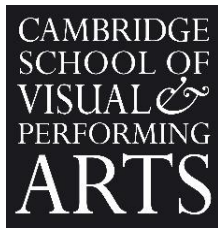


NEW PROGRAMME DEVELOPMENT POLICY & PROCEDURES

Date of Policy	April 2018
Approved by Academic Board	June 2018
Key Staff	Faculty Dean, Curriculum
Lead for Review	Provost



Introduction

This document describes how we ensure effective and systematic use is made of stakeholder feedback in the development of new programmes.

CSVPA is recognised internationally as a unique provider of private education in the UK creative and performing arts education and as such attracts a wide range of applicants from around the world. The School provides unique and highly personalised methods of learning, creating an environment in which to nurture, educate and encourage creative individuals. Our portfolio of undergraduate and postgraduate degrees and courses has been developed upon principles that encourage experimentation and the development of individuals as unique creative thinkers and practitioners.

We are committed to delivering a high quality student experience through contact time 5 days per week, small class sizes, one-to-one support in class, dedicated work space, studio access throughout the week and guaranteed participation in an end of degree event.

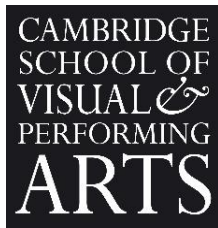
Courses are delivered by a team of lecturers, all of whom are experienced HE professionals active in their own disciplines as practicing artists, designers and researchers, and professionals bringing industry links and real insight into the world of work in the creative industries. Together, our courses are taught within a dynamic and global community bringing opportunities, international contacts and friendships for our diverse student body.

New Programme Development Policy

The development of new courses involves the following activities:

Market research. Cambridge Education Group Marketing and Sales department provide up-to-date market information to course development teams. Feedback from academics recruiting in the field in the UK and internationally also provide current insight into the interests of students from around the world. In addition, focused research into UCAS and HESA data provides insight into competitors' offerings across relevant subject fields. Our Strategy and Development Director also consults with external agencies in order to establish market trends in Higher Education and employment in the Creative and Cultural Industries in the UK and international markets.

Industry insight. Each proposed new programme is discussed with industry contacts from relevant professional disciplines who provide feedback in regard to intended programme aims and specific



learning outcomes. This feedback provides, through informal dialogue and written reports, a context which guides the design of the new course framework, and contributes to the ongoing course development throughout the validation process and launch of the course.

Employability. All courses have a focus on employability and provide learning opportunities for students to develop employability skills and professional behaviours. This includes the setting of live industry-set briefs and/or competitions and use of industry-standard software. Where appropriate, embedded work placements will further enhance the development of professional skills. Feedback from future employers is part of industry engagement and helps to identify necessary subject-specific skills and the mapping of skills through learning and assessment schedules.

Student Feedback. At CSVPA we are committed to seeing our students as important collaborators in the design and delivery of our courses, and we make use of a variety of mechanisms to enable students to feed into new programme development. Specific activities such as organised student consultations and feedback panels were introduced in AY 2017/18. This valuable feedback ensures we provide an enriched student experience.

Student feedback (for example from students on our Foundation Diploma) provides useful evidence of the potential interest and demand for new programme titles.

Quality Assurance and Quality Enhancement processes. All of our courses have a series of review points embedded into the teaching year. Student feedback gathered mid-module at Staff Student Consultative Committee and Student School Forum feed dynamically into our delivery and enhancement/development processes. More formally, Module Evaluation Questionnaires & Course Enhancement Plans provide insight which feed the initial development process and the basis for reflection that feeds the conception of new programmes.

External Examiners. Formal and informal feedback from our External Examiners is integral to the ongoing review and development of our courses, including end of year reports and interim visits.

Feedback from Falmouth University. The validation process employed by our partner university involves generous feedback during the new course development process, in advance of the validation event, from subject experts through a 'link tutor' support scheme.

QAA and HE standards. All courses have been developed in relation to the latest guidance including:

QAA Subject Benchmark Statement for Art & Design (2017)

UK Quality Code for Higher Education.

QAA Master's Degree Characteristics (2015)

HEA Framework for Internationalising Higher Education

QAA Supporting and Enhancing the Experience of International Students in the UK (2015)

QAA Enterprise and Entrepreneurship Education (2012)

New Programme Development Procedures for higher education

Stages to be followed during new programme development:

Stage 1 - Proposal	By
Initial field research	SDD
Submission of internal 'New product development form'*	SDD
Academic Board approve 'New product development form'	SDD
'New Course Development Proposal' submitted to validating partner	P
Falmouth University CPC Committee Sign Off/approve the proposal	P
Budget approved by APRC	R
'Lead Developer' appointed	D
Course Development Team appointed	LD
First consultation with students and industry contacts	LD
First draft of programme documents finalised	LD

Stage 2 - Development	By
Peer review of first draft of programme documents	LD
Programme development consultation with Falmouth University link tutors	LD
Student consultation - review of programme documents	LD
Industry consultation - feedback on programme structure and outcomes	LD SDD
Final documents produced by 'Lead Developer'	LD
Internal Faculty review of final documents	D
Final documents sent to validating partner for scrutiny	D
'Development Report Template' submitted to the Quality Assurance and Enhancement (QAE) team at Falmouth University	LD
Academic Board plan for implementing delivery and student recruitment	R
Launch new course sales and marketing (subject to validation)	HSM

Stage 3 - Validation	By
Appoint Validation Event Panel Members	D
Document Submission for Academic Approval/ Validation Event	LD
Validation Event at CSVPA	P
Responses Conditions and Recommendations	LD D
Panel Response	FU
QAE at Falmouth University (FU) creates Approval Report	FU
CPC at Falmouth University (FU) approve programme	FU

*CEG New Programme Development (NPD) form, Appendix A.

New Programme Development Procedures for Level 3 qualifications

Stages to be followed during new programme development:

Stage 1 - Proposal	By
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Initial field research	SDD
Submission of internal 'New product development form'*	SDD
Academic Board approve 'New product development form'	SDD
'New Course Development Proposal' submitted to Academic Board	P
Academic Board Sign Off/approve the proposal	P
Budget approved by APRC	R
'Lead Developer' appointed	D
Course Development Team appointed	LD
First consultation with students and industry contacts	LD
First draft of Awarding Body application documents finalised	LD

Stage 2 - Development	
Academic Board review of Awarding Body application documents	D
Programme development consultation with Course Development Team	LD
Student consultation - review of programme delivery plans	LD
Scheme of Work produced by 'Lead Developer'	LD
Internal Faculty review of final course documents	D
Awarding Body review visit	D
Academic Board plan for implementing delivery and student recruitment	R
Launch new course sales and marketing (subject to validation)	HSM

Stage 3 - Validation	
Awarding Body Conditions and Recommendations	LD
Lead Developer finalise arrangements for course delivery	LD D

*CEG New Programme Development (NPD) form, Appendix A.

APRC – Academic Planning and Resources Committee

D – Dean

HSM – Head of Sales & Marketing

LD – Lead Developer

P – Provost

R – Rector

SDD – Strategy and Development Director