



Programme Approval and Design Policy and Procedures

2025-26

Principal Authoring Department:
Quality

Approved by:
Academic Board

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Purpose of this document: This policy sets out the Institute's approach to Programme Approval, Validation, Periodic Review/Revalidation and modification processes that are designed to ensure the quality and relevance of academic programmes. The Policy is supported by a series of templates.

Useful links for programme development specific to Counselling and Psychotherapy and Competition and Market Authority (CMA) Guidelines:

- [Benchmark Statement: Counselling and Psychotherapy](#)
- [Benchmark Statement Counselling and Psychotherapy: The Basics](#)
- [Higher education: guide to consumer rights for students - GOV.UK](#)
- [FHEQ Framework](#)

Contact: Quality - quality@metanoia.ac.uk

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This Document works in collaboration with the following policies/framework(s):

Quality Assurance Manual
Expenses Policy
Governance Handbook
Policy Approval Policy (under development)
External Examiner Policy
Annual Monitoring Framework

Acronyms:

AB	Academic Board
APPF	Academic Provision Proposal Form
BoT	Board of Trustees
CEE	Chief External Examiner
EdC	Education Committee
ExeC	Executive Committee
EE	External Examiner
HoP	Head of Programme
MI	Metanoia Institute
ML	Module Leader
OFS	Office for Students
PEE	Programme External Examiner
NBDF	New Business Proposal Form
MMF	Major Modification Form
MdX	Middlesex University
QA	Quality Assurance
QAA	Quality Assurance Agency

Section 1: Introduction

1.1 The Programme Approval and Design process is designed to meet external regulatory requirements as well as internal strategic and operational objectives. Its focus is on the requirements as set out in the B conditions of the Regulatory Framework for Higher Education in England (Office for Students, 2018¹), relating to Quality, standards, assessment and positive outcomes for students and on the following conditions in particular:

- B1: to ensure that the students registered on each higher education course receive a high-quality academic experience. A high-quality academic experience includes but is not limited to ensuring that each higher education course is up to date, provides educational challenge, is coherent, is effectively delivered and requires students to develop relevant skills.
- B5: to ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body): any standards set appropriately reflect any applicable sector-recognised standards; and awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards
- C1: to demonstrate that in developing and implementing its policies, procedures and terms and conditions, the provider has given due regard to relevant guidance about how to comply with consumer protection law.

Metanoia's programme development model is a community approach, involving staff, students, alumni and externals through a process of consultation. This is done through active (?) input in programme design, validation and governance.

Section 2: Setting Academic Standards (Validation)

2. Where the Institute's provision is validated by an awarding body (currently Middlesex University), that body sets the academic standards for a programme through a comprehensive process of validation, which is a quality assurance process. By formal agreement, through a signed Memorandum of Cooperation and associated documents, the maintenance of these standards is largely delegated to Metanoia.

Where programmes are approved (through internal validation) by Metanoia, the Institute sets the standards and retains full responsibility for ensuring that those standards remain secure through the operation of the range of assurance mechanisms in place and monitoring through the governance structure.

2.1 Programme and Module Review Processes

2.1.1 Annual and periodic monitoring and review represent key quality assurance processes that operate alongside the in-depth quinquennial review² of academic programmes. These processes are deliberately aligned to external agency requirements (statutory and regulatory, notably the Office for Students³) for an institution to set⁴ and maintain academic standards, provide a high-quality student experience that represents value for money and deliver the best possible student

¹ [OFS Regulatory-Framework](#)

² The normal period of validation is five years, six years by exception.

³ The Institute is an HEI listed on the OfS's Register of Higher Education Providers in England.

⁴ As the validating body, Middlesex University sets the academic standards for MU-validated programmes within the portfolio of MI provision.

outcomes. Further, this QA activity reflects the principles and practices of the sector-agreed UK Quality Code for Higher Education ('the Quality Code')⁵.

The purpose of both annual and periodic monitoring of the academic provision is to engage in evaluative processes of reflection to facilitate continuous improvement at module, programme (and, where relevant, departmental and institutional) levels, aligned with the requirements of the Office for Students' Regulatory Framework⁶.

Section 3: Principles

3.1 The principles that underpin the design and operation of the Programme Design and Approval process are therefore as follows:

- Proportionality: the process for programme approval takes a proportionate approach to risk in programme development. For example, programmes that bring higher or lower risk have elements of the process added or removed. For example, new programmes with innovative approaches may go through a multi-stage process, while a slimmed-down approach will be taken for programmes that are being re-designed or include existing modules.
- Listening to Students: Student co-creation is a central part of programme design and approval. Students' Course Reps work closely alongside academic staff to design programmes through a process of co-creation, and representatives from the Student body are members of the Programme Approval Panel, where final approval of new programmes is given.
- Student co-creation in curriculum development is intended to be a process of engaging staff and students to work together in partnership to design, develop and enhance the curriculum. Students will be involved in the programme design process as a minimum at its start and at the end as members of the programme design team; it is up to programme design team and students to decide the appropriate level of student involvement in the 'middle' part of the programme design process; a minimum of two students should normally be involved in the process who are either Student Representatives or drawn from the wider student body (usually on similar programmes).
- Programme re-designs (also known as modifications) are driven by student feedback and additionally require affected students (i.e. those to whom the changes will apply in the following year of study) to give their consent, in accordance with the Modifications procedure.
- Engaging Academic Staff: Academic Governance and Quality will support briefing meetings with programme proposers, the exchange of information about proposals and the requirements of the process.
- Document development is managed centrally by Quality through the release of templates and the storage of documentation. Data Driven: data for programme review is provided by Registry and Academic Services. It provides proposers with key data to inform the business case for proposals as well as subsequent curriculum development.
- The programme proposal process requests that staff engage in horizon and sector scanning and provide supporting data for any new developments
- Enabling Enhancement: the process of engagement between proposers and internal and external stakeholders (including External Advisors, who may be employers) provides enhancement of the design process, facilitating a culture of innovation, creativity, currency and continuous improvement.

⁵ The Quality Code remains 'a key reference point for the quality arrangements in Scotland, Wales, and Northern Ireland. In England, the Quality Code is not regulatory, but providers are able to use it to inform their approach to quality, as a way of providing comparability across the UK and to aid international visibility.' <https://www.qaa.ac.uk/the-quality-code>

⁶ [OfS Regulatory Framework](#)

- Providing assurance to Governors: the oversight of approval by the Programme Approval Review Committee (PARC) provides assurance to Governors of the robustness of the process.

