title by which the programme will be listed on the UCAS website (if applicable) and the Queen Mary Coursefinder; this may also influence how it is assessed for fee purposes.

Proposed start date

Will the proposed programme offer a September or January start, or both. Non-standard should be selected if the proposed start date falls outside of this and proposed term dates provided for five years ahead.

Intended awards

Please list all proposed modes of attendance, but not exit / interim awards.

Anticipated student numbers

Please give an indication of the demand expected for the programme, the minimum intake of students for which the offering of the programme will be viable, and the maximum intake of students for which the offering of the programme will support.

Section 2 – Programme management

Please describe the arrangements for the operational management of the programme and the quality assurance and enhancement mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views, as well as any additional requirements, for example how tripartite reviews will be managed for apprenticeship programmes.

Please complete either section:

- a. for programmes delivered by one QMUL School/Institute
- b. for programmes delivered by more than one QMUL School/Institute/Faculty.

For programmes that are delivered jointly between more than one QMUL school/institute or for programmes that utilise modules from other QMUL schools/institutes in an interdisciplinary capacity, a separate joint working statement signed by all relevant Heads of Schools/Institutes should also be provided. This should identify the respective responsibilities of each school/institute with regards to programme management, quality assurance, enhancement, and student support, and should be reviewed on an annual basis.

Programme management arrangements for collaborative programmes should also be reflected in the Memorandum of Agreement with the partner institution.

Consider including in this section:

- a brief explanation of the remit and purpose of the committee discharged with managing the operation of the programme
- the arrangements and responsibilities for marketing, admissions, induction, and communication with students
- the mechanisms for ensuring academic coherence and student progression
- programme specific arrangements relating to assessment and feedback
- mechanisms for student voice and student representation
- programme administration and timetabling.

Section 3 – Indicative Teaching and Learning profile

Please provide details of the indicative teaching and learning profile for each year of the proposed programme. This information may be provided to prospective students ahead of, or during their application process.

Section 4 – Equality, Diversity and Inclusion

Please describe how you have factored in the needs of all students for this programme, including those with disabilities and those who are neurodiverse (e.g. have dyslexia, AD(H)D, autism). Considerations of this nature should include the following:

- Are the learning outcomes for the programme and each module clear?
- Have all reading lists been reviewed in the last academic year with consideration given to texts that are available electronically as well as in hard copy?
- Have all reading lists been included on the Reading Lists Online resource available from Library Services?
- How much of the teaching will be made available via Q-Review and when will recordings be released to students?
- Has consideration been given to using QMPlus to post audio content for students to relisten to?
- Has QMPlus content been checked for accessibility standards with the E-Learning Unit?

- How any/all reasonable adjustments are addressed, if needed, to ensure the programme is accessible to all?

Further information and guidance on inclusive practice can be found on the Disability and Dyslexia Service's [website](#).

Section 5 – Programme resources

Please describe the arrangements which ensure the programme will be adequately resourced, both physical and staff resource, and highlight any areas where additional resource will be required. This should include Library, I.T, and space requirements, as well as the impact on any existing provision.

Please list any academic staff that are not employed or managed by QM that will be involved in the teaching or assessment of the programme and state the proportion of non-QM staff involved.

For collaborative programmes, this list should include staff from the partner institution(s) who will be involved in delivering the proposed programme.

Section 6 – Additional information for Distance Learning (DL) proposals

If the programme is to be delivered via distance learning, please describe the specific arrangements in place to ensure the quality of distance learning provision. Particular consideration should be given to enrolment, assessment, provision of learning materials, and student support. All proposals for new distance learning programmes should be discussed with the e-Learning team.

Section 7 – Additional information for Apprenticeship programme proposals

Please clarify if the apprenticeship has an integrated or non-integrated End-Point Assessment (EPA), who the End Point Assessor Organisation is (EPAO), and the duration of the EPA. Please also highlight if any required employer contracts are in place and signed, or in progress and when this is likely to be completed.

Section 8 – Subject Examination Board details

Please specify the name of the Subject Examination Board (SEB) which will oversee the assessment processes that operate for the programme(s) and modules and clarify whether this is a new or existing SEB. For further information please contact DGLS.

Section 9 – Documentation checklist

This is for the programme proposer, or school/institute submitting the proposal to DGLS, to check all required accompanying paperwork is included with the proposal.

The documentation in this list must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.