# Core Approval Document (CAD) table of contents

The CAD is the key document for a stand-alone Delivery Approval event or a Programme Validation event and accompanies a Partner Approval. The CAD should be completed by the partner in liaison with the faculty and in consultation with the EP/GPU Account Manager and Servicing Officer, where appropriate. The sections below can be used as section headings in a table of contents for the CAD.

Note the priority documents in the list below. The "Guide to Managing Collaborative Provision", Section 1 expands on some of the headings below.

| A) Programme information and rationale | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Brief introduction to partner organisation, link and history/ background of relationship with DMU | ✓ | ✓ | ✓ |
| Programme award (including all exit awards) and levels | ✓ | ✓ | ✓ |
| Mode(s) of delivery | ✓ | ✓ | ✓ |
| Overview of modules forming the award | ✓ | ✓ | ✓ |
| Rationale for programme, including<br>• 3 year cohort projections<br>• target market and evidence of market demand<br>• internationalisation of the curriculum, and<br>• external consultation – including employers and potential students. Any endorsements* should also be added to the CAD as Appendices.<br>• A statement identifying action to be taken should projected numbers not be reached. | ✓ | ✓ | ✓ |
| Strategic context and fit with DMU:<br>Teaching, learning and assessment strategy or statement of approach (incl. reference to Universal Design for Learning): DMU's framework that underpins teaching, learning and assessment) and how these principles will be implemented in the proposed delivery. Further references include the Empowering University strategy and the DMU Assessment and Feedback Policy. | ✓ | ✓ | ✓ |
| Programme team listing | ✓ | ✓ | ✓ |
| Programme structure to include course and module templates, indicating which are new/ existing (to be signposted or included as verbatim in the programme/student handbook). See Module specification (module template) and guidance and Programme specification (course template) and guidance in the DAQ webpages under Programme approval and management for more information.<br>When completing this section, consider the following:<br>• Does the module content justify the title of the award?<br>• Does the content allow students to sufficiently meet the desired learning outcomes?<br>• Are the assessments commensurate to the level of award offered? | ✓ | ✓ | ✓ |

| | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Fit with QAA subject benchmark statement (if appropriate) | ✗ | ✓ | ✓ |
| Match with FHEQ descriptors | | ✓ | ✓ |
| Mapping document table– module outcomes against programme outcomes | ✓ | ✓ | ✓ |
| Assessment detail, i.e. assessment matrix mapping modules to programme learning outcomes/ mapping of types/weightings/spread and indicative timetable | ✓ | ✓ | ✓ |
| Adherence to requirements of PSRBs if appropriate and commentary on external regulatory requirements and potential developments (for overseas partners) | ✓ | ✓ | ✓ |
| Reference to employability/further study opportunities for graduates of the programme | ✓ | ✓ | ✓ |
| Programme-specific regulations (if applicable) | ✓ | ✓ | ✓ |
| Acknowledgement in programme design of needs of disabled students (QAA Code of Practice for Students with Disabilities / Learning Differences) | ✓ | ✓ | ✓ |
| Arrangements for programme marketing | ✓ | ✓ | ✓ |
| Include as Appendices:<br>• Organogram | ✓ | ✓ | ✓ |
| • Completed, approved New Programme Planning form or Fast Track form *(not in the case of faculty owned programme proposals if it is a franchise arrangement as the programme already exists and is being delivered at DMU)* | ✗ | ✓ | ✓ |
| • Endorsements (where applicable) | ✓ | ✓ | ✓ |

| B) Resources | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Teaching Staff CVs (**note:** Please consult with Section 1, Phase 1 and Phase 4 in the Guide to Managing Collaborative Provision for the CV requirements)<br><br>Reference should be made to the DMU resource: Teaching teams in partner institutions – guidance on DMU expectations | ✓ | ✓ | ✓ |
| Staff development strategy to support and sustain delivery | ✓ | ✓ | ✓ |
| Physical resources (generic and subject specific) | ✓ | ✓ | ✓ |
| Human resources, including details of 'partner programme coordinator' and senior team, core teaching team and input from visiting lecturers/ industry, plus staff development needs | ✓ | ✓ | ✓ |
| Library and Learning Resources<br>Consider the following:<br>• Are the learning resources available to the students adequate to allow them to meet the suggested learning outcomes?<br>• Are the resources adequate for the proposed minimum number of students? | ✓ | ✓ | ✓ |