Section 4: Validation/ periodic review/revalidation approval

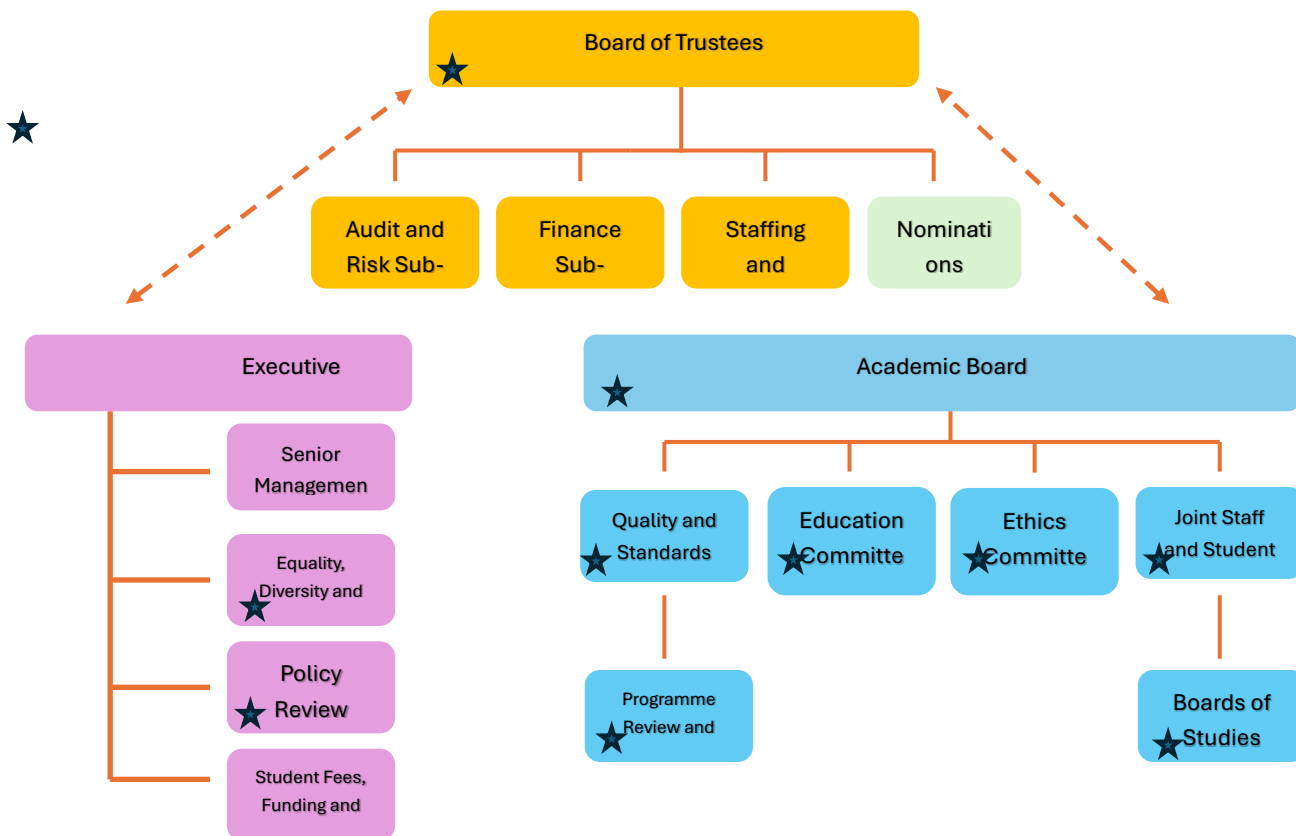
4.1 New developments that require validation commence the approval process by seeking approval from the Executive Committee by submitting a New Business/Course Development form (NBCDF), appendix 1, and once approved, it will come under the remit of academic governance for oversight and monitoring. Refer to the Governance Handbook, located on the Governance SharePoint, for further information about committees and their area of responsibility. Refer to diagram 1 for the Metanoia Governance Structure.

4.2 Programmes due for periodic review (also known as revalidation) will automatically go through the quality process for the revalidation of programmes. Quality will alert programme teams a year in advance of programme validation expiry. Both processes are demonstrated below in Diagram 2, in a visual presentation.

The approval procedures are relevant to both Metanoia’s and Middlesex University's validated and joint programmes.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

Diagram 1: Governance Committee Structure



Section 5: Approval and Validation Process

5.1 Purpose

The following process is used to seek approval to develop either a new programme, review of an existing programme coming to the end of its five-year validation period, or to make a major modification to an existing programme. For existing programmes, the process can also be used to request additional cohorts and a change to mode of delivery: attendance requirements full-time or part time

What constitutes a review/revalidation of a programme: Review/revalidation refers to an existing programme that has been validated either internally by Metanoia or externally by Middlesex University. All validated programmes generally have a life cycle of five years, which can be extended through the process of extension for a maximum term of one year.

5.1.1 New development and five-year periodic review/revalidation of programmes

Considerations of new programme development requests must be submitted to the Executive one year in advance of the implementation and delivery of the programme.

The programme validation period is five academic years; however, it is possible to request an extension for a maximum term of one year. Following the development process, recommended approval will be made by PARC, endorsed by the Education Committee and with final approval sought from the Academic Board.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.2 Major Change

5.2.1 Major change(s) to programmes are those which substantially change the character of the programme.

The following major changes to existing programmes will require a revalidation/review event:

- Change in mode of delivery of a programme (other than to PT/FT mode, for example, adding a distance learning version of the programme)
- A significant change to the programme learning outcomes
- A change of more than 1/3 of the core/compulsory credits of a programme (or the optional modules of a programme where the programme learning outcomes are affected), during the period of Validation involving changes to the structure (the addition or deletion of modules) or to existing modules involving changes to learning outcomes.

Major change(s) to programmes defined:

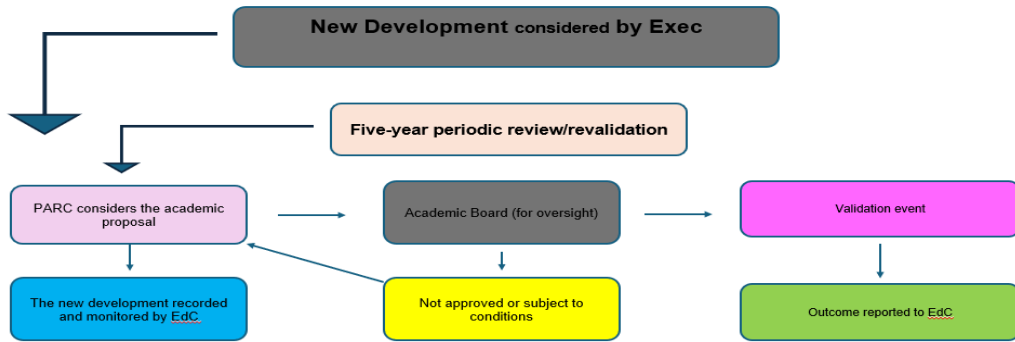
- Any replacement of a core module
- Any addition, removal or allocation to a different level of a core module;
- Any change in the credit weighting of a core module;
- Any significant change to the learning outcomes of a core module (with or without a change in the title of a module);
- Any significant change to the curriculum content of a core module other than routine updating (with or without a change in the title of a module);
- Any change in the mode of delivery of a module (e.g. from on-campus/blended to distance education mode)

5.2.2 Records must be maintained by Quality and the HoP to log changes that take place during the validation period of a programme, to track and identify when the changes have affected 1/3 of the credits of the programme.

