Appendix: Programme Creation details for Banner

The following form should be completed by the Faculty CQA Team and sent to the Curriculum and Timetabling Team (curriculum@southampton.ac.uk) along with a copy of the final programme specification

Non-Themed Programmes:

|  |  |
| --- | --- |
| **Programme Short name – will be used on transcripts/diploma supplements (**limited to 30 Characters including spaces and should include the qualification and PT if a part time programme)  | Click here to enter text. |
| **Programme Full Name** | Click here to enter text. |
| **Faculty Code** | Choose an item. | **Academic Unit Codes:** | Choose an item. | **Campus Code** | Choose an item. |
| **Degree Code – select from the following lists:**Please contact curriculum@southampton.ac.uk if the degree code you require is not listed | UG DegreeChoose an item. | PGT DegreeChoose an item. | PGR DegreeChoose an item. |
| **Total Credits Required for Programme:****ECTS** | **Eligible for Graduation?**Choose an item. | **Programme Commencement Date** Click here to enter a date. | **Concentration (Academic unit codes FP, HN, JB, RW, WA)** | Choose an item. |
| **Professional Statement for Diploma Supplement** e.g. Nursing and Midwifery council, Institute of Marine Technologies. *If applicable, please provide the text to be used and indicate if this should also be used on exit awards.* |  |
| **Major Funding Source:** | Choose an item. | **Accelerated Programme?** Delivered over a shorter period than standard | Choose an item. | **Transfer scheme**  | Choose an item. |
| **Collaborating organisation** | Click here to enter text. | **NHS Bursaries:**Choose an item. | **Closed Course****Yes**[ ]  **No** [ ]  | **Health & Social Care Programmes ONLY – Regulatory Body**Choose an item. |
| **HESA General Qualification Aim**A selection of the most frequently used codes can be found in the drop down list. **Please check before using a code not available in the drop down list.** The full list of qualification codes and guidance can be found at [www.hesa.ac.uk](http://www.hesa.ac.uk). Choose an item. |
| **Is this programme a teacher training programme** **Yes**[ ]  **No** [ ] if yes, please complete **ITT Section** | **Cost Centre Code and Proportion**- The cost centre of the member of staff most directly associated with the programme  | Choose an item. | **Proportion** |
| Choose an item. | **Proportion** |
| Choose an item. | **Proportion** |
| **ITT Section: Teacher Training Programme ID:** Choose an item. | **ITT Phase/Scope:**Choose an item. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mode of Study**Choose an item. | **Programme subjects and Proportion (HECoS and JACS)**Please indicate the subject code and percentage for the programme – a full list of codes can be found at[HESA HECOS/JACS mapping](https://www.hesa.ac.uk/files/JACS3-to-HECoS-mapping_2017-06-28.xlsx) [HESA JACS codes and definitions](https://www.hesa.ac.uk/collection) | **JACS** | **Proportion** |  | **HECOS** | **Proportion** |
| **JACS** | **Proportion** | **HECOS** | **Proportion** |
| **JACS** | **Proportion** | **HECOS** | **Proportion** |
|  | **HECOS** | **Proportion** |
| **HECOS** | **Proportion** |
| **Programme length in months** | **Fundability**(See [HESA Fundability codes](https://www.hesa.ac.uk/collection/c16051/a/fundcode))Choose an item. |  |  |  |
| **Part/ Year** | **Mode per Year** | **Standard Year** | **Long Year** | **Credits per Year** |  | **Level of Credits** | **Pass mark for Part/Yr** | **Franchise Institution (*if applicable)* & % taught there** |
| **1** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  | **ECTS** |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
| **2** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  | **ECTS** |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
| **3** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  | **ECTS** |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
| **4** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  | **ECTS** |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
| **5** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  | **ECTS** |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
| **6** | Choose an item. | **Yes**[ ]  **No** [ ]  | **Yes**[ ]  **No** [ ]  |      ECTS |  | Choose an item. | **Average****%****Minimum****%** | Click here to enter text.**%** |
|  | **Application Requirements** |
| **Postgraduate****Programmes** | **Show in online programme search?****Yes**[ ]  **No** [ ]  | **Available for online application?****Yes**[ ]  **No** [ ]  |  | **Application requirements** Click here to enter text. |
|  | **Tuition Fees Requirements** |
| **Standard Fees****Yes**[ ]  **No** [ ]  |  | Notes:Tuition Fees are presumed to be Standard Fees unless otherwise indicated. Offer letters are produced based on the information given below. |
| **Non-Standard Fees:**Please complete the fee values that should be charged for all 3 residences listed. |  | UK/EU Fee: **£0.00**International Fee: **£0.00**Channel Island Fee: **£0.00** |
| **No Fees?****Yes**[ ]  **No** [ ]  |  | If yes, please explain why in the additional information box below |
|  | **Additional Information for the Fees Office** |