| C) Programme management | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Arrangements for programme management – i.e. partner institution arrangements for self-evaluation, review and monitoring, programme management board meetings schedule and alignment with DMU faculty's governance structure | ✓ | ✓ | ✓ |
| Arrangements for programme marketing, recruitment, selection and admissions (Special attention should be given to the Competition and Markets Authority CMA) advice to Higher Education on accuracy of public information and the strategies that the partner has agreed with DMU to ensure compliance. See Section 1 in the Guide to Managing Collaborative Provision) | ✓ | ✓ | ✓ |
| Roles and responsibilities of senior staff/programme team | ✓ | ✓ | ✓ |
| Student guidance/welfare & academic support – including<br>• Comment on the Personal Tutor role<br>• Support for non-standard entrants and students with learning disabilities/differences<br>• Wider support services and pastoral provision | ✓ | ✓ | ✓ |
| Arrangements for capturing the Student Voice (student feedback & representation) | ✓ | ✓ | ✓ |
| QA mechanisms, including<br>external examiner arrangements (particularly if the subject is niche/potential examiners likely to be in short supply) and | ✓ | ✓ | ✓ |
| steps in identifying suitable External Subject Advisers (ESAs) (applicable for Validation Service provision only) | x | x | ✓ |

| D) Other indicators of quality/ endorsements | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Agreement with any external agent/training agency if appropriate | ✓ | ✓ | ✓ |
| Enhancing Learning through Technology (ELT) completed programme development tool<br>(This is a priority document – see Guidance. This needs initial comments from the partner, the additional comments from DMU and then a response by the partner to DMU's comments. It can then be added to the CAD for consideration by the Approval Panel) | ✓ | ✓ | ✓ |
| Equality prompts (see Equality prompts list and process diagram)<br>(This is a priority document – see Guidance. This needs initial comments from the partner, the additional comments from DMU and then a response by the partner to DMU's comments. It can then be added to the CAD for consideration by the Approval Panel)<br>See equality in the curriculum | liberation, equality, and diversity in the curriculum for further information | ✓ | ✓ | ✓ |

| Student/programme handbook – This can be added to the CAD as an Appendix or submitted separately as an accompaniment to the CAD. It is recommended that that the Student handbook is submitted separately. | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| See **Programme handbook guidance** and **Programme handbook template** in the DAQ Programme approval and management section of the website for what is required (it includes a section on Library and Learning Services (LLS) for Collaborative Partners), although it is expected that the format of the Handbook will reflect the "personality" of the partner organisation and will be appropriate for students. *Student handbooks are a key source of information for students and are subject to the annual quality monitoring process and public information checks.  It is one of the main documents at approval stage and is taken into account when the approval panel reaches a judgement about the nature and quality of the programme and/ or student experience.* *Partners are advised to work closely with the faculty Link Tutor (for faculty owned provision) or External Subject Adviser (ESA) and Educational Partnerships (EP) (for Validation Service provision), who in turn will consult with DAQ, as appropriate.* | ✓ | ✓ | ✓ |

| CAD Approval | Faculty owned (franchise) | Faculty owned (non-franchise) | Validation Service |
|---|---|---|---|
| Include approval of CAD by Faculty Associate Professor (Quality) / Head of Quality / Head of Educational Partnerships | ✓ | ✓ | ✓ |

**\*** Endorsements serve as independent indicators of quality. Evidence of external input into the development of the programme, including statements of support from external examiners, external peers, employers, industry, etc. are all relevant and welcomed endorsement. Another example of suitable endorsement could be an agreement with an external agent or training agency who is involved with the provision.

References to consider when writing the CAD:

- The undergraduate and postgraduate schemes and regulations
- The Empowering University strategy
- Student regulations (includes the 'General regulations and procedures affecting students')
- Personal Tutor scheme
- Universal Design for Learning (UDL)