5.3 Minor Change

5.3.1 The Education Committee can approve minor changes to programmes/modules in collaboration with PARC, reporting to the Academic Board.

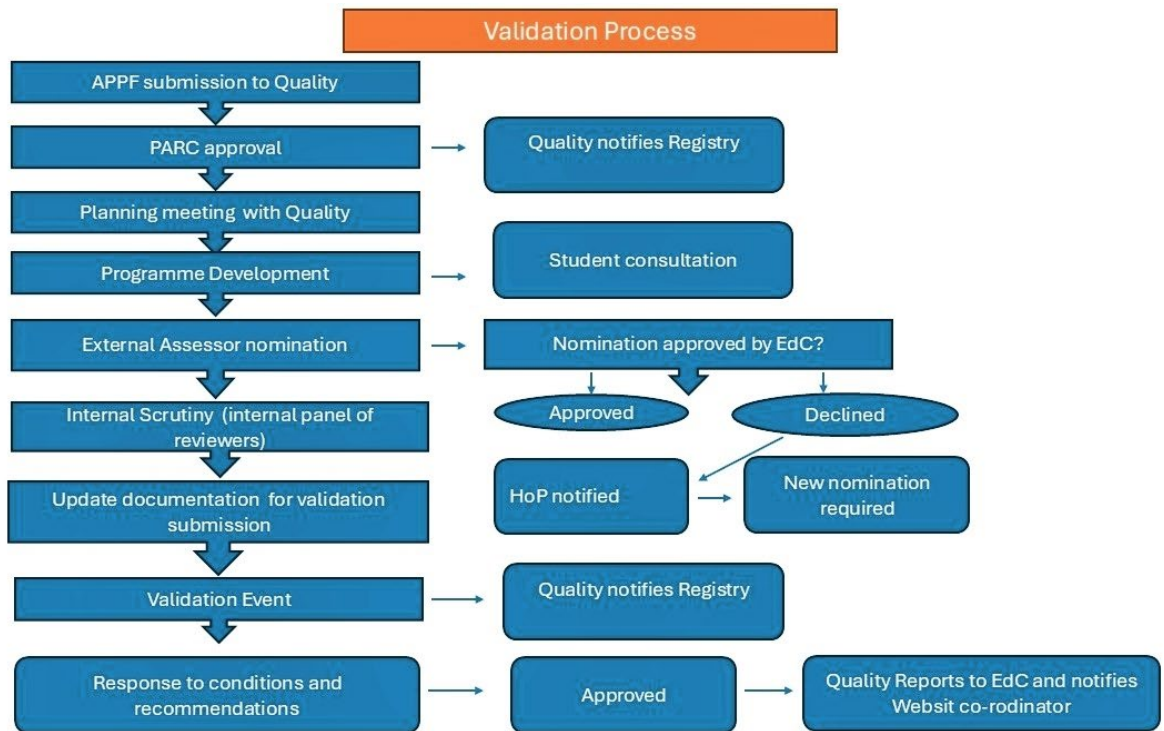
Diagram 2: New development and five-year periodic review/revalidation of programmes



The schedule for when each committee meets throughout the academic year.

Committee	
Exec	Monthly
PARC	November, January, April and June
AB	November, January, April and June
EdC	November, January, April and June

5.4 Diagram 3: Overview of Approval and Validation Processes



5.4.1 New Development/Major modification: The HoP submits the New Business/Course Development Proposal form (NBCDF), appendix 1 or Modification form (MF), appendix 2 to Quality, quality@metanoia.ac.uk, who will pass the request to the Executive Servicing Officer for consideration by the Executive Committee.

5.4.1.1 Once the proposal receives unconditional approval from the Executive, the Executive Servicing Officer shall notify Quality, the HoP and PARC Servicing Officer to notify and prepare the Committee to consider the Academic Professional Proposal Form (APPF), appendix 3. The Education Committee Servicing Officer to report and record the outcome of the APPF submission at the next meeting and notify Quality within five working days of the approval; Quality will inotify Registry of the development, notification form, appendix 4. If the proposal is declined or receives approval with conditions, the proposal is passed back to the HoP. The proposal will not proceed through the process until the proposal has received the Executive’s unconditional approval.

For queries relating to the approval of a proposal, contact the relevant committee Servicing Officer.

Approval has a one-year expiry date; therefore, if a validation/review event is not held within one year of receiving approval, a new request must be submitted for approval.

5.4.2 Unconditional approval received: The APPF, appendix 3, is required for both new development and programme review/revalidation. The form is completed by the HoP and submitted to Quality, who will hold a record and submit it to the PARC Servicing Officer for the committee to consider. The purpose of the APPF is to provide a rationale for the programme, an overview of the programme structure, credit information, an overview of programme resources required, student numbers for the past three years and mode and format of delivery. PARC’s response to the proposal could be unconditionally approved, approved with conditions or rejected; a rationale for the outcome will be provided to the HoP to provide a response or to take relevant action in amending the proposal. If

the APPF requires further development, the proposal shall stay with PARC until the Committee is satisfied that the proposal meets all essential academic requirements.

- Major modifications to existing validated modules: You are required to complete a Modification form (appendix 2) for consideration by PARC; the process is the same as the above.

Approval has a one-year expiry date; therefore, if a validation/review event is not held within one year of receiving approval, a new request must be submitted for approval.

5.4.2.1 Unconditional approval received for Metanoia validated programmes: Quality shall initiate the scheduling of a planning meeting where the setting of key dates and work schedule is agreed. Quality will advise on the process, templates and provide a task checklist, appendix 5. Templates are readily available on the Quality SharePoint. Contact Quality (quality@metanoia.ac.uk) for more information.

- The process for Middlesex University validated and joint programmes is the same as the above; however, approval is also sought from Middlesex University. Quality will negotiate the event date with Middlesex, and you will use the Middlesex templates provided by Quality. Be aware that Middlesex templates change yearly; therefore, please wait for the templates to be issued by Quality.

5.4.2.2 Minor Modification: The HoP is required to complete a Modification form, appendix 2 and submit it to Quality, who will pass it to the PARC Servicing Officer; once approved, the amendment will be reported through the Education Committee and held on record by Quality.

Records of changes must be ultimately held by Quality; however, the HoP should hold records to track when the accumulation of changes amounts to a major modification.

5.5 Validation of new programmes/revalidation of existing programmes

Refer to the validation checklist, appendix 5, for a full inventory of tasks; the list is also located on the Quality SharePoint.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.5.1 Event Planning and Key Dates

Quality and the programme development team will meet and agree on key dates. Consider in your schedule that the *first* submission of all required documentation is required approximately 10 weeks before the event date; the curriculum documents for a Middlesex validation are also required 10 weeks in advance, with a second submission required 4 weeks in advance of the validation event. Refer to paragraph 5.4.2.1 for further information on the planning meeting.