**Approval**

Forms will not be actioned without the below signatures:

|  |  |  |
| --- | --- | --- |
|  | Faculty Academic Registrar | **Date** Click here to enter a date. |
|  | Director of Programmes | **Date** Click here to enter a date. |

**Guidance Notes**

**(i) Concentrations** – A concentration is a further layer of granularity in identifying the study area within an academic unit that the programme belongs. These will typically be used in large academic units to provide enhanced reporting around admissions.

The following academic units that currently utilise concentrations:

FP Electronic and Computer Science, A3 Faculty of Engineering and Physical Science

HN Ocean and Earth Sciences, A2 Faculty of Environmental and Life Science

JB Nursing, Midwifery and Health, A2 Faculty of Environmental and Life Science

RW FELS Central, A2 Faculty of Environmental and Life Science

WA Allied Health Professions, A2 Faculty of Environmental and Life Science

**(ii) Major source of Funding**

This field indicates the primary source of funding for the course. This field is not necessarily the main source of finance as it excludes the tuition fee element. In the majority of cases, the source of funding will be the appropriate funding council. The predominant source of funding should be selected where there is more than one source.

**(iii) Cost Centres**

The cost centre should relate to where resources deployed to teach the student are located. Effectively the cost centre follows the money and will be reconcilable with the University's Finance record. For example, if a member of staff based in the General Engineering cost centre takes a group of engineering students for a mathematics lecture, the cost centre should be General Engineering (115). However, if a member of staff based in the mathematics cost centre takes a group of engineering students for a mathematics lecture, the cost centre should be Mathematics (122).

Where a department buys in the services of a member of staff based in a department in a non-academic cost centre, the cost centre to be returned would be that of the buying in department. For example, a member of staff based in the computing service takes a group of engineering students for a lecture and is paid for under a servicing agreement by the engineering department, then the cost centre returned should be General Engineering (115).

The most important consideration in taking decisions about the attribution of students to cost centres should be the correspondence with the HESA Finance record.

 **(iv) Mode of Study**

Year in Employment programmes should typically be coded as 23 Sandwich (thick) according to funding council definitions.

Code 23, Thick sandwich students are those for which an industrial (or other) placement causes a continuous absence from full-time study of at least one academic year. A record must be returned for every student enrolled on a sandwich course irrespective of whether they are in attendance at the provider or engaged in industrial (or other) training. Students should be coded as sandwich for every year of the course and not just those in which industrial (or other) experience takes place.

**(v) JACS and HECoS codes**

The JACS (Joint Academic Coding System) and HECoS (Higher Education Classification of Subjects) are classification systems for subjects, for which the primary use is in categorising the subject contents of a course. These codes facilitate the analysis of study patterns in the UK through a detailed categorisation of different subject areas. Each code relates to a different subject. HECoS will be replacing the current JACS3 system from 2019/20. If you are not familiar with JACS codes, the link here to the [JACS subject coding system](https://www.hesa.ac.uk/collection/c17051/a/sbjca/) will provide you with a complete list at the bottom of the web page. Further information on the HECoS coding system is available [here](https://www.hesa.ac.uk/innovation/hecos). Links to the full list of JACS and HECoS codes are available within the programme creation form.

It should be borne in mind that the relationship between HECoS and JACS terms are not always direct. While one JACS3 code may have only one close match in HECoS there may be some which have several related/possible matches in JACS3 or no direct match at all.

***What is the difference between the Programme and the module subject codes?***

Programme subject codes are related to the subject of the student’s overall course aim. The course subject(s) should represent directly, or relate very closely to, the Qualification subject(s) associated with specific deliveries of the course. Decisions should be based on the academic subject taught or learned, rather than the teaching methods employed. While creativity and interdisciplinarity are encouraged, care is required to avoid over-use of codes, in cases where the distinction between subject and method is complex.

Module subject codes are related to the subjects of the individual modules.