5.5.2 Programme Development

Programme development is a team approach led by the HoP and overseen by the Associate Director. Planning is advised to commence at least a year in advance of validation. This is an opportunity for the academic team to bring forward ideas and their creativity to develop a robust, future-proof programme.

Student consultation must be factored in as part of the planning process; student involvement is not scripted, however, consultation must be demonstrated and evidenced as part of the submission for the Panel's consideration.

5.5.2.1 Documentation requirements for a Metanoia validation event (templates located on the Quality SharePoint). Please contact Quality, quality@metnaoia.ac.uk, for Middlesex University templates

- Overview of the new programme
- Critical Review document
- Programme Specification
- Programme Handbook, located on the Quality SharePoint
- Module Specifications
- Assessment Mapping
- Resource materials
- Demonstration of student consultation
- Programme team academic CVs

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.5.3 Validation Panel

Panel Responsibility:

The Metanoia Validation Terms of Reference:

- Approving new programmes and high-impact changes to the curriculum in accordance with the Academic Regulations and Procedures;
- Ensuring that quality and standards are met and that the curriculum is aligned to the Metanoia Learning and Teaching Strategy 2030 and relevant external benchmark statements;
- Considering the impact on the student experience of teaching, learning and assessment, of proposed changes to programmes;
- Identifying and disseminating practice which enhances the quality of the student learning experience;
- Ensuring active consideration of equality, diversity and inclusion in the conduct of its business.

Metanoia Programmes: A panel is appointed on behalf of the Metanoia Academic Board and takes full responsibility for its collective decision.

Middlesex validated and joint programmes: Middlesex arranges the panel.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.5.3.1 Panel Members and their role

The following aligns with both Metanoia and Middlesex's approach to Validation Panels.

The validation event is a process where there is a panel of, typically, five/six members, dependent on the size or number of programmes being considered for approval.

Panel membership:

- Associate Director, Director of Department (Chair) x1
- Head of programme x1

- Academic member (selected from a directorate different to the presenting programmes) x1
- External members from (an)other institution(s) as appropriate x1/2 dependent on programmes being presented.
- A student from each faculty, to be drawn from a pool of elected representatives (selected from programmes outside of the presenting programme) x1
- Internal or external members may be involved; these may be professional body representatives (number not specified)

In attendance

- Servicing Officer
- A Quality representative

Note: Members “in attendance” do not have voting rights.

The panel consists of staff members, students and an external assessor(s) with relevant subject and academic expertise. In-house members are identified by Quality (Efforts will be made to ensure that the Panel is as diverse as possible) and the external assessor; the HoP identifies and nominates to Quality (quality@metanoia.ac.uk). The nomination is required to be submitted on the relevant nomination template, appendix 6, or located on Quality SharePoint, accompanied by the nominee’s CV.

Panel members are expected to read the documents far enough in advance of the event, and the Chair should query any problems concerning the paperwork or the proposal and ensure adequate time has been allocated to the agenda. These should be addressed to Quality, who will consult with the Director of Education as appropriate. The Chair should have a prior briefing on the proposal with Quality, where required.

Panel members should understand as much as possible the proposal’s history, ethos and context as well as the details of the programme and module specifications.

Contact Quality (quality@metanoia.ac.uk) for further information or clarification in advance of the event.

Internal Panel members should be familiar with the current Metanoia Regulations and quality procedures. External Assessors are sent a link to the Regulations by Quality as part of the paperwork.

The Panel provides scrutiny of the proposal to ensure required standards at national, institutional and directorate levels. Internal and external Panel members have different roles within the overall task, but in practice, the concerns of all Panel members overlap, and their roles are not rigidly fixed.

For further information on the role and responsibilities of panel members, refer to appendix 7.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.3.2. Panel External Assessor Appointment Criteria and Fee

5.3.2.1 The External Assessor must be suitably qualified for the role; this role is not the same as an External Examiner. The External Assessor is chosen for their expertise, experience, and ability to provide objective, critical feedback on program proposals. They typically hold senior academic or professional positions, have relevant experience in the field, and are aware of

current best practices in higher education and professional body required criteria relevant to the qualification of therapists.

5.3.2.1.1 Appointment Criteria:

1. **An External Assessor's academic/professional qualifications should be appropriate to the proposal to be validated/reviewed.**

Both the level and the subject of the assessor's qualifications should generally match the proposal to be validated or reviewed. In many cases, practical or professional skills/achievements may be equally relevant. At least one External Assessor must also have appropriate recent, but not necessarily current, experience and knowledge of UK Higher Education, such as recent experience of teaching and assessing on UK HE qualifications or setting the standards of such qualifications. For validating or reviewing Distance Education programmes, experience of delivering Distance Education programmes is highly recommended.

2. **An External Assessor should have appropriate standing, expertise and experience to maintain comparability of standards.**

This may be indicated by:

- the present (or last, if retired) post and place of work
- the range and scope of experience across higher education/professions
- current and recent active involvement in research/scholarly/professional activities in the field of study concerned

3. **External Assessors should be drawn from a wide variety of institutional/professional contexts and traditions so that the programme benefits from wide-ranging external scrutiny.**

There should not be:

- more than one assessor from the same institution on the Panel
- reciprocal external assessing or external examining between programmes or departments in two institutions over the last three years

4. **External Assessors should be impartial in judgement and should not have previous close involvement with the institute, which might compromise objectivity.**

Over the last three years, the proposed External Assessor should not have been:

- a member of staff, a governor, a student, or a near relative of a member of staff of the Metanoia Institute
- an External Examiner on a cognate subject/programme in the Institute or been employed to act as an assessor on a viva/assessment.
- involved as External Examiner for the proposal when it was approved by another validating body
- teaching on a Metanoia Institute programme run by a collaborative partner.
- involved with the Institute in any capacity. It should be noted that any written or verbal communication with the Institute or partner in advance of the event could compromise the objectivity of the external assessor
- involved in the development of the programme or its component parts, for example, as an external consultant.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.3.2.2 Fees

The External Assessor fee is £600, plus expenses, refer to the Expenses Policy, for assessing a one-day event; for a two-day event, the fee increases to £1200. Payment is made on conclusion of the validation process by the raising of an invoice submitted to Quality, quality@metanoia.ac.uk

What is included in the fee:

- Reading the documentation
- Fulfilling the role and responsibilities as set out in Appendix 7
- Signing off on the final documentation meeting validation outcomes
- Any additional tasks will be payable at a flat rate of £300; requests for additional tasks are not mandatory.

If you have any queries, contact Quality (quality@metanoia.ac.uk)

5.4 Staff Development for Internal Panel Members

Directorates should gradually prepare interested staff for the role of Panel members and Chair by encouraging staff to undertake staff development opportunities listed below, as appropriate.

Quality arranges workshops for new members as well as for experienced panel members who are interested in chairing events.

Contact Quality (quality@metania.ac.uk) for further information.

5.5 The Validation Event

Quality will provide a schedule of meetings for the event and the agenda.

The agenda will include meetings with the Associate Director, HoP, programme team, including the Academic Co-Ordinator, students and alumni representatives. **It is a requirement for the suggested attendees to attend the event.**

The panel will reconvene 6 weeks after the event to consider the amended document(s) to meet conditions and proposals for the recommendations.

Section 6: Closure of Programme

What does programme closure mean: The Institute is discontinuing a specific course of study and will no longer admit new students. This can happen for various reasons, for example:

- **Budget Constraints:** not enough candidates to make the programme viable.
- **The programme no longer meets industry needs:** If the program's curriculum no longer meets the needs of employers or professional bodies.
- **Quality Concerns:** documented concerns about the program's quality or integrity can also lead to closure.

Current students on the affected programme will need to have their academic progress and graduation options addressed.

What this could look like:

- **Teach-out:** implement the "teach-out" policy, allowing current students to complete their studies and graduate, even if the program is closed.
- **Credit transfer:** students may be able to transfer credits to other programs at the same university or another institution.

- **Alternative Options:** students may be given options to complete their studies through alternative routes, such as transferring to a similar program.

In the case of programme closure, we must provide support and guidance to students affected by the programme closure, including information on academic options, financial aid, and career services. The plan to support students must be made clear on the proposal form.

To propose to close a programme, you must complete the Programme Closure form, appendix 8, or located on the Quality SharePoint, and submit it to Quality (quality@metanoia.ac.uk), who will record the request and submit the proposal to the Executive Committee Servicing Officer.

If you wish to raise any queries, please contact Quality (quality@metanoia.ac.uk)

Section 7: Suspension of Programme

Suspension of a programme is temporary and normally no longer than one year; requests for an exceptional two-year interruption period is ultimately at the discretion of the Executive Committee. Suspension of programme is not an automatic right and requires a formal application, appendix 8, or located on the Quality SharePoint. Submit the completed suspension form to Quality (quality@metanoia.ac.uk), who will hold a record and forward it to the Servicing Officer to the Executive Committee.

If you wish to raise any queries, contact Quality (quality@metanoia.ac.uk).

Section 8: Extension of programme request

An extension request of a validated programme refers to an agreement to extend the original end date of the programme validation period. An extension is requested by using the Extension Request form, appendix 9, or located on the Quality SharePoint. Submit the completed request form to Quality (quality@metanoia.ac.uk), who will record the request and pass it to the Executive Committee Servicing Officer. The outcome of the request will be communicated by Quality.

If you have any queries, contact Quality (quality@metanoia.ac.uk).

Section 9: Publicity and Marketing

9.1 Metanoia is required to follow the guidelines of the Competition and Marketing Authority⁷ (CMA).

- Promoting programmes before validation: programmes can be marketed once the Executive Committee confirms that the programme is fully approved to proceed to validation. However, all marketing materials should clearly state that the programme is **'subject to validation'** until all validation procedures have been satisfactorily completed; then the statement 'subject to validation' can be removed.
- If, for any reason, a programme becomes under review, all relevant marketing materials surrounding this programme need to state **'subject to review'** in a clear format that is visible to the consumer. Once the review has been successful, the wording can be removed.
- Once the programme has been successfully validated, the HoP is to contact Marketing for appropriate programme advertising; this should include a copy of the Programme Specification, Module Specification(s) and fee information.

If you have any queries, contact Quality (quality@metanoia.ac.uk) in the first instance.

⁷ [Higher education: guide to consumer rights for students - GOV.UK](#)

Appendix 1: MI New/Existing Course Proposal form



This form is a business proposal for the Executive to consider

Validation Approval – Initial Proposal Form

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

MI Directorate	
-----------------------	--

Is this new or existing programme	
New <input type="checkbox"/> Existing <input type="checkbox"/>	
Target award(s) i.e. what do students enrol onto (eg. BSc, PGCert, MSc)?	
Award	Title
Named Exit award(s) i.e. what <u>named</u> awards can students exit with <i>Only include awards that are given before completion of named target award</i>	
Award	Title

Is this/these programme(s) delivered at sites other than Metanoia Institute premises? If so, please specify location(s) and arrangements for accessing these sites

Is this/these programme(s) delivered predominantly by distance or blended learning? If yes, please give an overview of the mode of delivery

Please limit each answer below to 1 - 2 paragraphs

Rationale why the programme is being offered (including horizon scanning/sector data)

Does the programme have Professional Body accreditation? If yes, please describe the nature of the accreditation explain its link to profession registration.

Target audience

Evidence of progression opportunities post-graduation

Specific resources required for delivery

Please identify any major changes being proposed compared to the most recent validation/review with Middlesex University

1. Programme Information			
a) Study Mode(s) (FT/PT/distance) Please clarify start date/mode for each programme	b) Length of Programme (please ensure all study modes are listed)	c) Date of next intake	d) Other intakes (please specify)
Head of Programme			

2. Modules proposed for this programme					
Module Title	Module Code	FHEQ Level	Year of study e.g. Yr 1, Yr 2	Compulsory or Optional	Credit points

a) If any of these modules are shared with other programmes, please indicate which modules and programmes by completing the following:			
Programme code	Programme title	Module code	Module title

3. Please include a diagram of the programme structure for <i>all</i> study modes e.g. FT, PT and to include placements

a) Total credits required for the programme	
Total credits Level 3	
Total credits Level 4	
Total credits Level 5	
Total credits Level 6	
Total credits Level 7	

4. Student numbers.			
a) Insert Year 1 Actual Student numbers for last 5 years <i>for each programme</i>	Academic Year	Student numbers - FT	Student numbers - PT
b) Insert Year 1 Target Student numbers for next 3 years <i>for each programme</i>	Academic Year	Student numbers - FT	Student numbers - PT

5. Accredited Prior Learning

<p>Will you allow advanced entry through accredited or experiential prior learning (are there any professional body restrictions)?</p> <p>Do you have any identified or common routes of APL entry?</p>

Dates of most recent validation/review with Middlesex University?		
Award/Title	Date of approval	
Dates of most recent and expected accreditation reviews by professional body(ies)		
Award/Title	Date of last approval	Expected date of next review

8. SIGNATURES – document approval			
Title	Name	Signature	Date
Associate Director			
Chair of Programme Approval and Review Committee			
Chair of Education Committee			

Appendix 2: MI Modification Form - this form must be signed by both the requester/ HoP and Associate Director before being submitted to PARC, and evidence of approval by the relevant External Examiner is also attached. If you have any queries, contact Quality, (quality@metanoia.ac.uk)

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

Programme title:		Programme code:	
Mode of delivery – if on site, which campus?			
Requested by:			
Date:			
Tick the appropriate box relevant to the change request	Major	<input type="checkbox"/>	
	Minor	<input type="checkbox"/>	
Date Registry informed:			
Type of change			
Please provide full details of the change required together with information about what is current. (If the change could have an impact on the programme specification or module narratives, please attach the existing and proposed programme specification and relevant module narratives to this form).			
Rationale for change			
Date from which the change is to be effective			
Academic Year:			
Term:			
How will current students be affected?			
Clarify whether existing students will be phased out of the existing programme or transferred over to a new/modified programme. Please include diagrams if necessary. Please ensure there has been consideration of Metanoia’s Student Protection Plan in your proposal. Please note that changes can affect applicants who will need to be informed by the Admissions Team.			