**Notes on JACS coding:** A maximum of **3** JACS codes can be allocated. There will be some courses and modules where it remains appropriate to code at principal subject level, but others where a more detailed code should be used. So for example, a general Biology course would continue to be coded as C100, but a specific course/module in Biodiversity would be coded C181.

NB The generic codes, which consist of a subject letter and three zeros (for example, B000 ‘Subjects allied to medicine’) can be used to describe a truly interdisciplinary programme. However subjects covered by generic codes may be excluded by the compilers of league tables who only use data for subject specific codes and should be used sparingly; wherever possible an appropriate specific JACS code should be use.

**Notes on HECoS coding:**

A maximum of **5** HECoS codes can be allocated.

While providers are given the option to describe a course, module or qualification using up to 5 codes, it should be recognised that good subject coding is economical. The number of codes to describe courses, modules and qualifications should always be minimised in the interests of providing succinct information for intended users and for consistency across the sector

**Subject Proportions**

A ‘proportion’ must be assigned to each of the subject codes to determine the programme’s subject split. This must be between 1 and 100 for each subject and the total must add up to 100.

**HESA state**; “It is not expected that these percentages will be derived from a detailed analysis of the contributions of subjects to individual students' programmes of study but will instead be based on a broad assessment of the relative contributions of each subject.

**Implications of getting it wrong**

*Both programme and module level codes are used in league tables and on the UNISTATS site, so there will be implications in getting this wrong. It is the only method HEFCE have of identifying the subject areas providers are delivering and is therefore subject to audit and review so consistency is vital.*

 **(v1) Programme Length -** the programme length should span from the commencement of study (first teaching/learning) to the expected end date including time for exams and should include periods of annual leave.

Below are some typical programme lengths in months to assist:

|  |  |  |
| --- | --- | --- |
| 3 year Programme | Starting in October – graduates July | 34 months |
| 4 year Programme | Starting in October – graduates July | 46 month |
| 5 year Programme | Starting in October – graduates July | 58 months |

**(v) Fundability**

Indicates whether students are counted as 'fundable', ie. 'eligible for funding' by the appropriate funding council/body – relates to individual students but during programme creation select the code which will reflect the programme in general.

Fundable postgraduate research students are Home and EC students registered at the reporting provider for a research degree and should be actively supervised by an academic member of staff employed by a higher education provider in England (for HEFCE-funded providers)

There is specific guidance for programmes where students spend more than half of their active study time for the whole programme outside the UK – check for guidance: [**HESA Fund codes**](https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=15051&href=a%5e_%5eFUNDCODE.html)

**(vi) Standard Year**

The year should be based on the commencement date of the programme.

A ‘Standard’ year is one where all the activity (ie the student is actively pursuing studies towards the qualifications) relating to a given programme year is contained within the HESA reporting year 1st August – 31 July. Most undergraduate students where study runs from Oct – June each year are on standard years.

A ‘Non standard’ year is one in which all the activity for the programme year is not entirely within one academic year – that is, where the activity for the year crosses from one academic year into the next. For example if a programme runs for 1 year from October – September it would be set up as a two year programme within Banner, with each year being marked as Non-Standard

Students on full-year courses such as most masters and doctoral programmes will be on a non-standard academic year (see section (vii) Long Year for further details).

**(vii) Long Year**

FT programmes: where the activity (ie the student is actively pursuing studies towards the qualification) relating to a given programme (instance) year is 45 weeks or more (even if this crosses HESA reporting years) then this should be recorded as a long year. For example, if a programme is 4 years long with each programme year running from October to October and the students are active for 45 weeks or more in each of those years then all 4 years are recorded as long.

If the year is 45 weeks or more only because of a period of work based study including learning in the workplace, work experience and placements then the year is not counted as long; this would include sandwich years.

PT programmes: the length of the year should be determined by the length of each year for the equivalent FT programme (if this exists). The number of weeks attended within the year for part-time students is irrelevant in determining whether the year is long. If an equivalent full-time course does not exist please contact the MI Team for guidance.

Most postgraduate taught and postgraduate research programmes would normally be long while undergraduate programmes would usually be ‘not long’. Undergraduate long programmes typically occur in accelerated programmes where the qualification is achieved in a much shorter time than normal (the number of credit points studied in the year is not a criterion in defining a long year).

Sources of further guidance

[HESA guidance page](https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&mnl=15051&href=a%5e_%5eSBJCA.html)

Curriculum and Timetabling Team – curriculum@soton.ac.uk

MI Team – Miteam@soton.ac.uk