Module closures		
<i>Please list any modules to be closed as a result of this change</i>		
a) Existing Modules to be deleted from <i>this programme only</i>		
Module code	Module title	Last run e.g. 202010
b) Existing Modules to be deleted from <i>the module stock entirely</i>		
Module code	Module title	Last run e.g. 202010

Proposer to confirm all staff were consulted and agreed to the change	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Proposer to confirm that all affected students were consulted and agreed to the change.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Proposer to confirm the Programme and Chief External Examiner(s) were consulted and agreed to the change (please attach evidence of approval)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Associate Director signature	
Date:	

Chair of PARC Signature		Date
Date Registry informed:		Date

Appendix 3 The Academic Provision Proposal form (APPF)

This form is an academic proposal to PARC.

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

Quality

Academic Provision Proposal Form (APPF)

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

Directorate			
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate Research <input type="checkbox"/> Professional clinical programme (not credit bearing)			
Named entry award(s), i.e. what do students enroll onto, e.g. BSc (Hons), MSc OR PG Dip OR PG Cert or MSc only? <i>Ensure Foundation Years are included</i>			
Award	Title	Campus/Site NCR/GA/Remote	Delivery Method
			<input type="checkbox"/> DE <input type="checkbox"/> On-site/blended
			<input type="checkbox"/> DE <input type="checkbox"/> On-site/blended
Named exit award(s) i.e. what named awards can students exit with below the entry award only (please include ordinary degree where relevant)			
Award	Title		
For Validated programmes, are unnamed/generic exit awards being offered?			<input type="checkbox"/> Yes <input type="checkbox"/> NO

Is this an application for:	
<input type="checkbox"/> Validation	<input type="checkbox"/> Review

Please limit each answer below to 1-2 paragraphs

Rationale for why the programme is being developed or should continue to review (for review, please indicate the changes being proposed to the programme)

1. Target audience

2. Evidence of progression opportunities post-graduation

3. Additional resources required

1. Programme information				
a) Study mode(s) (FT/PT/TKSW) Please clarify study mode for each programme, including Foundation year	b) Length of programme (please ensure all study modes are listed)	c) Term/Month of first/next intake (after event) and term(s) of intake, e.g. Autumn 2025/26 or Oct 2026	d) Other intakes (please specify)	e) Delivery method
				<input type="checkbox"/> DE <input type="checkbox"/> On-site/ blended
				<input type="checkbox"/> DE <input type="checkbox"/> On-site/ blended
				<input type="checkbox"/> DE <input type="checkbox"/> On-site/ blended
g) Head of programme's name				
h) Associate Director's name				
i) Directorate				
j) New subject code required? If yes, please complete the sections below.		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Subject Code				
Subject Title				
k) For reviews, does this programme replace any other programmes <i>with a different name</i> ? If so, please complete this section.				
Existing programme title(s) and code				
Date of last recruitment				
l) Please clarify the transitional arrangements for students on the existing programme (including foundation year students), i.e. will they transfer to this programme or phase out of the existing programme? Please note that transitional arrangements are required for all reviews where there are current students, even where only minor changes are being proposed.				
m) Have all affected students been consulted and agreed to this change?				
<input type="checkbox"/> Yes <input type="checkbox"/> No				
n) Date of event		Scrutiny event date:		
o) Number of programmes being considered at the event		Number of EAs proposed		
p) Please provide the full name of the PSRB if appropriate				

q) Is this a joint (Re-) accreditation event with a PSRB?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	---

2. Modules proposed for this programme, including existing modules (including Foundation Year)

Module title	Module code	FHEQ level	Compulsory (C) or optional (O)	Credit points (i.e.30)	Will this module be considered at this event?	New module	Campus/site	Delivery method
		<input type="checkbox"/> L3 <input type="checkbox"/> L4 <input type="checkbox"/> L5 <input type="checkbox"/> L6 <input type="checkbox"/> L7	<input type="checkbox"/> C <input type="checkbox"/> O		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> DE <input type="checkbox"/> On-site/ <input type="checkbox"/> blended
		<input type="checkbox"/> L3 <input type="checkbox"/> L4 <input type="checkbox"/> L5 <input type="checkbox"/> L6 <input type="checkbox"/> L7	<input type="checkbox"/> C <input type="checkbox"/> O		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> DE <input type="checkbox"/> On-site/ <input type="checkbox"/> blended

		<input type="checkbox"/> L6						
		<input type="checkbox"/> L7						
		<input type="checkbox"/> L3	<input type="checkbox"/> C		<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		<input type="checkbox"/> DE
		<input type="checkbox"/> L4	<input type="checkbox"/> O		<input type="checkbox"/> No	<input type="checkbox"/> No		<input type="checkbox"/> On-site/ blended
		<input type="checkbox"/> L5						
		<input type="checkbox"/> L6						
		<input type="checkbox"/> L7						
		<input type="checkbox"/> L3	<input type="checkbox"/> C		<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		<input type="checkbox"/> DE
		<input type="checkbox"/> L4	<input type="checkbox"/> O		<input type="checkbox"/> No	<input type="checkbox"/> No		<input type="checkbox"/> On-site/ blended
		<input type="checkbox"/> L5						
		<input type="checkbox"/> L6						
		<input type="checkbox"/> L7						

a) If any of these modules are shared with other programmes, please indicate which modules and programmes by completing the following:

Programme code	Programme title	Module code	Module title

b) Existing Modules to be deleted from *this programme only*

MoTitle	Module code	Last run e.g. 202110

c) Existing Modules to be deleted from *module stock entirely*

Mod itle	Module code	Last run e.g. 202110

3. Please include a diagram of the programme structure for *all* study modes and intakes e.g. FT, PT and to include placements

a) Total credits required for the programme

Total credits Level 3:
Total credits Level 4:
Total credits Level 5:
Total credits Level 6:
Total credits Level 7:

4. Resources			
a)	Are full time students normally required to study for more than 45 weeks per year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b)	Are any additional resources required at MI e.g. new or additional licenses for library subscriptions or software/hardware?	<input type="checkbox"/> Yes*	<input type="checkbox"/> No
*if yes, please specify			
5. HECos code(s)* (<i>HECoS should be describing the named award rather than the subject mix of a programme</i>)			
HECos code		% split	
HECos code		% split	

*Please refer to the following for guidance: <https://www.hesa.ac.uk/support/documentation/hecos>

6. Student numbers. Please separately state numbers for each Middlesex overseas campus, franchised/joint partner numbers by site(s) and validated partners, numbers by site(s)			
Insert Year 1 <i>actual</i> student numbers for last 5 years <i>for each programme (Review only)</i>	Academic year	Student numbers - FT	Student numbers - PT
Insert Year 1 <i>target</i> student numbers for next 3 years <i>for each programme</i>	Academic year	Student numbers - FT	Student numbers - PT
Insert foundation year <i>target</i> student numbers for the next 3 years <i>for each programme</i>	Academic year	Student numbers - FT	Student numbers - PT
7. Regulations			
a) Are MI regulations for taught programmes adopted?			
<input type="checkbox"/> MI regulations wholly adopted			
b) Do you wish to offer Recognition of Prior Learning (RPL)?			<input type="checkbox"/> Yes
			<input type="checkbox"/> No

8. Signatures			
Title	Name	Signature	Date
Library manager <i>(only required if additional resources e.g. licenses requested)</i>			
Head of Estates and Facilities			

9. Signatures			
Title	Name	Signature	Date
Director of Education			

Appendix 4: New business notification form (for Quality use)

New programme title:	
Level of award:	
Validated by:	Middlesex University <input type="checkbox"/> Metanoia Institute <input type="checkbox"/>
Head of Programme Name:	
First intake:	Academic year: Month:
Mode of study:	Fulltime <input type="checkbox"/> Part time <input type="checkbox"/>
Maximum number of student intake	
Mode of delivery:	Onsite: <input type="checkbox"/> Online: <input type="checkbox"/> Hybrid: <input type="checkbox"/>
The notification issued by Quality	Date:

Appendix 5: Validation/periodic review/revalidation task checklist

(Dates for tasks will be agreed at the planning meeting.)

Step:		Date:	Lead:
1.	Submit New Business Development Form.		HoP
2.	Planning meeting		Quality
3.	Submission of the Academic Provision Proposal form.		HoP
4.	X2 External assessors' nominations required for the Panel.		HoP
5.	<p>Programme Development</p> <p>Documents required for each programme :</p> <ul style="list-style-type: none"> • Programme Overview or Critical Review (for existing programmes) • Programme Specification • Programme Handbook • Module Specifications • Assessment Mapping • Resource materials • Demonstration of student consultation • Programme team academic CVs 		HoP
6.	<p>Other information to provide for the validation event:</p> <ul style="list-style-type: none"> • Annual Monitoring Reports (3 years) • Board of Studies Minutes (3 years) • External Examiners Reports and responses (3 years) 		Quality
7.	<p>First draft submission:</p> <p>MI Internal scrutiny</p> <p>MDX desktop scrutiny</p>		Hop/Quality
8.	Respond to first round of comments received from MDX for MI by either amending the documentation or preparing to provide a rationale to challenge at the validation event.		Hop
9.	The academic team to receive comments from scrutiny panel		Quality
10.	Second submission: Validation event		HoP/Quality
11.	Respond to recommendations/conditions within 6 weeks of the event date.		HoP/Quality
12.	Panel sign-off notification		Quality
13.	If an MDX award, the Memorandum of Co-operation (MOC) will be sign-off by the CEO.		Quality

Appendix 6: Roles and responsibilities of Panel Members Periodic review/validation

1. The Role of Panel Members

A Panel is appointed on behalf of the Metanoia Academic Board and takes full responsibility for its collective decision.

Panel members should understand as much as possible of the proposal's history, ethos and context as well as the details for the programme specification and module narratives, and are invited to contact Quality (quality@metnaoia.ac.uk) if they need further information or clarification in advance of the meeting.

All internal Panel members should be familiar with the current Metanoia Regulations and quality procedures. External Assessors are sent a link to the Regulations as part of the paperwork.

2. Staff Development for Internal Panel Members

Directorates should gradually prepare interested staff for the role of Panel members and Chair by encouraging staff to undertake staff development opportunities listed below, as appropriate.

Quality arranges workshops for new panel members as well as for experienced panel members who are interested in chairing events.

3. The Panel

Panel membership:

- Associate Director, Director of Department (Chair) x1
- Head of programme x1
- Academic member (selected from a directorate different to the presenting programmes) x1
- External members from (an)other institution(s) as appropriate x1/2 dependent on programmes being presented.
- A student from each faculty, to be drawn from a pool of elected representatives (selected from programmes outside of the presenting programme) x1
- Further internal/external members as appropriate (e.g. External industry/practice) and may also involve: Professional, Statutory and/or Regulatory Body (PSRB) Representative (if appropriate, perhaps as Co-Chair /Panel Member / Observer)

In attendance

- Servicing Officer to the Panel
- A representative of Quality and Governance

Members "in attendance" do not have voting rights.

The Panel provides scrutiny of the proposal so as to ensure required standards at national, Institutional and Directorate level. Internal and external Panel members

have different roles within the overall task, but in practice, the concerns of all Panel members overlap, and their roles are not rigidly fixed.

4. The Chair

This list is not exhaustive, but the Chair should:

- be familiar with the Institute's academic regulations, quality procedures and relevant policies
- Praise the positive elements
- Ensure consideration has been taken of the Institute's academic regulations, quality procedures and relevant Institute's policies as well as the QAA Quality Code, OfS conditions of registration and regulatory framework, Competition and Markets Authority obligations on providing information and is therefore able to establish that these are being pursued in the proposal, particularly in the articulation of outcomes
- Ensure that the programme specification accurately describes the programme
- Ensure discussion both of the programme ethos and the module detail
- Ensure that Learning Resources are appropriate
- For review of an existing programme, ensures the panel has considered statistical data and that there is discussion if necessary (student entry profiles, progression, achievement and, if available, first destination)
- Ensure conditions/recommendations are clear and achievable

Generic Chair responsibilities:

- Ensures that a thin or misleading response to a question is probed more deeply
- Controls the timetable, allowing time for discussion on key issues
- Distils and clarifies the discussion at the end of the main stages
- Takes firm decisions, where necessary

The Institute's Representative

- Helps to maintain the comparability of standards across the Institute
- Should be familiar with the Institute's academic regulations, quality procedures and relevant Institute's policies as well as the QAA Quality Code, OfS conditions of registration and regulatory framework, Competition and Markets Authority obligations on providing information and is therefore able to establish that these are being pursued in the proposal, particularly in the articulation of outcomes
- Ensures that the curriculum and assessment scheme is inclusive
- Ensures that the rationale for the learning and teaching methods including employability and graduate competencies, assessment and student feedback are appropriate in the context of University policies and strategies
- For review of an existing programme, consider statistical data (student entry profiles, progression, achievement and, if available, first destination)

5. The Student Representative

- Assesses the arrangements, *from a student's point of view*, for academic delivery of the curriculum, and for student support and guidance
- Comments on the adequacy and 'understandability' of the paperwork
- For review of an existing programme, consider statistical data (student entry profiles, progression, achievement and, if available, first destination)

6. The External Assessors

- As subject experts, examine the proposal's aims, outcomes, content and assessment in the context of the [QAA Subject benchmarks](#), [QAA Foundation Degree, Master's or Doctoral Degree Characteristics Statement \(if appropriate\)](#), [Apprenticeships Characteristics Statement](#) or PSRB national standards and the [Framework for Higher Education Qualifications](#) to ensure that the proposal has taken account of these and focuses on academic standards
- Should be able to bring a national perspective to the proposal and judge the quality of provision
- For review of an existing programme, consider the statistical data with comparable programmes in other institutions
- Should have knowledge of the market and/or comparable programmes in other institutions
- Should assess both the academic content and the relevance of the programme to subsequent employment
- Should judge the adequacy of the equipment, specialist facilities, the qualifications and expertise of the staff team
- Should scrutinise each module's outcomes, syllabus and reading list in detail (New modules need to be approved (with or without conditions); current modules should be confirmed as relevant, or otherwise).
- Review the paperwork in advance
- Review and provide comment(s) on the Unconfirmed Report
- Scrutinise and comment upon the response to conditions and recommendations as agreed at the event

Where the External Assessor is from an organisational/practitioner/industrial background, they should consider whether the proposal:

- Meets the needs of the profession and/or workplace
- Is concerned with current issues in the profession and/or workplace
- Is forward-looking in relation to the way the profession and/or workplace is developing
- Prepares students for employment in the profession and/or workplace

PSRB Representative

- Judges the proposal in the light of Professional, Statutory and/or Regulatory Body requirements.

The Institute's Chair will decide in conjunction with all Panel members as to whether a Validation or Review is to be approved. The Co-chair may withhold their approval, which may mean the proposal is not accredited by the Professional, Statutory and/or Regulatory Body, but they cannot withhold approval of the proposal as an appropriate provision to be offered at Metanoia Institute.

7. Preparation

All panel members are expected to read the documents far enough in advance of the event, and the Chair should query any problems concerning the paperwork or the proposal and ensure adequate time has been allocated in the agenda. These should be addressed to the Officer who will consult with the Director of Education as appropriate. The Chair should have a prior briefing on the proposal with the Officer, where required.

If the proposal is linked to accreditation by a Professional, Statutory and/or Regulatory Body (PSRB), the Chair must be fully briefed on the links to and requirements made by that body, and check that the status of any of its representatives at the event is clear.

8. The Event

The Event will be held online via MS Teams, and Quality will provide a schedule of meetings with an MS Teams link for the event.

9. Post Event

The Chair should:

- Be responsible for the text contained within the confirmed report.
- On receipt of a satisfactory response from the Head of Programme on action taken to fulfil conditions and recommendations, formally approve the fulfilment of conditions and sign the confirmation form (use Appendix?). If conditions are not satisfactorily met, the Chair refers the matter back to the Head of programme.

10. The rest of the Panel:

- Will receive a copy of the unconfirmed report and be asked to comment on its accuracy.
- May be asked to comment on revised or additional documentation to be circulated to them, as set out in the report's conclusion. In this case, circulation and response dates should be agreed by Panel members at the event.
- May be asked to discuss a particular aspect of the proposal further by the programme team. The Institute may invite one or more Panel members to a subsequent Review to enable continuity of monitoring.

Appendix 7: External Assessor Appointment Form

To be completed by the Head of Programme

1. Details of Event	
Name of Programme(s)	
Date of validation event	
Programme Leader	
2. Details of Proposed External Assessor (EA)	
Title (e.g. Dr/Mr/Mrs/Ms)	
Name of nominee	
Current job title/role	
Institution/company	
Telephone number	
Email address	
Address to which documents should be sent (if applicable)	

3. Please provide a brief rationale for proposed EA appointment	
4. Adherence to EA role criteria guidance	Response
a) Please confirm that you have considered the criteria for appointing	<input type="checkbox"/> Yes <input type="checkbox"/> No

external assessors as published in the Programme Approval Policy	
b) Are there any current or recent connections between the proposed External Assessor and a member of the programme team which may cause a conflict of interest?	
c) Has the proposed EA worked for MI or a collaborative partner during the past three years	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide details:
d) Would the appointment create a conflict of interest?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide details:
e) The EA understands that any appointment will be subject to a satisfactory Right to Work check being undertaken.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Please confirm the following are attached	
a) CV of proposed EA	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Outcome (please tick as appropriate and save the email or signed form)	
Approved (by Quality)	<input type="checkbox"/>
Not approved (please provide rationale)	<input type="checkbox"/>

All External Assessor appointments are subject to a satisfactory Right to Work check being undertaken by Metanoia Institute.

Appendix 8: Programme Closure/Suspension of Programme Form

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

Programme Details	
1. Full Title of programme and award	
2. Level of programme and mode of delivery	
3. Directorate	
4. Associate Director's Name	
5. Closure or Suspension of programme (Suspension term 1 year)	

Details of Closure/Suspension	
6. Intended programme closure date	
7. Number of currently enrolled students at each level. Include any students who have currently interrupted their studies.	
8. How many, if any, of those students are part-time?	
9. What impact will the proposed closure have on students currently registered on the programme, particularly those with protected characteristics?	
10. Does the programme have any applicants? Please state the number of offers made, number of offers accepted and what arrangements will be made for these applicants.	Offers made:
	Offers accepted:

Rationale and Supporting Information	
11. Reason(s) for programme closure. Provide supporting evidence as applicable.	
12. Will another programme replace the programme? Specify.	
13. Is the programme accredited by a professional body? (The professional body must be informed following Senate approval.)	
14. Are any of the modules cross-listed with other programmes? If so, have the relevant programme teams been consulted?	

15. What arrangements have been put in place to meet the needs of currently enrolled students? Will they have the opportunity to repeat modules? How will the quality of the provision being phased out be protected?	
16. Are there any Extended Degree students? If so, what arrangements have been put in place to meet their needs?	
17. Are there implications for interrupting and deferred students? If so, what arrangements are being made to allow them to complete?	
18. Are there any potential implications or consequences not indicated above?	

Endorsement	
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Signature of Associate Director	
---------------------------------	--

Date	
------	--

Signature of Director of Education	
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Date	
------	--

Appendix 9: Extension of Validation Period form

This completed form should be sent to Quality quality@metanoia.ac.uk for submission to the Executive Committee

Quality

1. Directorate		
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate Research <input type="checkbox"/> Professional clinical programme (not credit bearing)		
2. Programme information		
Programme Leader		
2.1 . Named Entry award(s) including all pathways/specialisms	3. Named Exit award(s)	4. Programme Code(s)
2.2. Programme type	Credit bearing	
	Clinical Diploma	

2.3. Please indicate where the programme runs		
NCR		
GA		
Online		
3. Validation/Review Details		
Date of previous Validation or Review		
Current programme valid to		
Length of proposed extension		
New valid to date		
4. Rationale for extension		

5. Signature of Associate Director		Date:	
6. Endorsement			
	Name	Signature	Date
Director of Education			
7.	Name	Signature	Date
Chair of the Executive Committee (or representative)			